



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

Post 16 Key Stage 5 Oaks 10 Life skills Pathway 2023-2024	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 2024	Summer 2024
Functional Maths	<p>Intent: Assess pupils to see which Entry Level or Level is suitable Begin work on appropriate level.</p> <p>Implementation: Through weekly lessons and embedded into other curriculum areas.</p> <ul style="list-style-type: none"> • To assess and begin Functional Skills in Maths • Follow Entry 1 curriculum – focussing on: <ol style="list-style-type: none"> 1. Using numbers and the number system (whole numbers) 2. Using common measures, shapes and space (inc. money) 3. Handling information and data <p>Impact: students will be assessed in skills and knowledge they have of functional skills entry 1 in maths. This will then be applied to subsequent learning so that learners can take an examination later in the year where appropriate.</p>	<p>Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions.</p> <p>Implementation: : Through weekly lessons and embedded into other curriculum areas. Follow Entry 1 curriculum – focussing on:</p> <ol style="list-style-type: none"> 1. Using numbers and the number system (whole numbers) 2. Using common measures, shapes and space (inc. money) 3. Handling information and data <p>Impact: students will be assessed in skills and knowledge they have of functional skills entry 1 in maths. This will then be applied to subsequent learning so that learners can take an examination later in the year where appropriate.</p>	Same as Autumn 2	Same as Autumn 2	<p>Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions as well as continue learning specific functional maths skills and knowledge.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will be taught how to test take. Learning appropriate skills such as understanding what a question is asking, where to answer the question, moving back and forth between questions rather than answering each question in order and understanding the marks awarded for each question. <p>Impact: Students will begin to be able to use their knowledge and understanding of maths, along with their new understanding of how to test take in order to sit practise tests.</p>	<p>Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions as well as continue learning specific functional maths skills and knowledge.</p> <p>Implementation:</p> <ul style="list-style-type: none"> • Students will be taught how to test take. Learning appropriate skills such as understanding what a question is asking, where to answer the question, moving back and forth between questions rather than answering each question in order and understanding the marks awarded for each question. <p>Impact: Students will begin to be able to use their knowledge and understanding of maths, along with their new understanding of how to test take in order to sit practise and real test where appropriate.</p>
Functional English – reading, writing and speaking and listening.	<p>Intent: To assess student’s current ability to be able to target work at the correct level. To introduce the language and skills of testing and assess gaps in this knowledge.</p> <p>Implementation: Have lessons on all 3 areas of functional English (speaking and listening, reading and writing) to assess ability and understanding in each area. Give students mock tests to see how well they understand the language of testing and assess level of independence in work.</p> <p>Impact: Assessment will help to determine who is likely to take a qualification this year and find what the gaps are for each individual in order that lessons can be tailored for maximum impact for the individual.</p> <p>(3 weeks)</p> <p>Speaking and listening: Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills. Implementation: Guidance from Open Awards E1/E2 English functional skills will be used to deliver alphabet and comprehension skills.</p>	<p>Reading Intent: Read correctly words designated for Entry Level 2 and 1. Understand the main points in texts. Understand organisational markers in short, straightforward texts. Implementation: pupils discuss the meaning of words and there spelling patterns. They will use look, cover, write and check. Look at different texts and there purposes. They will be able to compare them. Impact: pupils become confident readers of simple texts. They can understand the purpose of texts.</p> <p>Speaking and Listening Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills. Students will also continue to learn and understand how to take a functional English test.</p>	<p>Writing Intent: To develop pupils writing. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). Form regular plurals. Use the first and second letters to sequence words in alphabetical order. Spell correctly words designated for Entry Level 1. Implementation: compare simple and complex sentences. To edit text and add punctuation, grammar as appropriate. Pupils to write in response to a question asking their opinion. To plan and draft writing. To understand narrative. Impact: Pupils will confidently write simple sentences and know how to extend them to complex.</p> <p>Speaking and Listening Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills. Students will also continue to learn and understand how to take a functional English test.</p>	<p>Reading Intent: Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spellchecker). Read and understand sentences with more than one clause. Implementation: Pupils will practise spellings and handwriting. Pupils will use dictionaries and become familiar with their layout. They will use illustrations, images and captions to locate information Impact: Pupils will be able to read short pieces of information and understand their meaning. They will be able to use and understand features of texts.</p> <p>Speaking and Listening Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills.</p>	<p>Writing Intent: To develop pupils writing Using words and phrases appropriate to audience and purpose. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth). Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect Clauses. Use adjectives and simple linking words in the appropriate way. Students will also begin to learn and understand how to take a functional English test. Implementation: to practise giving and writing personal information on a variety of forms. To write compound sentences in response to a topic. They will use adjectives to enhance their writing. Impact: pupils will confidently know and write their personal information. They will write simple sentences and use adjectives appropriately. They will have some</p>	<p>Reading/writing Intent: To consolidate and build on prior learning over the year. To take mock tests and work out where the gaps in understanding are. Implementation: To take mock tests. To practise taking an exam in an exam environment. To assess their work and work out where the gaps are. Impact: Pupils will understand their attainment level, they understand what they need to work on. Pupils are more confident in their abilities and ability to perform during the test.</p> <p>Speaking and Listening Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills. Students will also continue to learn and understand how to take a functional English test.</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

	<p>Impact: Students can say the names of the letters of the alphabet & identify and extract the main information from short statements and explanations (3 -4 weeks) Speaking and Listening Intent: Students will cover some of the S&L curriculum from Open Awards E1/2 functional English skills. Students will also continue to learn and understand how to take a functional English test. Implementation: Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions. Impact: Students can or are working towards following single-step instructions, asking for them to be repeated if necessary. Make requests and ask straightforward questions using appropriate terms and registers. Respond to questions about specific information. Make clear statements about basic information and communicate feelings and opinions on straightforward topics. Understand and participate in simple discussions or exchanges with another person about a straightforward topic. Some student will complete a test in Functional English at Entry 1 or 2.</p>	<p>Implementation: Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions. Impact: Students can or are working towards following single-step instructions, asking for them to be repeated if necessary. Make requests and ask straightforward questions using appropriate terms and registers. Respond to questions about specific information. Make clear statements about basic information and communicate feelings and opinions on straightforward topics. Understand and participate in simple discussions or exchanges with another person about a straightforward topic. 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Students will also continue to learn and understand how to take a functional English test. Implementation: Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions. Impact: Students can or are working towards following single-step instructions, asking for them to be repeated if necessary. Make requests and ask straightforward questions using appropriate terms and registers. Respond to questions about specific information. Make clear statements about basic information and communicate feelings and opinions on straightforward topics. Understand and participate in simple discussions or exchanges with another person about a straightforward topic. Some student will complete a test in Functional English at Entry 1 or 2.</p>	<p>Implementation: Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions. 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PE	<p>Mugga court Intent: Gym introduction Assess fitness levels Get ready for gym Implementation: Pupils understand their capabilities and then able to use this to inform their routine when they start at the gym. Impact: Assess fitness ready to improve for the year Understand own capabilities</p>	<p>Gym Intent Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene Implementation Going to the gym Understanding how the machines work and their capabilities on them. Afterwards having a shower and understanding the importance of good personal hygiene. Impact Pupils become comfortable in a gym environment More likely to use the gym on their own with increased confidence. Having better personal hygiene because they can appreciate why it is important.</p>	<p>Gym Intent Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene Implementation Going to the gym Understanding how the machines work and their capabilities on them. Afterwards having a shower and understanding the importance of good personal hygiene. Impact Pupils become comfortable in a gym environment More likely to use the gym on their own with increased confidence. Having better personal hygiene because they can appreciate why it is important.</p>	<p>Gym Intent Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene Implementation Going to the gym Understanding how the machines work and their capabilities on them. Afterwards having a shower and understanding the importance of good personal hygiene. Impact Pupils become comfortable in a gym environment More likely to use the gym on their own with increased confidence. Having better personal hygiene because they can appreciate why it is important.</p>	<p>Gym Intent Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene Implementation Going to the gym Understanding how the machines work and their capabilities on them. Afterwards having a shower and understanding the importance of good personal hygiene. Impact Pupils become comfortable in a gym environment More likely to use the gym on their own with increased confidence. Having better personal hygiene because they can appreciate why it is important.</p>	<p>Gym Intent Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene Implementation Going to the gym Understanding how the machines work and their capabilities on them. Afterwards having a shower and understanding the importance of good personal hygiene. Impact Pupils become comfortable in a gym environment More likely to use the gym on their own with increased confidence. Having better personal hygiene because they can appreciate why it is important.</p>
Community Skills	<p>Intent: To be able to recognise safe travel for pedestrians. Implementation: See scheme of work - section 4 safe travel unit. Impact: To have a greater understanding about travelling safely as a pedestrian and public transport user.</p>	<p>Intent: To be able to recognise and use social signs effectively. Implementation: Students will learn about social signs in their immediate environment and in the community. They will recognise their purpose and will be able to begin using them effectively in the community.</p>	<p>Intent: To plan for and undertake a local journey safely Implementation: Students will research local bus travel, destinations, costs, journey times, timetables and will undertake a supervised journey, awareness of road safety. To understand more about behaving appropriately in a public place. Develop</p>	<p>Intent: To plan for and undertake a local journey safely Implementation: Students will research local bus travel, destinations, costs, journey times, timetables and will undertake a supervised journey, awareness of road safety. To understand more about behaving appropriately in a</p>	<p>Intent: To explore the wider community and visit a local town or attraction Implementation: To identify places of interest. Research the best method of reaching the location and work out the costs, time taken and entry fee etc</p>	<p>Intent: To carry out a journey in a familiar environment independently/ small group setting Implementation: Students to be set a task to carry out a journey for a purpose. To use a mobile phone as a form of communication in a emergency.</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

		<p>Impact: Students will be able to use social signs in the community, with support where necessary, to enhance their safety and social integration when out of school.</p>	<p>or nurture relationships with local places to offer help and support (community action SoW) Impact: To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. Evidence required: Show all of the above – see scheme of work for assessment criteria. Scheme of work reference: Preparation for a visit and independent travel. See also community action SoW.</p>	<p>public place. Develop or nurture relationships with local places to offer help and support (community action SoW) Impact: To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. Evidence required: Show all of the above – see scheme of work for assessment criteria. Scheme of work reference: Preparation for a visit and independent travel. See also community action SoW.</p>	<p>Impact: Student will be using their travels skills to organise their own visit to a place of interest.</p>	<p>Impact: Students confident in carrying out a familiar journey as independently as possible.</p>
Community Action	<p>Intent: To make a positive contribution to the local community Implementation: To begin working in local community on a project – Peter Le Merchant Trust. 4 week programme. Week 1 - learn about the barge and what it does/offers Week 2 - job roles on the barge from CEO to volunteering Week 3 – Crew training on the barge. Week 4 – running a programme on the barge. Impact: To be more involved in community and realise the contribution that can be made. Improved self-esteem and confidence, team working, resilience and skills for work. To work with a charity and understand that they can continue to volunteer there after school.</p>	<p>Intent: To raise awareness and fundraise for a local community that need some help and support around Christmas time. Implementation: To finalise a plan of what and how we will fundraise for a local charity. To put into practise our fundraising efforts. Impact: The learner can identify different charities in local area. To have empathy for people in need. To explore career/volunteering opportunities.# To work with a charity and understand that they can continue to volunteer there after school.</p>	<p>Intent: To go to Ulverscroft and work on the local area. To improve and maintain our growing space. Implementation: identify responsibilities relating to their task and begin to complete independently. To research plants and vegetables that we would like to grow at Ulverscroft grange. Impact: improved self-esteem and confidence. The ability to follow a task. To work with a charity and understand that they can continue to volunteer there after school.</p>	<p>Intent: To go to Ulverscroft and work on the local area. To improve and maintain our growing space. Implementation: identify responsibilities relating to their task and begin to complete independently. To research plants and vegetables that we would like to grow at Ulverscroft grange. Impact: improved self-esteem and confidence. The ability to follow a task. To work with a charity and understand that they can continue to volunteer there after school.</p>	<p>Intent: To go to Ulverscroft and work on the local area. To improve and maintain our growing space. Implementation: identify responsibilities relating to their task and begin to complete independently. To research plants and vegetables that we would like to grow at Ulverscroft grange. Impact: improved self-esteem and confidence. The ability to follow a task. To work with a charity and understand that they can continue to volunteer there after school.</p>	<p>Intent: To go to Ulverscroft and work on the local area. To improve and maintain our growing space. Implementation: identify responsibilities relating to their task and begin to complete independently. To research plants and vegetables that we would like to grow at Ulverscroft grange. Impact: improved self-esteem and confidence. The ability to follow a task. To work with a charity and understand that they can continue to volunteer there after school.</p>
Home Management COOK AND EAT	<p>Intent: To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch.</p>	<p>Intent: To develop basic cooking skills To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch.</p>	<p>Intent: Life skills/survival cookery To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch. Plan a simple meal for themselves and for a small group, Plan snacks or simple meals within a budget. Go out to shop for items - check prices, locate items</p>	<p>Intent: To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch.</p>	<p>Intent: To understand how to be safe in the home To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch. To develop awareness of how to be safe in the home eg; what to do if fire, how to safely use cooking equipment,</p>	<p>Intent: To understand how to be safe in the kitchen To understand correct hygiene practices when cooking. To start to understand what equipment is used for and where it is kept. To discover and build on what skills are needed in the kitchen environment. Implementation: Weekly practical and theory sessions at Croft. Working in a small group to really get good feedback on how to improve skills in both practical and theory sessions. Impact: To understand the reason for good hygiene practice and to transfer this to different settings To improve skills which will make them more independent in the future. To be able to follow a recipe. To understand the importance of a healthy meal To feel a sense of achievement when eating something that they have made from scratch.</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

		To be able to complete independent and basic skills eg ; cut, slice, chop, mix etc	from a recipe in the shop, packing, what to do if something is not available Problem solve when shopping Washing up, drying up, loading a dishwasher, setting a table, wiping down surfaces. Programme a microwave . Show awareness of cooking times Work collaboratively with someone to produce a meal		awareness of dates eg; use by and best before , basic first aid	To develop awareness of how to be safe in the kitchen eg; what if you have a burn, there is a fire, learn about intolerances and allergies and cooking meat properly.
PSHE (to include RE)	<p style="text-align: center;"><u>Parenthood.</u></p> <p>Intent: To gain an understanding about what it means to be a parent and what the role entails.</p> <p>Implementation: To use the baby simulator dolls to learn how to care for a baby- what it needs: food, milk, clothing, love, care, nurture, toys etc.</p> <p>- Introduce the roles and responsibilities of being a parent, including caregiving, emotional support, and practical tasks. Discuss diverse family structures and parenting arrangements, including single parents, blended families, and same-sex couples.</p> <p>Provide insights into child development stages, milestones, and the importance of nurturing physical, emotional, and cognitive growth.</p> <p>- Explore the financial aspects of parenting, including budgeting for childcare, education, and other expenses. -Promote Effective Parent-Child Communication.</p> <p>Impact: To understand how to care for another person, and what a human being needs to survive and thrive. To understand what the pupils themselves need in life to be healthy and happy. These objectives aim to equip post-16 pupils with special educational needs with knowledge and insights into the responsibilities, challenges, and rewards of parenthood while considering their unique learning needs.</p> <p style="text-align: center;"><u>Alone and Altogether</u></p> <p>Intent: To gain an understanding about friendship and relationships with others.</p> <p>Implementation: -To discuss different relationships and what is healthy and needed. -To role play initiating conversations, discussing topics, playing games, team building. -To also understand that it is acceptable to want time alone- rest, calm, when feeling unsure/cross. A difference between loneliness and solitude. -Develop self-awareness. -Demonstrate empathy and inclusivity.</p> <p>Impact: To establish friendships and understand that they may need some alone</p>	<p style="text-align: center;"><u>Consent – Sexual Harassment</u></p> <p>Intent: To learn what is considered appropriate/ inappropriate and unacceptable behaviour to and from others.</p> <p>Implementation: To think about public and private and what makes them feel comfortable/uncomfortable. To develop empathy and how would they feel in scenarios. Use PSHE dolls to role play inappropriate touching. -Teach simple phrases to ask for or refuse consent use simple phrases to ask for, give or not give permission.</p> <p>-to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. -to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between ‘love’ and ‘lust’ -to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts, including online) -to understand the emotional, physical, social and legal consequences of failing to respect others’ right not to give or to withdraw consent. -how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities.</p> <p>Impact: To know what is socially acceptable and how to report if they have been a victim.</p> <p style="text-align: center;"><u>Preparing Healthy Foods</u></p> <p>Intent: To understand what is healthy and how to eat unhealthy food in moderation.</p> <p>Implementation: -what constitutes a healthy diet (including understanding calories and other</p>	<p style="text-align: center;"><u>Safe Sex and STI’s</u></p> <p>Intent: To be aware of what sexual intercourse is and how to keep safe and give consent.</p> <p>Implementation: -to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. -how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) -how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.</p> <p>Impact: To be able to make an informed decisions regarding their own sexual health and have awareness to maintain safety.</p> <p style="text-align: center;"><u>Illegal Substances and the Law</u></p> <p>Intent: To understand what illegal substances are and how to say no to them.</p> <p>Implementation: -to manage alcohol and drug use in relation to immediate and long-term health.-to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking.-the impact of alcohol and drug use on road safety, work-place safety, reputation and career. -the risks of being a passenger with an intoxicated driver and ways to manage this.</p> <p>Impact: To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p style="text-align: center;"><u>Harmful Online Content</u></p> <p>Intent: To understand what online content is and how to report if they find something inappropriate or upsetting.</p> <p>Implementation: -the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p>-the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours. that for most people the internet is an integral part of life and has many benefits. -that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Impact: to be able to safely use online content and know what to do if they view something that is not acceptable. To also be aware of their own behaviour online- gaming, messaging, videos.</p>	<p style="text-align: center;"><u>Online Rules and Data Footprint</u></p> <p>Intent: To be aware that information that is placed online, has a footprint and can be saved and stored by unknown people.</p> <p>Implementation: -their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. -about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Impact: To become more aware of their own actions and to be safe when using the internet and different websites- YouTube, Facebook etc.</p> <p style="text-align: center;"><u>Community Health Care</u></p> <p>Intent: To understand what healthcare is available to them and how to access it.</p> <p>Implementation: To learn about the role of doctors surgeries including doctors, nurses, community healthcare workers, receptionist etc. To learn how to book an appointment and what details to give. To role play some scenarios- injections check-ups. To see what might happen if they need further treatment in a hospital. How to call 111 or 999.</p> <p>Impact: to become confident in understanding their own healthcare and what to expect.</p>	<p style="text-align: center;"><u>Pregnancy (choices and alternatives)</u></p> <p>Intent: To understand how a female becomes pregnant and the choices they have.</p> <p>Implementation: Learn how a baby is made and how to give consent to having ones. What to do if you are pregnant- choices. Recap looking after a baby.</p> <p>To understand the process of a baby growing- foetus. To learn about labour and caesareans.</p> <p>Impact: To be able to understand the role of making a baby and what can happen if not safe. To then understand what options are available and support.</p> <p style="text-align: center;"><u>Teams and Triumphs</u></p> <p>Intent: To learn about the positive with teamwork and how working together can achieve.</p> <p>Implementation: - the role of teams and how people can work together to achieve more. - strengths and weaknesses of other people. -empathy. -teamwork and team building- small group work within the class with activities and challenges. -the sense of being proud when you have achieved something. -famous teams such as the Lionesses and the Euros/World cup, other teams.</p> <p>Impact: To work within a team and show pride in their work.</p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

	time. These objectives aim to empower post-16 pupils with special educational needs to navigate relationships, both alone and together, in healthy and fulfilling ways.	nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Impact: To be able to make informed healthy food and meal choices.				
Enterprise	<p>Intent: Start up a mini business to run as a supervised team.</p> <p>Implementation: To gain ideas about what enterprise the students could run. To look at their own strengths. To choose teams or roles for students to ensure that they all have an impact on business and that it is managed. To think about an idea that is lucrative as well as interesting.</p> <p>Impact: To prepare for enterprise project and assess the skills needed to run it in order for a successful launch. To understand their own strengths that can contribute to the enterprise</p>	<p>Intent: To start up mini-enterprise as a supervised team.</p> <p>Implementation: To recognise any teething problems and address any issues as a team. To work on identifying a business name. Students roles in the company. To identify ways of raising money to help launch the company</p> <p>Impact:</p>	<p>Intent To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable.</p> <p>Implementation To work weekly on a chosen enterprise. To meet with a business adviser external to the school to discuss progress of the project.</p> <p>Impact To begin to recognise what it takes to run a successful business, recognising terms such as costs, profit and loss. To understand that most businesses require a certain amount of error before getting the right model.</p>	<p>Intent To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable.</p> <p>Implementation To work weekly on a chosen enterprise. To meet with a business adviser external to the school to discuss progress of the project.</p> <p>Impact To begin to recognise what it takes to run a successful business, recognising terms such as costs, profit and loss. To understand that most businesses require a certain amount of error before getting the right model.</p>	<p>Intent To review the enterprise. To look at if the enterprise is making loss or profit</p> <p>Implementation To look at the enterprise and it success and failures. To make changes and improve the enterprise. . To look at academic year profits of the business. To wind uo the business and pay share holders. To pay Enterprise fees.</p> <p>Impact Students will have a knowledge and confidence to run a small business with e the support of staff and an external business adviser. Students will have an understanding of the requirements of running a small business. They will understand the role of a business adviser. They will understand why some meeting have a formal agenda and how to converse with people in formal business settings. They will reflect on what went well and how things could be done better.</p>	<p>Intent To review the enterprise. To look at if the enterprise is making loss or profit</p> <p>Implementation To look at the enterprise and it success and failures. To make changes and improve the enterprise. . To look at academic year profits of the business. To wind uo the business and pay share holders. To pay Enterprise fees.</p> <p>Impact Students will have a knowledge and confidence to run a small business with e the support of staff and an external business adviser. Students will have an understanding of the requirements of running a small business. They will understand the role of a business adviser. They will understand why some meeting have a formal agenda and how to converse with people in formal business settings. They will reflect on what went well and how things could be done better.</p>
Skills Builder/ Life Skills	<p>Intent: To work on Team work. learners should show they are able to make a contribution towards a bigger task as part of a group.</p> <p>Implementation: Examples, Put learners into small groups of 2-3. Set them the example that was modelled in 'Teaching it' or similar. Give each learner a few small pieces of paper and each group one larger piece. Explain: "You are going to draw our town (or school/area/local park). I want you to include at least five buildings (rooms/features). Decide which buildings everyone is going to draw on their own and then we will stick them together at the end. Make sure you are</p>	<p>Intent: In Leadership, the first few steps are about developing empathy: learners can first describe their own feelings and then those of others. At the next stage, learners develop their ability to support in decision making and ensuring tasks are completed. From Step 8, learners focus on being able to identify the strengths and interests of the people they are leading, before applying their understanding to effectively motivate their team. In the final steps, learners build their understanding of different</p>	<p>Intent: In the development of 'Listening', the first few steps are about listening and responding to one person at a time. Learners then move to develop their listening in different contexts and use information or ideas they have heard in their own responses. The next stage is focused on the analysis of why a speaker is engaging, being able to explain why they have made particular language or presentational choices. From Step 11, learners are encouraged to engage critically with the content of what a speaker has said. At the top end,</p>	<p>The oral transmission of information or ideas. The first few steps are about learners speaking clearly and logically, to communicate their ideas. The next stage is about being able to make appropriate language choices, considering their audience and why they are presenting. Once they have mastered this, learners move on to how to create</p>	<p>Intent: problem solving developing Problem Solving, the initial stages are about learners being able to explain a simple problem they may have and recognise they may need help. Once learners are able to identify problems, they begin learning how to use strategies to solve simple problems. The next stage focuses on being able to identify complex problems</p>	<p>Intent Creativity</p> <p><i>The first stage is about learners recognising and using their imagination to express themselves. The next few steps focus on the learner's confidence to use their imagination to develop new ideas using guidance or existing ideas. From Step 6, learners are able to explain</i></p>



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

	<p>not doing the same building as someone else.” To scaffold this further, you could provide the list of buildings, rooms or features you want, and give learners a countdown to decide who is doing what before handing out any resources. At the end of the task, get each group to feedback and point out who did what. Ask them to reflect: “Why was it important that you talked to each other first? Has anyone done the same thing?”</p> <p>2. Put learners into small groups so they practise working with different people. This time, set them the task of building the best castle they can in a short time. This could be made of paper, building blocks or other suitable resources. This is a more challenging task as it may require them to wait for other learners to finish their contributions. As such, encourage them to think about fairly dividing the jobs: “Before you start, decide who is going to do what. Is it fair if one person builds the whole castle whilst someone else just makes the flags?” When they have finished, encourage reflection as in ‘Practising it’</p> <p>Impact: To Understand that a big task can be broken down into smaller tasks. • Demonstrate they can contribute to a team by taking on a smaller task as part of the bigger task. • Explain what ‘working together’ means.</p> <p>Evidence required: Use these ideas for ways of assessing this skill step to help you check learners’ understanding and confidence. • Give learners an example of a big task (tidying the room, building a model car, decorating an outdoors area) and ask them to talk about how they could do this a team: What different jobs could people do? How would they make sure it was fair? • Observe during team activities to see if learners are dividing up tasks. • Observe that each learner is able to contribute to a simple task.</p>	<p>leadership styles, their strengths and limitations and how they might be adapted for different scenarios.</p> <p>Implementation: Learner need to identify and name the basic emotions of happy and sad. Secondly, learners need to recognise and communicate how they are feeling to someone they know and trust. So, in introducing this step: • Explore what we mean by feeling happy or sad, using visual aids. Show a picture of a happy face and a sad face and ask learners to name how each person is feeling. • Ask: “How did you know from looking at the picture that they were happy or sad. Elicit feedback, focusing on facial expressions and body language. • Model how you are feeling, using a range of communication tools: for “I feel happy”, make a big smile and point to the happy icon. You could also do a ‘thumbs up’ to reinforce this. Then, model how you would tell someone you felt sad: “I feel sad”, making a frown, pointing to the sad icon and showing thumbs down. • Share examples of when it might be useful to share how you are feeling. For example, when you are feeling sad because you have hurt yourself, or when someone has given you a gift that made you feel happy</p> <p>Impact: To Show how they feel through their body language • Use resources to show how they are feeling • Describe how they feel to someone they know well.</p> <p>Evidence required: Observe learners carefully to see if they are able to communicate how they feel non-verbally. For example, do they use eye contact and smile to show you they are happy? • Ask learners to point to or hold up a happy or sad icon face to indicate how they are feeling at key points across the day. • Use questioning to encourage learners to share verbally how they are feeling with you, looking at how the verbal response matches their non-verbal communication.</p>	<p>learners are able to critically evaluate the success of a speaker across different contexts.</p> <p>Implementation:</p> <p>Share a simple definition of ‘instructions’: “being told what you need to do.” • Give examples of different instructions we might need to follow in life and why it’s important to listen to them carefully. For example: “It is important to listen carefully to instructions on how to get somewhere if you don’t want to get lost.” • Keep instructions short and use connectives: “First, turn to the person next to you and next, tell them what you ate for breakfast.” • Post-listening, ask the learners to repeat what they have heard to each other several times to help them remember. • Praise where you see learners following instructions in the order you said: “I saw Charlie turn round before he started talking, well done!”</p> <p>Impact: To Understand that a conversation involves more than one person speaking. • Use strategies to help them remember what different people have said and recount this to others.</p> <p>Evidence required: Show all of the above – see scheme of work for assessment criteria Do learners pay attention to sounds in different scenarios? How do they show they are listening? • Can learners follow a short rhyme or story and respond to what they hear either verbally or non-verbally? • Observe learners playing or taking part in an activity with a friend. Do they listen and respond to what their partner says?</p>	<p>engaging presentations by thinking about gesture, expression and tone. From Step 9, learners focus on adapting their presentations for their audience. The final steps support learners in developing their own personal presentational style and how to make this effective in different contexts.</p> <p>Implementation: Ask learners to point to the part of the body they use for speaking. • Define what ‘speaking clearly’ means: “Making sure other people can understand what you are saying.” • Model a conversation between two people where speech is not clear. Discuss the importance of using eye contact and speaking at the correct speed and volume. • Ask learners a simple question, such as “What is your favourite colour?” or “What do you like playing?” Encourage learners to answer in full sentences: “My favourite colour is yellow.” Build on their response to elicit more information, where appropriate. • Praise learners’ use of clear speech, responding to what they say and showing you understand: “I understand; your favourite colour is yellow. My favourite colour is green.” Practising it 1. Use toy phones or walkie-talkies, or simply two cups on a piece of string. Model how to take it in turns to speak to each other, listening then responding to each other. Put learners into pairs so they can practise, using the props.</p> <p>Impact: To develop</p> <p>Evidence required</p>	<p>and break them down before suggesting a range of possible solutions. From Step 11, learners focus on using different processes to solve complex problems. Finally, learners are able to evaluate the approaches they have developed to solve problems.</p> <p>Implementation: Students will The initial stages are about learners being able to explain a simple problem they may have and recognise they may need help. Once learners are able to identify problems, they begin learning how to use strategies to solve simple problems. The next stage focuses on being able to identify complex problems and break them down before suggesting a range of possible solutions. From Step 11, learners focus on using different processes to solve complex problems.</p> <p>Impact: To develop Explain what instructions are: “Instructions tell or show us how to do something. They can help us to solve problems or learn how to do something new.” • Explain that instructions could include pictures, words or someone telling you how to solve a problem. • Give examples of when someone might use instructions to solve a problem: “A recipe is a set of instructions to tell you how to bake or cook something. A map with directions is a set of instructions to help you find your way to somewhere.” • Model following instructions to solve a problem. “I have a problem: I can’t draw a face. I am going to follow instructions to help me solve the problem. [Reading]: First, draw a circle. Then, draw two smaller circles for eyes. Next,</p>	<p>how creativity is useful to help in different areas of life. The next stage is about learners using different strategies for creativity, both when working alone and in groups</p> <p>Implementation: Define ‘using imagination’: “Using your imagination is about being able to think about something and being able to see it in your head.” • Model how we can imagine an object or creature. “Let’s use our imagination. Can you close your eyes and imagine you are looking at a nice, little fluffy kitten? What colour is it? Can you stroke the kitten? We’re pretending there’s a kitten but there isn’t one really.” • Model how we can imagine a familiar setting. “Now let’s use our imagination to pretend we’re at the seaside. Close your eyes and imagine you are stood on a beach by the sea. What can you see? What can you hear?” • Explain how we can use imagination to pretend to be someone or somewhere else, and that this is called role-play. “Imagine you are paddling in the sea, let’s pretend to take off our shoes. Can you pretend to splash about in the sea?” For this step, verbal assessment and feedback is most useful. • Ask learners to explain what they are pretending to be or do in their role-play activities. Do they show awareness of an imaginary object or setting? • Use teacher observation to watch how learners play and pretend with each other. Do</p>
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Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

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