



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

Post 16 Key Stage 5 Oaks 11 Life skills Pathway 2023-2024	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 2024	Summer 2024
<b>Functional Maths</b>	<p><b>Intent:</b> Assess pupils to see which Entry Level or Level is suitable Begin work on appropriate level.</p> <p><b>Implementation:</b> Through weekly lessons and embedded into other curriculum areas.</p> <ul style="list-style-type: none"> <li>• To assess and begin Functional Skills in Maths</li> <li>• Follow Entry 1 curriculum – focussing on:               <ol style="list-style-type: none"> <li>1. Using numbers and the number system (whole numbers)</li> <li>2. Using common measures, shapes and space (inc. money)</li> <li>3. Handling information and data</li> </ol> </li> </ul> <p><b>Impact:</b> 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><b>Intent:</b> To continue to build on functional skills knowledge and to begin to understand how to answer test questions.</p> <p><b>Implementation:</b> : Through weekly lessons and embedded into other curriculum areas. Follow Entry 1 curriculum – focussing on:</p> <ol style="list-style-type: none"> <li>1. Using numbers and the number system (whole numbers)</li> <li>2. Using common measures, shapes and space (inc. money)</li> <li>3. Handling information and data</li> </ol> <p><b>Impact:</b> 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><b>Intent:</b> To continue to build on functional skills knowledge and to begin to extend Entry level 2 skills Same as Autumn Entry Level1</p> <p><b>Implementation:</b> :Through weekly lessons and embedded into other curriculum areas. Entry level 2</p> <p>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 kilometres 15 Use measures of weight including grams and kilograms 16 Use measures of capacity including millilitres 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.</p> <p><b>Impact:</b> students will be assessed in skills and knowledge they have of functional skills entry 1 or entry level 2 in maths. This will then be applied to subsequent learning so that learners</p>	<p>Same as Autumn 2</p> <p><b>Intent:</b> To continue to build on functional skills knowledge and to begin to extend those ready for Entry level 2 study:</p> <p><b>Implementation:</b> :Through weekly lessons and embedded into other curriculum areas. Entry level 2</p> <p>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</p> <p><b>Impact:</b> students will be assessed in skills and knowledge they have of functional skills entry 1 or Entry Level 2 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><b>Intent:</b> 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><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Extract information from lists, tables, diagrams and bar charts 23 Make numerical comparisons from bar charts Page 7 of 18 24 Sort and classify objects using two criteria 25 Take information from one format and represent the information in another format including use of bar chart</p> <p><b>Impact:</b> 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 or where possible sit formal Entry Level exams</p>	<p><b>Intent:</b> 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><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Impact:</b> 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>



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Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

			can take an examination later in the year where appropriate.			
<b>Functional English – reading, writing and speaking and listening.</b>	<p><b>Intent:</b> 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><b>Implementation:</b> 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><b>Impact:</b> 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><b>(3 weeks)</b></p> <p><b>Speaking and listening:</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver alphabet and comprehension skills.</p> <p><b>Impact:</b> Students can say the names of the letters of the alphabet &amp; identify and extract the main information from short statements and explanations</p> <p><b>(3 -4 weeks)</b></p> <p><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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.</p> <p><b>Some student will complete a test in Functional English at Entry 1 or 2.</b></p>	<p><b>Reading</b></p> <p><b>Intent:</b> Read correctly words designated for Entry Level 2 and 1. Understand the main points in texts. Understand organisational markers in short, straightforward texts.</p> <p><b>Implementation:</b> 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.</p> <p><b>Impact:</b> pupils become confident readers of simple texts. They can understand the purpose of texts.</p> <p><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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.</p> <p><b>Some student will complete a test in Functional English at Entry 1 or 2.</b></p>	<p><b>Writing</b></p> <p><b>Intent:</b> 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.</p> <p><b>Implementation:</b> 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. Use basic punctuation correctly (e.g. full stops, capital letters, questions and exclamation marks) SoS14 Form regular plurals SoS15 Use the first and second letters to sequence words in alphabetical order SoS16 Spell correctly words designated for Entry Level</p> <p><b>Impact:</b> Pupils will confidently write simple sentences and know how to extend them to complex.</p> <p><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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.</p> <p><b>Some student will complete a test in Functional English at Entry 1 or 2.</b></p>	<p><b>Reading</b></p> <p><b>Intent:</b> 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.</p> <p><b>Implementation:</b> Pupils will practise spellings and handwriting. Pupils will use dictionaries and become familiar with their layout.</p> <p>They will use illustrations, images and captions to locate information</p> <p><b>Impact:</b> 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><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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.</p> <p><b>Some student will complete a test in Functional English at Entry 1 or 2.</b></p>	<p><b>Writing</b></p> <p><b>Intent:</b> 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</p> <p>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.</p> <p><b>Implementation:</b> 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.</p> <p><b>Impact:</b> pupils will confidently know and write their personal information. They will write simple sentences and use adjectives appropriately. They will have some understanding about how to successfully take an English test.</p> <p><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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.</p> <p><b>Some student will complete a test in Functional English at Entry 1 or 2.</b></p>	<p><b>Reading/writing</b></p> <p><b>Intent:</b> To consolidate and build on prior learning over the year. To take mock tests and work out where the gaps in understanding are.</p> <p><b>Implementation:</b> To take mock tests.</p> <p>To practise taking an exam in an exam environment.</p> <p>To assess their work and work out where the gaps are.</p> <p><b>Impact:</b> 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><b>Speaking and Listening</b></p> <p><b>Intent:</b> Students will cover some of the S&amp;L curriculum from Open Awards E1/2 functional English skills.</p> <p>Students will also continue to learn and understand how to take a functional English test.</p> <p><b>Implementation:</b> Guidance from Open Awards E1/E2 English functional skills will be used to deliver teaching about instructions, questions and responses and opinions.</p> <p><b>Impact:</b> 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. 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<b>PE</b>	<p><b>Mugga court</b> <b>Intent:</b> Gym introduction Assess fitness levels Get ready for gym <b>Implementation:</b> Pupils understand their capabilities and then able to use this to inform their routine when they start at the gym. <b>Impact:</b> Assess fitness ready to improve for the year Understand own capabilities</p>	<p><b>Gym</b> <b>Intent</b> Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene <b>Implementation</b> 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. <b>Impact</b> 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><b>Gym</b> <b>Intent</b> Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene <b>Implementation</b> 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. <b>Impact</b> 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><b>Gym</b> <b>Intent</b> Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene <b>Implementation</b> 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. <b>Impact</b> 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><b>Gym</b> <b>Intent</b> Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene <b>Implementation</b> 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. <b>Impact</b> 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><b>Gym</b> <b>Intent</b> Recap gym introduction Start going to the gym Understanding personal hygiene and the importance of good personal hygiene <b>Implementation</b> 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. <b>Impact</b> 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>
<b>Community Skills</b>	<p><b>Intent:</b> To be able to recognise safe travel for pedestrians. <b>Implementation:</b> See scheme of work - section 4 safe travel unit. <b>Impact:</b> To have a greater understanding about travelling safely as a pedestrian and public transport user.</p>	<p><b>Intent:</b> To be able to recognise and use social signs effectively. <b>Implementation:</b> 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. <b>Impact:</b> 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><b>Intent:</b> To plan for and undertake a local journey safely <b>Implementation:</b> 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 or nurture relationships with local places to offer help and support (community action SoW) <b>Impact:</b> To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. <b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria. <b>Scheme of work reference:</b> Preparation for a visit and independent travel. See also community action SoW.</p>	<p><b>Intent:</b> To plan for and undertake a local journey safely <b>Implementation:</b> 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 or nurture relationships with local places to offer help and support (community action SoW) <b>Impact:</b> To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. <b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria. <b>Scheme of work reference:</b> Preparation for a visit and independent travel. See also community action SoW.</p>	<p><b>Intent:</b> To explore the wider community and visit a local town or attraction <b>Implementation:</b> To identify places of interest. Research the best method of reaching the location and work out the costs, time taken and entry fee etc <b>Impact:</b> Student will be using their travels skills to organise their own visit to a place of interest.</p>	<p><b>Intent:</b> To carry out a journey in a familiar environment independently/ small group setting <b>Implementation:</b> 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. <b>Impact:</b> Students confident in carrying out a familiar journey as independently as possible.</p>





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

<p><b>PSHE (to include RE)</b></p>	<p><i>Using PSHE SEND planning framework – Using Enrichment and Enhancement strands to build on KS4 Core and Development strands</i></p> <p><b>Other subjects through the year occur such as knife crime, visits to the warning Zone etc These will dealt with as and when they occur.</b></p> <p><b>Relationships and Managing feelings p35</b>  <b>Intent:</b> To understand how to maintain friendships and relationships by managing our own feelings.  <b>Implementation:</b> weekly discussions, activities and team work sessions  <b>Impact:</b> To manage our feelings and know what is appropriate and inappropriate behaviour from others. To know how and where to seek help. To understand the meaning of harassment on and off-line.</p>	<p><b>Relationships – changing and growing</b>  <b>Intent:</b> To become aware of body changes, sex, sexual reproduction, gender and sexual orientation. To identify strategies to manage inappropriate behaviour and harassment.  <b>Implementation:</b> weekly discussion, activities and team work sessions  <b>Impact:</b> To be aware of their emotions, have a knowledge of sex and what is acceptable sexual behaviour from others. To feel safe in their decision making processes. To know how to protect themselves for STIs and unwanted pregnancy. Understanding Consent.</p> <p><u>The Effects and risks of Unhealthy Food.</u></p> <p><b>Preparing healthy Food</b></p>	<p style="text-align: center;"><b>Intent to cover</b></p> <p style="text-align: center;"><u>Safe Sex and STI's</u></p> <p><b>Intent:</b> To be aware of what sexual intercourse is and how to keep safe and give consent.  <b>Implementation:</b> -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.  <b>Impact:</b> 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><b>Intent:</b> To understand what illegal substances are and how to say no to them.  <b>Implementation:</b> -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. Tobacco drugs and alcohol.  <b>Impact:</b> 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;"><b>Harmful Online Content</b></p> <p><b>Intent:</b> To understand what online content is and how to report if they find something inappropriate or upsetting.</p> <p><b>Implementation:</b> -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. -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><b>Impact:</b> 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;"><b>Healthy Lifestyles</b></p> <p><b>Intent:</b> To improve our physical and mental wellbeing  <b>Implementation:</b> weekly discussion, activities and group work sessions  <b>Impact:</b> To know how to keep our mind and body healthy through good diet, exercise, sleep, friendship. To understand the effects of drugs and alcohol on the mind and body and to know that a good sleep routine is essential to good mental health.</p> <p style="text-align: center;"><u>Harmful on line content</u></p> <p><b>Intent</b> To understand that some content on the internet and social media can be harmful.To include reality Vs Fantasy CEOP and its role.  <b>Implementation</b> To understand terms associated with harmful content. To know how to disable harmful content and how to report it to official bodies and the reason why it needs to be reported.  <b>Impact</b> students understand that some social media can be upsetting , racist and intended to radicalise others</p>	<p><b>Physical fitness Healthy Body = Healthy mind.</b>  <b>Intent to promote healthy life styles through various physical activities</b>  <b>Implementation</b>          Students encourage to identify physical activities they already do and be made aware of other changes they can make to encourage a healthier life style. To experience new physical activities.  <b>Impact</b>          Students experiencing activities that may encourage life long changes in physical health routines.</p>
<p><b>Enterprise</b></p>	<p><b>Intent:</b> Start up a mini business to run as a supervised team.  <b>Implementation:</b> 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.  <b>Impact:</b> 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><b>Intent:</b> To start up mini-enterprise as a supervised team.  <b>Implementation:</b> 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          Impact:</p>	<p><b>Intent</b>          To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable.  <b>Implementation</b> 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><b>Impact</b> 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><b>Intent</b>          To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable.  <b>Implementation</b> 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><b>Impact</b> 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</p>	<p><b>Intent</b>  <b>To review the enterprise. To look at if the enterprise is making loss or profit</b></p> <p><b>Implementation</b> 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><b>Impact</b> 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</p>	<p><b>Intent</b>  <b>To review the enterprise. To look at if the enterprise is making loss or profit</b></p> <p><b>Implementation</b> 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><b>Impact</b> Students will have a knowledge and confidence to run a small business with e the support of</p>



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

				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 meetings 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 meetings 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.
<b>Skills Builder/ Life Skills</b>	<p><b>Intent:</b> 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.</p> <p><b>Implementation:</b> Students will be 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><b>Impact:</b> 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. •</p>	<p><b>Intent:</b> <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 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</i></p> <p><b>Implementation:</b> 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</p>	<p><b>Intent:</b> Staying positive <b>Implementation:</b> To work through steps This <b>skill</b> 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.</p> <p>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.</p> <p>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. Step 3 learners explore their emotions and reactions in scenarios where something goes wrong. Step 4 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 choose a technique to cheer others up in a scenario of their choice.</p> <p><b>Impact:</b> To Understand that a person can learn from negative situations to make better positive outcomes</p>	<p>Intent To introduce skills relating to Aiming high <b>Implementation:</b> Step 0 Learners consider a range of challenges they find too difficult. <b>Step 1</b> Learners reflect on achievements of theirs and how those made them feel. <b>Step 2</b> learners apply six steps to working carefully to something they are working on. <b>Step 3</b> learners reflect on an example when they have learnt from a new challenge. <b>Step 4</b> learners think of something they would like to work towards which is in their stretch zone. <b>Step 5</b> learners think of something they would like to work towards which is in their stretch zone. <b>Impact:</b> 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. <b>Evidence required</b> 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?</p>	<p><b>Intent:</b> To understand what Teamwork means and how it can be achieved. <b>Implementation:</b> 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. learners 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. <b>Impact:</b> 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.</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>	<p><b>Intent To understand what leadership looks like.</b> <b>Implementation:</b> 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. <b>Implementation:</b> 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</p>



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Post 16 Key Stage 5 Wider Curriculum Map 2023-2024

	<p>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?"</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>	<p>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?"</p> <p>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?</p>	<p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>			<p>sad because you have hurt yourself, or when someone has given you a gift that made you feel happy</p> <p><b>Impact:</b> 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><b>Evidence required:</b> 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>
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