Post 16 Key Stage 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum
Oaks 11	2023	2023	2024	2024	
Life skills Pathway					
2023-2024					
2023-2024 Functional Maths	Intent: Assess pupils to see which Entry Level or Level is suitable Begin work on appropriate level. Implementation: Through weekly lessons and embedded into other curriculum areas. • To assess and begin Functional Skills in Maths • Follow Entry 1 curriculum - focussing on: 1. Using numbers and the number system (whole numbers) 2. Using common measures, shapes and space (inc. money) 3. Handling information and data 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.	Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions. Implementation: : Through weekly lessons and embedded into other curriculum areas. Follow Entry 1 curriculum – focussing on: 1. Using numbers and the number system (whole numbers) 2. Using common measures, shapes and space (inc. money) 3. Handling information and data 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.	Intent: To continue to build on functional skills knowledge and to begin to extend Entry level 2 skills Same as Autumn Entry Level 1 Implementation: :Through weekly lessons and embedded into other curriculum areas. Entry level 2 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p) 13 Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock 14 Use metric measures of length including millimetres, centimetres, metres and kilograms 16 Use measures of weight including grams and litres 17 Read and compare positive temperatures 18 Read and use simple scales to the nearest labelled division 19 Recognise and name 2-D and 3- D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres 20 Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base 21 Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards. Impact: students will be assessed in skills and knowledge they have of	Same as Autumn 2 Intent: To continue to build on functional skills knowledge and to begin to extend those ready for Entry level 2 study: Implementation: :Through weekly lessons and embedded into other curriculum areas. Entry level 2 Count reliably up to 100 items 2 Read, write, order and compare numbers up to 200 3 Recognise and sequence odd and even numbers up to 100 4 Recognise and interpret the symbols +, -, x, ÷ and = appropriately 5 Add and subtract two-digit numbers 6 Multiply whole numbers in the range 0x0 to 12x12 (times tables) 7 Know the number of hours in a day and weeks in a year. Be able to name and sequence 8 Divide two-digit whole numbers by single-digit whole numbers and express remainders 9 Approximate by rounding to the nearest 10, and use this rounded answer to check results 10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes 11 Read, write and use decimals to one decimal place Impact: students will be assessed in skills and knowledge they have of functional skills entry 1 or I Entry Level2 in maths. This will then be applied to subsequent learning so that learners can take an examination later in the year where appropriate	Intent: To contin functional skills k begin to underst test questions as learning specific and knowledge. Implementation ta Les sk ur qu w qu ar qu ar qu ar qu ar av qu Extract inform tables, diagrat 23 Make num from bar char Sort and class two criteria 2! from one form the information format includi chart Impact: Students to use their know understanding of their new underst take in order to s where possible s exams



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ontinue to build on kills knowledge and to derstand how to answer ns as well as continue cific functional maths skills dge.

ition:

• 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.

formation from lists, agrams and bar charts numerical comparisons charts Page 7 of 18 24 lassify objects using ia 25 Take information format and represent nation in another cluding use of bar

dents will begin to be able knowledge and ing of maths, along with nderstanding of how to test r to sit practise tests or ble sit formal Entry Level 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. Implementation:

> • 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.

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.

			can take an examination later in the year where appropriate.		
Functional Function - unading	Intent: To assess student's current ability to	Reading	Writing	Reading	Writing
Functional English – reading,	be able to target work at the correct level. To	Intent: Read correctly	Intent: To develop pupils writing.	Intent: Use effective strategies to	Intent: To deve
writing and speaking and	introduce the language and skills of testing	words designated for Entry Level	Use basic punctuation correctly (e.g. full	find the meaning of words and check	Using words an
listening.	and assess gaps in this knowledge.	2 and 1. Understand the main points	stops, capital letters, question	their spelling	audience and p
C C	Implementation: Have lessons on all 3 areas of	in texts. Understand organisational	and exclamation marks). Form regular	(e.g. a simple dictionary,	asking for perso
	functional English (speaking and	markers in short, straightforward	plurals. Use the first and second	spellchecker). Read and	(e.g. first name
	listening, reading and writing) to assess ability	texts.	letters to sequence words	understand sentences with more	address, postco
	and understanding in each area. Give students	Implementation: pupils discuss the	in alphabetical order. Spell correctly	than one clause.	birth). Write in
	mock tests to see how well they understand	meaning of words and there spelling	words designated for Entry Level 1.	Implementation: Pupils will practise	sentences, usin
	the language of testing and assess level of	patterns. They will use look, cover,	Implementation: compare simple and	spellings and handwriting. Pupils will	conjunctions (e
	independence in work.	write and check. Look at different	complex sentences. To edit text and	use dictionaries and become familiar	connect
	Impact: Assessment will help to determine	texts and there purposes. They will	add punctuation, grammar as	with their layout.	Clauses. Use a
	who is likely to take a qualification this year	be able to compare them.	appropriate. Pupils to write in response	They will use illustrations, images	linking words in
	and find what the gaps are for each	Impact: pupils become confident	to a question asking their opinion. To	and	Students will al
	individual in order that lessons can be tailored	readers of simple texts. They can	plan and draft writing. To understand	captions to locate information	understand how
	for maximum impact for the individual.	understand the purpose of texts.	narrative. Use basic punctuation	Impact: Pupils will be able to read	English test.
	(3 weeks) Speaking and listening:	Construction and the state	correctly (e.g. full stops, capital letters,	short pieces of information and understand their meaning. They will	Implementatio
	Intent: Students will cover some of the S&L	Speaking and Listening	questions and exclamation marks) SoS14 Form regular plurals SoS15 Use	be able to use and understand	writing persona variety of form
	curriculum from Open Awards E1/2 functional	Intent: Students will cover some of the S&L curriculum from Open	the first and second letters to sequence	features of texts.	sentences in re
	English skills.	Awards E1/2 functional English	words in alphabetical order SoS16 Spell		will use adjectiv
	Implementation: Guidance from Open	skills.	correctly words designated for Entry	Speaking and Listening	writing.
	Awards E1/E2 English functional skills will be	Students will also continue to learn	Level	Intent: Students will cover some of	Impact: pupils
	used to deliver alphabet and comprehension	and understand how to take a		the S&L curriculum from Open	and write their
	skills.	functional English test.	Impact: Pupils will confidently write	Awards E1/2 functional English	information. T
	Impact: Students can say the names of the	Implementation: Guidance from	simple sentences and know how to	skills.	sentences and
	letters of the alphabet & identify and extract	Open Awards E1/E2	extend them to complex.	Students will also continue to learn	appropriately.
	the main information from short	English functional skills will be used		and understand how to take a	understanding
	statements and explanations	to deliver teaching about	Speaking and Listening	functional English test.	successfully tak
	(3 -4 weeks)	instructions, questions and	Intent: Students will cover some of the	Implementation: Guidance from	
	Speaking and Listening	responses and opinions.	S&L curriculum from Open Awards	Open Awards E1/E2	Speaking and L
	Intent: Students will cover some of the S&L	Impact: Students can or are working	E1/2 functional English skills.	English functional skills will be used	Intent: Student
	curriculum from Open Awards E1/2 functional	towards following single-step	Students will also continue to learn and	to deliver teaching about	S&L curriculum
	English skills.	instructions, asking for them to be	understand how to take a functional	instructions, questions and	E1/2 functiona
	Students will also continue to learn and	repeated if necessary. Make	English test.	responses and opinions.	Students will al
	understand how to take a functional English	requests and ask straightforward	Implementation: Guidance from Open	Impact: Students can or are working	understand how
	test. Implementation: Guidance from Open Awards	questions using appropriate terms	Awards E1/E2 English functional skills	towards following single-step instructions, asking for them to be	English test. Implementatio
	E1/E2 English functional skills will be used to	and registers. Respond to questions	will be used to deliver teaching about	repeated if necessary. Make	Awards E1/E2
	deliver teaching about instructions, questions	about specific information. Make clear statements about basic	instructions, questions and responses and opinions.	requests and ask straightforward	will be used to
	and responses and opinions.	information and communicate	Impact: Students can or are working	questions using appropriate terms	instructions, qu
	Impact: Students can or are working towards	feelings and opinions on	towards following single-step	and registers. Respond to questions	and opinions.
	following single-step instructions, asking for	straightforward topics. Understand	instructions, asking for them to be	about specific information. Make	Impact: Studen
	them to be repeated if necessary. Make	and participate in simple discussions	repeated if necessary. Make requests	clear statements about basic	towards follow
	requests and ask straightforward questions	or exchanges with another person	and ask straightforward questions using	information and communicate	instructions, as
	using appropriate terms and	about a straightforward topic.	appropriate terms and	feelings and opinions on	repeated if nec
	registers. Respond to questions about specific	Some student will complete a test	registers. Respond to questions about	straightforward topics. Understand	and ask straigh
	information. Make clear statements about	in Functional English at Entry 1 or	specific information. Make clear	and participate in simple discussions	appropriate ter
	basic information and communicate feelings	2.	statements about basic information and	or exchanges with another person	registers. Resp
	and opinions on straightforward		communicate feelings and opinions on	about a straightforward topic.	specific inform
	topics. Understand and participate in simple		straightforward topics. Understand and	Some student will complete a test in	statements abo
	discussions or exchanges with another person		participate in simple discussions or	Functional English at Entry 1 or 2.	and communic
	about a straightforward topic.		exchanges with another person about a		on straightforw
	Some student will complete a test in		straightforward topic.		and participate
	Functional English at Entry 1 or 2.		Some student will complete a test in		exchanges with
			Functional English at Entry 1 or 2.		straightforward
					Some student
					Functional Er



develop pupils writing rds and phrases appropriate to and purpose. Complete a form personal information name, surname, postcode, age, date of ite in compound s, using common ons (e.g. or, and, but) to

Use adjectives and simple ords in the appropriate way. will also begin to learn and nd how to take a functional

ntation: to practise giving and ersonal information on a forms. To write compound s in response to a topic. They djectives to enhance their

upils will confidently know their personal on. They will write simple s and use adjectives itely. They will have some nding about how to Ily take an English test.

and Listening

udents will cover some of the culum from Open Awards tional English skills. will also continue to learn and nd how to take a functional

ntation: Guidance from Open 1/E2 English functional skills ed to deliver teaching about ns, questions and responses ons.

tudents can or are working ollowing single-step ns, asking for them to be if necessary. Make requests traightforward questions using te terms and

Respond to questions about formation. Make clear ts about basic information nunicate feelings and opinions atforward topics. Understand cipate in simple discussions or s with another person about a rward topic.

ident will complete a test in al English at Entry 1 or 2.

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.

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.

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PSHE (to include RE)	Using PSHE SEND planning framework – Using Enrichment and Enhancement strands	Relationships – changing and growing	Intent to cover	Harmful Online Content Intent: To understand what online	Healthy Lifestyles Intent: To improve our physical and	Physical fitness Healthy Body = Healthy mind.
	to build on KS4 Core and Development	Intent: To become aware of body		content is and how to report if they	mental wellbeing	Intent to promote healthy life
	strands	changes, sex, sexual reproduction,	Safe Sex and STI's	find something inappropriate or	Implementation: weekly discussion,	styles through various physical
	Other subjects through the year	gender and sexual orientation. To	Intent: To be aware of what sexual	upsetting.	activities and group work sessions	activities
	occur such as knife crime, visits to	identify strategies to manage	intercourse is and how to keep safe and		Impact: To know how to keep our mind	Implementation
	the warning Zone etc These will	inappropriate behaviour and harassment.	give consent. Implementation: -to develop a nuanced	Implementation: -the similarities and differences between the online	and body healthy through good diet,	Students encourage to identify physical activities they already do
	dealt with as and when they	Implementation: weekly discussion,	understanding of how to select	world and the physical world,	exercise, sleep, friendship. To understand the effects of drugs and	and be made aware of other
	· · ·	activities and team work sessions	appropriate contraception in different	including: the impact of unhealthy or	alcohol on the mind and body and to	changes they can make to
	occur.	Impact: To be aware of their	contexts and relationshipshow to	obsessive comparison with others	know that a good sleep routine is	encourage a healthier life style. To
	Relationships and Managing feelings p35	emotions, have a knowledge of sex	reduce the risk of contracting or passing	online (including through setting	essential to good mental health.	experience new physical activities.
	Intent: To understand how to maintain	and what is acceptable sexual	on a sexually transmitted infection (STI)	unrealistic expectations for body	Harmful on line contant	Impact
	friendships and relationships by managing our	behaviour from others. To feel safe in their decision making processes.	-how to take responsibility for their sexual health and know where, and	image), how people may curate a specific image of their life online,	Harmful on line content Intent To understand that some	Students experiencing activities that may encourage life long
	own feelings.	To know how to protect themselves	how, to access local and national	over-reliance on online relationships	content on the internet and social	changes in physical health routines.
	Implementation: weekly discussions,	for STIs and unwanted pregnancy.	advice, diagnosis and treatment.	including social media.	media can be harmful.To include reality	
	activities and team work sessions	Understanding Consent.	Impact: To be able to make an	-the risks related to online gambling	Vs Fantasy CEOP and its role.	
	Impact: To manage our feelings and know what is appropriate and inappropriate		informed decisions regarding their own	including the accumulation of debt,	Implementation To understand terms	
	behaviour from others. To know how and	The Effects and risks of Unhealthy	sexual health and have awareness to	how advertising and information is	associated with harmful content. To	
	where to seek help. To understand the	Food.	maintain safety.	targeted at them and how to be a discerning consumer of information	know how to disable harmful content	
	meaning of harassment on and off-line.	Preparing healthy Food		online. • how to identify harmful	and how to report it to official bodies and the reason why it needs to be	
			Illegal Substances and the Law	behaviours online (including bullying,	reported.	
			Intent: To understand what illegal	abuse, or harassment) and how to	Impact students understand that some	
			substances are and how to say no to	report, or find support, if they have	social media can be upsetting , racist	
			them.	been affected by those behaviours.	and intended to radicalise others	
			Implementation: -to manage alcohol	that for most people the internet is		
			and drug use in relation to immediate and long-term healthto understand	an integral part of life and has many benefitsthat the internet can also		
			how alcohol and drug use can affect	be a negative place where online		
			decision making and personal safety,	abuse, trolling, bullying and		
			including looking out for friends, safe	harassment can take place, which		
			travel and drink-spikingthe impact of	can have a negative impact on		
			alcohol and drug use on road safety,	mental health.		
			work-place safety, reputation and	Impacts to be able to cafely use		
			careerthe risks of being a passenger with an intoxicated driver and ways to	Impact: to be able to safely use online content and know what to do		
			manage this. Tobacco drugs and	if they view something that is not		
			alcohol.	acceptable. To also be aware of their		
			Impact: To understand the facts about	own behaviour online- gaming,		
			legal and illegal harmful substances and	messaging, videos.		
			associated risks, including smoking,			
Fratarravian	Intent: Start up a mini business to run as a	Intent: To start up mini-enterprise	alcohol use and drug-taking. Intent	Intent	Intent	Intent
Enterprise	supervised team.	as a supervised team.	To put chosen ideas in to practise. To	To put chosen ideas in to practise. To	To review the enterprise. To look at if	To review the enterprise. To look
	Implementation: To gain ideas about what	Implementation: To recognise any	think about costs, profit and loss in	think about costs, profit and loss in	the enterprise is making loss or profit	at if the enterprise is making loss
	enterprise the students could run. To look at	teething problems and address any	order to ensure business is viable.	order to ensure business is viable.		or profit
	their own strengths. To choose teams or roles	issues as a team. To work on	Implementation To work weekly on a	Implementation To work weekly on	Implementation To look at the	
	for students to ensure that they all have an	identifying a business name.	chosen enterprise. To meet with a	a chosen enterprise. To meet with a	enterprise and it success and failures.	Implementation To look at the
	impact on business and that it is managed. To	Students roles in the company. To	business adviser external to the school	business adviser external to the	To make changes and improve the	enterprise and it success and
	think about an idea that is lucrative as well as interesting.	identify ways of raising money to help launch the company	to discuss progress of the project.	school to discuss progress of the	enterprise. To look at academic year profits of the business. To wind uo the	failures. To make changes and improve the enterprise. To look at
	Impact: To prepare for enterprise project and	Impact:		project.	business and pay share holders. To pay	academic year profits of the
	assess the skills needed to run it in order for a				Enterprise fees.	business. To wind uo the business
	successful launch. To understand their own		Impact To begin to recognise what it			and pay share holders. To pay
	strengths that can contribute to the		takes to run a successful business,	Impact To begin to recognise what it		Enterprise fees.
	enterprise		recognising terms such as costs, profit	takes to run a successful business,	Impact Students will have a knowledge	
			and loss. To understand that most	recognising terms such as costs,	and confidence to run a small business	Income of Churcherstein 1991
			and loss. To understand that most businesses require a certain amount of error before getting the right model.	recognising terms such as costs, profit and loss. To understand that most businesses require a certain	and confidence to run a small business with e the support of staff and an external business adviser. Students will	Impact Students will have a knowledge and confidence to run a



			amount of error before getting the right model.	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.	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.
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 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. 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. The next stage focuses on being able to identify complex problems. The next stage focuses on being able to identify complex problems. From Step 11, learners focus on using different processes to solutions. From Step 11, learners focus on using different processes to solutions. From Step 11, learners focus on using different processes to solve complex problems. 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. •	Intent: 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 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 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	Intent: Staying positive Implementation: To work through steps This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, Step 0 individuals will be able to recognise when they are feeling positive or negative. This is the first step in the skill of Staying Positive – the ability to identify emotions that are mainly positive and those that are primarily negative in themselves. Step 1 learners explore other people's emotions in a series of scenarios. Step 2 learners draw their emotional response to an example of a difficult situation. They explain their responses and emotional feelings to a situation. Step3 learners explore three scenarios where they might learn from setbacks. Step 5 learners sketch a quick storyboard for a suggested scenario where something goes wrong. Learners up in a scenario of their choice. Impact: To Understand that a person can learn from negative situations to make better positive outcomes	Intent To introduce skills relating to Aiming high Implementation:. Step 0 Learners consider a range of challenges they find too difficult. Step 1 Learners reflect on achievements of theirs and how those made them feel. Step 2 learners apply six steps to working carefully to something they are working on. Step 3 Step4 learners reflect on an example when they have learnt from a new challenge. Step5 learners think of something they would like to work towards which is in their stretch zone. Impact: To develop understanding of when they are finding a task challenging and how they may feel. Students will understand what it means to aim high and how it can make them feel. Evidence required Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence. • Observe talk with a partner to check if learners are able to answer simple questions and share ideas. • Observe if they are speaking clearly and are understood the task set can they give examples of aiming high?	Intent: To understand what Teamwork means and how it can be achieved. Implementation: Students will Step 0 learners work together to create a quick sketch on 'working positively'. Step 1 learners create a poster to show what 'behaviour' means. Learners consider how behaviour might change in three different workplace settings. Step 2 learners work with a limited amount of resources in a fast-paced activity. earners consider what being reliable looks like in different scenarios. Step 3 Learners explore different job roles for building a paper tower. Learners share out tasks amongst a team with a shared goal of setting up a charity bake sale. Step 4 Learners explore how they could be of help in different scenarios. learners consider how to offer appropriate support to a team mate in two different scenarios. Step 5 learners create a poster to celebrate the diversity within a team they belong to. Impact:?" Learner will understand the meaning of teamwork and what they can do themselves to be a team member. They will have experienced working in a team. Evidence required: Show all of the above – see scheme of work for ass In Assessment criteria	Intent To understand what leadership looks like. Implementation: 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 leadership styles, their strengths and limitations and how they might be adapted for different scenarios. 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.



	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, draw a triangle for the nose. Finally, draw a semi-circle for the mouth." • Highlight the importance of following instructions in the correct order. For example, when following instructions to make a sandwich: "What would happen if we put the filling on and then tried to butter the bread?" Evidence required: Show all of the above – see scheme of work for ass In assessment criteria	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 they join in with role play that has been established by someone else? Can they role- play things they know?	Evidence required: Show all of the above – see scheme of work for assessment criteria		
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sad because you have hurt yourself, or when someone has given you a gift that made you feel happy 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. 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