

## English

### Entry 1 – Developing writing skills

- Recognise that meaning can be conveyed by marks, symbols, signs or words
- Communicate using marks, symbols, signs or words

### Entry 2 – presenting written information in different styles and formats

- Identify different types of information to be presented in written format
- Present the written information in an appropriate style and format
- Present work with accurate spelling
- Use accurate punctuation
- Produce written information

### Entry 3 – Writing in short paragraphs

- Organise written information into short paragraphs
- Review written work for sense and punctuation

## Employability

### Entry 1 – Be able to recognise health and safety procedures

- Indicate health and safety procedures when carrying out a task in the workplace.
- Participate in keeping his/her work area clean and tidy.
- Participate in using equipment or tools for a task in the workplace safely.

### Entry 2- Know health and safety procedures in the workplace

- Follow given health and safety procedures in the work place when carrying out a task.
- Follow instructions to keep his/her work area clean and tidy.
- Use equipment or tools in the workplace safely with support.

### Entry 3- Know health and safety procedures in the workplace



## Curriculum Map

2021 – 2022

Sixth Form

## British Values

British values are linked to our Life Skills programme and assemblies.

Student voice – through the student council and questionnaires

Rights and responsibilities

The rule of law

Individual freedom

Mutual respect & tolerance for different faiths and beliefs

## Maths

### Entry 1 – Understanding what money is used for

- Identify money from other items
- Identify uses of money
- Use money in realistic situations

### Entry 2 – Using coins and notes

- Recognise the value of coins up to £1.00
- Work out the cost of items in whole pounds
- Work out change from £1.00 for an item costing less than £1.00
- Work out total cost and change expected when paying for items in whole pounds

### Entry 3 – Working with money

- Round cost of items to nearest significant amount
- Add rounded amounts of money to estimate total cost
- Work out the total cost of different items where the prices are in pounds and pence
- Review calculations for accuracy
- Work out the change due by subtracting cost from money paid

### At Home

- When out use opportunities to use money -pay for items in shops using self-scan or tills, buy a drink in a café.
- At home look at prices on internet for birthdays/Christmas.

## Computing

Using ICT to find information: Using search engines Accessing specific websites. Using email. Using mobile phones Using app's.

### **Active Learning in the Community**

#### **Entry 1 – using shopping facilities**

- Locate different shops
- Locate items in different shops
- Respond appropriately to individuals in shops
- Participate in making payments in shops

#### **Entry 2- shopping for daily living**

- Identify items which need to be bought regularly for daily living requirements
- Identify shops to be visited to buy items for daily living requirements
- Decide on the order in which to visit the shops
- Give reasons for choice of mode of travel to the shops
- State how much money will be needed
- Appropriate behaviour while buying chosen items
- Appropriate communication skills when buying items

### **PSS**

During this academic year, PSS will cover a variety of personal and social subjects but all teaching groups will be concentrating on Balanced and Healthy Lifestyles. The curriculum is targeted at Entry 1-3.

The students will identify:

- What they can do to contribute to a healthy lifestyle

### **Communication**

#### **Entry 1 – interacting in a group situation**

- Communicate to respond to an option, preference or choice
- Communicating within a group to ask a question

#### **Entry 2 – dealing with problems in daily life**

- Identify a straightforward problem
- Identify a way of tackling the problem, with appropriate support
- Tackling the problem using a given procedure
- Asking for advice or support if needed

#### **Entry 3 – dealing with problems in daily life**

- As entry 2

### **Environment and Community**

#### **Entry 1 – responding to your local natural environment**

- Respond to different areas of the local natural environment
- Communicate responses

#### **Entry 2 – Individual responsibilities in the community**

- Identify own responsibilities in the community
- Identify ways of making a positive contribution to the community
- Possible consequences of not acting responsibly in the community
- Benefits of acting responsibly in the community

#### **Entry 3 – community action**

- Identify community groups in their local area and what they do
- Participate in activities within a local community group
- Identify how these activities benefit others
- Identify a benefit for themselves from participating in the activities

<p><b>Home Skills</b></p> <p><b>Entry 1 – Recycling</b></p> <ul style="list-style-type: none"> <li>Identify two different packaging materials.</li> <li>Identify two different items for recycling</li> <li>Identify appropriate bins for recycling.</li> <li>Suggest a way of reducing own wastage</li> </ul> <p><b>Entry 2 – Recycling and managing waste</b></p> <ul style="list-style-type: none"> <li>Identify three different packaging materials.</li> <li>Identify typical uses of different packaging materials.</li> <li>Identify three different items for recycling.</li> <li>Identify appropriate bins for recycling.</li> <li>Identify an</li> </ul>	<p><b>Mini Enterprise</b></p> <p>Mini-Enterprise encourages our students work collaboratively as a team to produce items to sell at school functions and to parents via email and ParentMail.</p>	<p><b>Connections</b></p> <p>Students spend the first half hour of each day with their tutor. This session looks at wellbeing, mindfulness, friendships, zones of regulation, understanding differences and what makes us unique. It will look at kindness and caring for each other, resilience and what is important to us.</p> <p>National celebration days like Jeans for Genes</p>
<p>item that would not normally be recycled.</p> <ul style="list-style-type: none"> <li>Identify two ways of reducing own wastage.</li> </ul>	<p><b>Finance</b></p> <p>Personal finance matters. <b>Banks:</b> Understand the role of the bank and the services they offer. For example, current accounts, direct debits and savings. <b>Budgets:</b> Understand the importance of budgets. Estimating, planning, shopping costs and the importance of paying for basics before luxuries.</p>	
<ul style="list-style-type: none"> <li>Give a reason for reducing waste.</li> </ul> <p><b>Entry 3 - Recycling and managing waste</b></p> <ul style="list-style-type: none"> <li>As Entry 2 with more examples</li> <li>Identify from a calendar or another source day(s) for recycling collection.</li> </ul> <p><b>Entry 2 – Using domestic appliances</b></p> <ul style="list-style-type: none"> <li>Identify two different electric appliances</li> <li>Switch on an appliance and follow instructions to use an appliance.</li> <li>Identify a rule for safe handling of the appliance.</li> <li>Identify a safety hazard of the appliance.</li> <li>Switch off and unplug the appliance.</li> <li>Store the appliance safely.</li> </ul>		