

Post 16 Home Maintenance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	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
<u>Literacy Focus</u>  <u>Numeracy Focus</u>	Practical Log Photo work diary, subject specific keywords  Accuracy and measure	Practical Log Photo work diary, subject specific keywords  Accuracy and measure	Practical Log Photo work diary, subject specific keywords  Accuracy and measure	Practical Log Photo work diary, subject specific keywords  Accuracy and measure	Practical Log Photo work diary, subject specific keywords  Accuracy and measure volumes	Practical Log Photo work diary, subject specific keywords  Accuracy and measure volumes
<b>SMSC</b>	<b>Spiritual:</b> Experience opportunities for creativity <b>Moral:</b> Consideration of ecological and social footprint. Understand the laws relevant to employment and health and safety <b>Social:</b> Develop an understanding of others, links to the wider world of work <b>Cultural:</b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Engineering	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Wiring Electrical Circuits and Components	Wiring Electrical Circuits and Components  Drilling Tool Skills	Drilling Tool Skills	Checking and Maintaining Car Wheels and Tyres L1	Repair a Cycle Puncture	Repair a Cycle Puncture
<u>Literacy Focus</u>  <u>Numeracy Focus</u>	Practical Log Photo work diary, subject specific keywords  Accuracy and component calculations	Practical Log Photo work diary, subject specific keywords  Accuracy and component calculations, Drill sizing	Subject specific Keywords, Risk assessment documentation  Accuracy, drill sizing	Practical Log Photo work diary, subject specific keywords  Accuracy, tyre sizing pressures radial terminology	Practical Log Photo work diary, subject specific keywords  Accuracy measurements and radial sizing	Practical Log Photo work diary, subject specific keywords  Accuracy measurements and radial sizing
<b>SMSC</b>	<b>Spiritual:</b> Experience opportunities for creativity <b>Moral:</b> Consideration of ecological and social footprint. Understand the laws relevant to employment and health and safety <b>Social:</b> Develop an understanding of others, links to the wider world of work <b>Cultural:</b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 GCSE English Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	<b>Intensive Writing</b> A Study of Fiction Extracts AQA Paper 1 Exploring the effects of a writer’s use of language and structure.	<b>Reading to Evaluate</b> Evaluating a writer’s point of view, purpose, intended audience and tone.	<b>Viewpoints and Perspectives</b> <b>Placing texts in context</b> Selecting evidence and inference. Exploring the effects of a writer’s use of language.	<b>Viewpoints and Perspectives</b> <b>Placing texts in context</b> Exploring the effects of a writer’s use of language. Comparing the attitudes of writers and their methods.	<b>Intensive Writing</b> Developing an effective viewpoint and perspective in writing.	<b>Exam Preparation</b>
<u>Literacy Focus</u>	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons. Sentence structures for clarity and impact. Using ambitious vocabulary and punctuation effectively.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs selection of different modal forms to hypothesise & give reasons. Subject specific terminology.	Revision, where appropriate, of Literacy topics previously taught plus ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons. Structure sentences to compare & contrast using appropriate connectives.	Revision, where appropriate, of Literacy topics previously taught plus topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons. Sentence structures for clarity and impact. Using ambitious vocabulary and punctuation effectively.	Revision of all Literacy topics
<u>Numeracy Focus</u>	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.					
<u>Speaking and Listening</u>	Class discussion on current affairs NEA GCSE Spoken language preparation	Individual presenting on an argument or a topic of interest NEA GCSE Spoken language preparation	Group discussion on an argument or a topic of interest NEA GCSE Spoken language preparation	NEA GCSE Spoken language assessments	Group presentation on the topic of an extract the class is studying	
<u>SMSC</u>	<b>Spiritual:</b> Understanding the value of relationships, Encouraging self-awareness, Experience opportunities for creativity, Develop an understanding of others, Develop a caring attitude towards others, Opportunities to be inquisitive, Recognising & accepting difference & diversity. <b>Moral:</b> Promoting equality & diversity, Providing opportunities to explore right & wrong / practise moral decision making , Recognising & respecting the moral codes of other cultures. <b>Social:</b> Encouraging pupils to work co-operatively , Providing conceptual and linguistic framework for debate, opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand & recognise own cultural assumptions, Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities & enterprises, regard for heights of human achievements in all cultures & societies					



<u>Post 16</u> <u>GCSE Maths</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Areas of Study</b>	<b>Foundation: Number</b> Multiplication, division, square and cube numbers,	<b>Foundation: Algebra,</b> equations, substitution, simplifying.  <b>Geometry: Angle properties and problems.</b>	<b>Foundation: Fractions and decimals. Scale factors. Probability</b>	<b>Foundation: Statistics, simultaneous equations</b>	<b>Revision and exam practice</b>	<b>Revision and exam practice</b>  Exams
<b><u>Literacy Focus</u></b>   <b><u>Numeracy Focus</u></b>	Key words, vocabulary, worded question comprehension. Examination Command words  Fractions, Time, Calculations, Number sequences.	Key words, vocabulary, worded question comprehension. Examination Command words  Money, Measurement, Shape.	Key words, vocabulary, worded question comprehension. Examination Command words  Data collection, estimates, reliability, validity, data interpretation.	Key words, vocabulary, worded question comprehension. Examination Command words  Revision	Key words, vocabulary, worded question comprehension. Examination Command words Revision	Key words, vocabulary, worded question comprehension. Examination Command words Revision
<b><u>SMSC</u></b>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Openness to new ideas and to modify thinking to accommodate them.					

Year 12 / 13 Maths Functional Skills	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer 1	Summer 2
Areas of Study	Using Numbers and the number system	Using Common Measures, shape and space	Handling Information and data	Problem solving and underpinning skills	Examination practice. Individual target setting	Examination practice and exams
<p><b><u>Literacy Focus</u></b></p> <p><b><u>Numeracy Focus</u></b></p>	<p>Key words / vocabulary, comprehension, reading, writing explanations and comparisons. 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>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>					
<b><u>SMSC</u></b>	<p><b><u>Spiritual:</u></b> Encouraging self-awareness. Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right &amp; wrong. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand &amp; recognise own cultural assumptions. Openness to new ideas and to modify thinking to accommodate them.</p>					

<u>Year 12 Statistics</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Areas of Study</b>	<b>Types of data, vocabulary and data collection</b>  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	<b>Presentation of data, charts and graphs</b>  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	<b>Processing and interpretation of data</b>  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	<b>Probability</b>  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 $P(B/A) = P(A \text{ and } B) / P(A)$	<b>Comparison and analysis of charts and data</b>  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.	<b>Exam practice and Exams</b>
<b><u>Literacy Focus</u></b>  <b><u>Numeracy Focus</u></b>	Key words, vocabulary, comprehension  Hypotheses, describing data, population and sampling. Estimation, collection of data, data reliability and validity. Utilisation of Control Groups	Key words, vocabulary, comprehension  Processing, representing and analysing data. Tabulation, representing data. Frequency density. Comparing and interpreting data sets displayed in histograms. calculating skewness.	Key words, vocabulary, comprehension  Weighed mean, geometric mean, inter percentile range, interdecile range, standard variation. Use and interpret scatter graphs.	Key words, vocabulary, comprehension  Use appropriate language and the 0-1 probability scale. Apply ideas of ‘randomness’ to calculate expected outcomes. Relate expected frequencies to theoretical probability.	Writing Explanations and comparisons  Relate relative expected frequencies to theoretical probability. Compare experimental data with theoretical predictions.	
<b><u>SMSC</u></b>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Openness to new ideas and to modify thinking to accommodate them.					

<u>Post 16 Art</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Areas of Study</b>	<b>Sculpture</b>  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.	<b>Drawing</b>  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.	<b>Painting with water based media.</b>  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.	<b>Printmaking</b>  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.	<b>Working with mixed media</b>  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.	
<b><u>Literacy Focus</u></b> <b><u>Numeracy Focus</u></b>	Written answers in workbooks, annotation in sketchbook  Proportion					
<b><u>SMSC</u></b>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	<p><b>Creative Craft</b></p> <p>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>	<p><b>Creative Craft</b></p> <p>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>	<p><b>Creative Craft</b></p> <p>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>	<p><b>Craft Design Project</b></p> <p>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>	<p><b>Craft Design Project</b></p> <p>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>	<p><b>Craft Design Project</b></p> <p>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.</p>
<b><u>Literacy Focus</u></b> <b><u>Numeracy Focus</u></b>	<p>Written answers in workbooks, annotation in sketchbook Proportion</p>					
<b><u>SMSC</u></b>	<p><b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right &amp; wrong. Recognising &amp; respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand &amp; recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures &amp; societies.</p>					



Post 16 Computing Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Understanding Robotics	Creating and programming robots	Understanding computer terms and computational thinking.	Improving coding	Building using code	Test, debug and release code
<u>Literacy Focus</u>	Reading non-fiction texts for information. Sentence structure and order of words.  Problem solving. Breaking problems into manageable tasks. Practical use of mathematical operations.		Understanding definitions of words and the effect on meaning. Sequencing events.  Using maths for practical problem solving. Working out mathematical efficiency.		Spelling subject specific vocabulary, technical accuracy in grammar in email writing and using the correct punctuation.  Using tables to organise data.	
<u>Numeracy Focus</u>						
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Openness to new ideas and to modify thinking to accommodate them.					

Post 16 Computing Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Understanding cyber security	Assessing different methods to keep computers safe from cyber-attacks.	Practical ways to keep computers safe from cyber-criminals	Practical ways to keep humans safe from cyber-criminals	Understand the legal aspects for online business to keep data safe from cyber-criminals. GDPR	Understand the legal aspects for online business to keep data safe from cyber-criminals. Other laws.
<u>Literacy Focus</u>  <u>Numeracy Focus</u>	Reading non-fiction texts for information. Sentence structure and order of words.  Problem solving. Breaking problems into manageable tasks. Practical use of mathematical operations. Different number bases.		Writing clear and engaging texts for a specific audience. Writing instructions.  Problem solving. Converting between different number bases.		Reading and interpreting non-fiction texts. Summarising information. Explaining concepts to others.  Working with money and large numbers.	
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Openness to new ideas and to modify thinking to accommodate them.					

<u>Post 16</u> <u>Childcare Level 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Areas of Study</b>  	<b>Caring for Young Children</b>  Know how to wash/bathe babies and children. Know the correct procedures when feeding young children.	<b>Caring for Young Children</b>  Know how to dress children appropriately. Know how to respond to a baby/child’s need for sleep and rest.	<b>Understanding Child development</b>  Understand the development of children from 0-1 year. Understand the development of children from 1-3 years.	<b>Understanding child development</b>  Understand a range of childcare provision. Understand the need for a safe environment.	<b>Understanding Play</b>  Understand the role of play in a child’s development. Understand the purpose of play activities for children at different levels of development.	<b>Understanding Play</b>  Understand the importance of a plan for play activities. Understand how stereotyping can affect children’s participation in activities.
<b><u>Literacy Focus</u></b>  <b><u>Numeracy Focus</u></b>	Command and vocabulary specific to topic  Weights and Measures- weighing and measuring baby's bottles and food					
<b><u>SMSC</u></b>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Childcare Entry Level 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Caring for a Child  Know how to provide physical care for children of different ages.	Caring for a Child  Be able to choose appropriate clothing and footwear for children.	Caring for a Child  Understand the importance of a child’s daily routine.	Respecting children as Individuals  Know why children need to be respected as individuals. Know how adults show respect to children.	Respecting children as Individuals  Know ways to empower children to develop as individuals.	Respecting children as Individuals  Know how to ensure that children’s rights are respected.
<u>Literacy Focus</u>  <u>Numeracy Focus</u>	Key vocabulary related to the topic  Weights, measures, Time.					
<u>SMSC</u>	<b>Spiritual:</b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b>Social:</b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Dog Training & Husbandry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Enrichment for dogs		Canine First Aid		Dog Sports	
<u>Literacy Focus</u>	Key anatomical words and Command Words		Key words, presentation and Command words		Key words, clear communication and Command Words	
<u>Numeracy Focus</u>	Time, Number		Time, number		Time, number	
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Dog Training & Husbandry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Caring for a Dog		Dog Anatomy, Physiology and Behaviour		Dog Training Methods	
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Key anatomical words and Command Words  Time, Number		Key words, presentation and Command words  Time, number		Key words, clear communication and Command Words Time, number	
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Horticulture	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Tool use		Horticulture			
<u>Literacy Focus</u>	Key words, presentation skills and command words		Key words, presentation skills and command words		Key words, presentation skills and command words	
<u>Numeracy Focus</u>	Time, measurement and number		Time, measurement and number		Time, measurement and number	
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Horticulture	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Organic Market Gardening Autumn / Winter		Organic Market Gardening Winter / Spring		Organic Market Gardening Spring / Summer	
Literacy Focus	Key words, presentation skills and command words		Key words, presentation skills and command words		Key words, presentation skills and command words	
Numeracy Focus	Time, measurement and number		Time, measurement and number		Time, measurement and number	
SMSC	<p><b>Spiritual:</b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right &amp; wrong. Recognising &amp; respecting the moral codes of other cultures. <b>Social:</b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand &amp; recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures &amp; societies.</p>					

Post 16 Hospitality	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Prepare and Cook food by Baking, Roasting and Grilling.			Food hygiene & storage.		
	Check that food items for baking are of the correct type, quantity and quality			Why it is important to maintain good practice when handling food		
	Select appropriate equipment for preparing and baking foods			Hazards related to food safety.		
	Prepare and cook food items according to dish specifications, monitoring quality at all stages			Appropriate actions for dealing with hazards		
	Demonstrate control of time and temperature throughout preparation, cooking and serving			Why it is important to store and dispose of waste safely		
	Finish and present the product in line with dish and customer requirements			How to dispose of food safely		
	Work in a safe and hygienic manner					
<u>Literacy Focus</u>	Command words specific to the unit of study. Recognising command words in order to follow and understand instructions in a recipe.					
<u>Numeracy Focus</u>	Weights and measures.					
<u>SMSC</u>	<u>Spiritual:</u> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <u>Moral:</u> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <u>Social:</u> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <u>Cultural:</u> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Forensic Science Recognition of inks, fibres, handwriting, codes and chemical contaminations at a crime scene.		The Science of food		The Prehistoric World	
<u>Literacy Focus</u>	Key command words, scientific terminology and accuracy in reporting. Presentation on code breaking.		Key command words, scientific terminology and accuracy in reporting.		Key command words, scientific terminology and accuracy in reporting.	
<u>Numeracy Focus</u>	Result writing and accuracy		Recording results accurately. Measuring volume, temperature and time.		Measuring time over the millennia.	
<u>SMSC</u>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Global Warming and science and the law. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					



Post 16 Sport	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Taking part in exercise and fitness activities		Taking part in Sport Taking part in exercise and fitness activities			
<u>Literacy Focus</u>	<p>Present information/points of view clearly and in an appropriate form. Identify the main points and ideas and how they are presented in a variety of texts. Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.</p> <p>Present information/points of view clearly and in an appropriate form. Identify the main points and ideas and how they are presented in a variety of texts. Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.</p>		<p>Present information/points of view clearly and in an appropriate form. Identify the main points and ideas and how they are presented in a variety of texts. Read and understand texts in detail. Present information in a logical sequence. Use language, format and structure suitable for purpose and audience.</p>			
<u>Numeracy Focus</u>						
	Counting points, scores and times.		Counting points, scores and times.			
<u>SMSC</u>	<p><u>Social</u> - Encourage self-awareness, Opportunities to be inquisitive, Understanding the value of relationships.</p> <p><u>Moral</u> - Providing opportunities to explore right &amp; wrong / practise moral decision making, Rewarding moral insight &amp; good behaviour.</p> <p><u>Spiritual</u> - Experience sense of belonging.</p> <p><u>Cultural</u> - Willingness to participate in cultural activities &amp; enterprises</p>					

[illegible]

<u>Post 16 Work Experience</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	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
<u>Literacy Focus</u>	Information retrieval, Speaking and Listening, Letter Writing, CV Writing and Reading for Meaning.	Speaking and Listening, Reading for meaning, presentation writing and delivery skills. Accuracy in written communication.	Speaking and Listening, asserting viewpoints and perspectives convincingly in group debates and discussions.	Speaking and Listening, Reading for meaning, developing inference skills. Writing convincingly for a range of audiences and purposes.	Speaking and Listening, Reading for meaning, developing inference skills. Writing convincingly for a range of audiences and purposes.	Speaking and Listening, Reading for meaning, developing inference skills. Writing convincingly for a range of audiences and purposes.
<u>Numeracy Focus</u>	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.	Budgeting, measurement, dates, times and interpreting travel timetables, estimation.
<u>SMSC</u>	<b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					

Post 16 Work Readiness	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	Fine motor skills. Use of equipment. Budgeting. Research. Project management.					
<u>Literacy Focus</u>	Developing students' use of subject specific terminology and ambitious vocabulary. Writing to persuade. Information retrieval and following writing instructions. Reading for meaning.  Budgeting, understanding profit and loss, calculating product pricing and profit, measurements, dates, time and money.  <b><u>Spiritual:</u></b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b><u>Moral:</u></b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b><u>Social:</u></b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b><u>Cultural:</u></b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					
<u>Numeracy Focus</u>						
<u>SMSC</u>						

<div> <div>Post 16</div> <div>Work Readiness</div> <div>Café Grange</div> </div>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Areas of Study	Gain an understanding of the world of work, in a purposely built Café within Post 16					
<div>Literacy Focus</div> <div>Numeracy Focus</div>	<div>Developing students’ use of subject specific terminology and ambitious vocabulary. Writing to persuade. Information retrieval and following writing instructions. Reading for meaning. Reading and interpreting recipes.</div> <div>Till knowledge – ‘cashing-up’. Temperatures, Record keeping, Budgeting, understanding profit and loss, calculating product pricing and profit, measurements, dates, time and money.</div>					
SMSC	<div> <b>Spiritual:</b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right &amp; wrong. Recognising &amp; respecting the moral codes of other cultures. <b>Social:</b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand &amp; recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures &amp; societies. </div>					

Post 16 Skills For Living and Work. Enterprise, LifeSkills,Employability Customer service	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	<p><b>Cooking</b> Everyday food and drink preparation Basic Food Preparation</p> <p><b>Undertaking an Enterprise Project</b> Craft Design Project</p> <p><b>Preparing for work</b> Customer Service</p>			<p><b>Building confidence and self esteem</b> Developing Skills for Independent Life</p> <p><b>Working as Part of a Group</b></p> <p><b>Developing skills for employment</b> Customer Service</p>		<p><b>Practical skills development</b></p> <p><b>Working as Part of a Group</b></p> <p><b>Developing skills for employment</b> Customer Service</p>
<u>Literacy Focus</u>	Developing students' use of subject specific terminology and ambitious vocabulary. Command words 'compare', 'describe', 'explain'. Writing to persuade. Information retrieval and following writing instructions. Reading for meaning.					
<u>Numeracy Focus</u>	Weights, measures, estimation, budgeting, profit and loss, calculations, use of a calculator, percentages, money, date and time					
<u>SMSC</u>	<p><b>Spiritual:</b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right &amp; wrong. Recognising &amp; respecting the moral codes of other cultures. <b>Social:</b> Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand &amp; recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures &amp; societies.</p>					

Post 16 Skills for adulthood Program A	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer 1	Summer 2
Areas of Study	Drugs and Alcohol	Careers	Relationships	Relationships	Online Safety	Mental health
<u>Literacy Focus</u>	Reading of key texts Writing responses	Writing for correct purpose	Reading of key texts Writing responses	Reading of key texts Writing responses	Reading of key texts Writing responses	Reading of key texts Writing responses
<u>Numeracy Focus</u>	Understanding measurements and units	Understanding measurements and units	Understanding measurements and units	Understanding measurements and units	Understanding measurements and units	Understanding measurements and units
<u>SMSC</u>	<b>Spiritual:</b> Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b>Social:</b> Links with the wider community and the world of work Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					
Post 16 Skills for adulthood Program B	Autumn 1	Autumn 2	Easter 1	Easter 2	Summer 1	Summer 2
Areas of Study	Relationships	Mental Health	Addressing Extremism and Radicalisation	Healthy Lifestyles	Discrimination	Careers
<u>Literacy Focus</u>	Reading of key texts Writing responses	Reading of key texts Writing responses	Writing responses Reading of key texts	Reading of key texts Writing responses	Reading of key texts Writing responses	Reading of key texts Writing responses
<u>Numeracy Focus</u>				Budgeting		
<u>SMSC</u>	<b>Spiritual:</b> Recognising & accepting difference & diversity. Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. <b>Moral:</b> Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. <b>Social:</b> Links with the wider community and the world of work Encouraging students to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. <b>Cultural:</b> Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.					