



Forest Way School  
Post 16 Key Stage 5 Wider Curriculum Map 2022-2023

Post 16 Key Stage 5 Oaks 10 Life skills Pathway 2022/2023	Autumn 1 2021	Autumn 2 2021	Spring 1 2022	Spring 2 2022	Summer 2022	Summer 2022
<b>Functional Maths</b>	<p><b>Intent:</b> Assess pupils to see which Entry Level or Level is suitable Begin work on appropriate level. <b>Implementation:</b> Through weekly lessons and embedded into other curriculum areas. <b>Impact:</b></p> <ul style="list-style-type: none"> <li>- To assess and begin Functional Skills in Maths</li> <li>- To be able to transfer some skills to real life situations with emphasis on budget, time and measures</li> </ul>	<p><b>Intent:</b> To continue to build on functional skills knowledge and to begin to understand how to answer test questions. <b>Implementation:</b> : Through weekly lessons and embedded into other curriculum areas. <b>Impact:</b></p> <ul style="list-style-type: none"> <li>- To add in from Functional Skills modules</li> <li>- See below for each group</li> </ul>	<p><b>Intent:</b> To continue to build on functional skills knowledge and to begin to understand how to answer test questions. <b>Implementation:</b> : Through weekly lessons and embedded into other curriculum areas. <b>Impact:</b></p> <ul style="list-style-type: none"> <li>- To add in from Functional Skills modules</li> <li>- See below for each group</li> </ul>	<p><b>Intent:</b> To continue to build on functional skills knowledge and to begin to understand how to answer test questions. <b>Implementation:</b> : Through weekly lessons and embedded into other curriculum areas. <b>Impact:</b></p> <ul style="list-style-type: none"> <li>- To add in from Functional Skills modules</li> </ul> <p>See below for each group</p>	<p><b>Intent:</b> To continue to build on functional skills knowledge and to begin to understand how to answer test questions. <b>Implementation:</b> : Through weekly lessons and embedded into other curriculum areas. <b>Impact:</b></p> <p>To take the Functional Skills test and pass where appropriate.</p>	<p><b>Intent:</b> To take mocks to be able to put knowledge but into test situations. <b>Implementation:</b> Through weekly lessons and embedded into other curriculum areas. <b>impact</b> To take the Functional Skills test and pass where appropriate.</p>
<b>Functional English</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. <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. <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>Throughout – weekly spelling homework.</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. <b>Look at reading comprehension, differentiated to help answer questions from texts.</b> <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. Through reading comprehension, they will be able to retain some information from reading comprehension. <b>Impact:</b> pupils become confident readers of simple texts. They can understand the purpose/genre of texts.</p> <p><b>Throughout – weekly spelling homework.</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. Extend into passages of writing for Entry level 2. <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. <b>Impact:</b> Pupils will confidently write simple sentences and know how to extend them to complex.</p> <p><b>Throughout – weekly spelling homework.</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. <b>Implementation:</b> 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 <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>Throughout – weekly spelling homework.</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 Clauses. Use adjectives and simple linking words in the appropriate way. <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. <b>Impact:</b> pupils will confidently know and write their personal information. They will write simple sentences and use adjectives appropriately.</p> <p><b>Throughout – weekly spelling homework.</b></p>	<p><b>Intent:</b> To take mocks to be able to put knowledge but into test situations. <b>Implementation:</b> Through weekly lessons and embedded into other curriculum areas. <b>impact</b> To take the Functional Skills test and pass where appropriate.</p> <p><b>Throughout – weekly spelling homework.</b></p>
<b>PE</b>	<p><b>Gym – Lesson 1</b> <b>Intent:- To feel more comfortable in a gym environment.</b> <b>Implementation: Attending the gym weekly, starting to get a routine,</b></p> <p>To be introduced to a gym environment and understand the social and personal expectations and standards of using a public gym are.</p> <p>To apply the knowledge of warmup and cool downs into individual workout practises.</p> <p>To safely explore a wide variety of gym equipment and to understand what gym equipment works what muscle/muscle groups.</p> <p>To work and focus as an individual and to work towards personal goal settings.</p>	<p>To explore the benefits of cardio training and the affects it has on the body.</p> <p>To monitor the short term affects on the body (heart rate, sweat and fatigue).</p> <p>To monitor and individually record long term effects on the body (increase in stamina, increased confidence and/or positive body changes).</p> <p>To practise and explore a range of cardio-based equipment in the gym (treadmills, cross trainers, and bikes).</p>	<p><b>Gym – Lesson 1</b></p>	<p>Invasion Games/Net and Wall games – Lesson 2</p>	<p><b>Gym – Lesson 1</b></p>	<p><b>Striking Games/ Athletics – Lesson 2</b></p>



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	<p>To work in pairs and understand the process of how to 'spot' safely in a range of contexts.</p> <p>To practise and implement good hygiene practise before and after gym training.</p>	<p>To develop self – persistence and intrinsic motivation, to push themselves for maximum success.</p> <p>To continue to practise and implement good hygiene practise before and after gym training.</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. (Add in specific information regarding Covid-19 safety) <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>
<b>Community Action</b>	<p><b>Intent:</b> To know the purpose of Community facilities <b>Implementation:</b> To visit different areas at Ulverscroft Grange and understand what happens there. <b>Impact:</b> The learner can identify different community facilities. To explore career opportunities.</p>	<p><b>Intent:</b> To make a positive contribution to the local community <b>Implementation:</b> To begin working in local community on a project <b>Impact:</b> 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</p>	<p><b>Intent:</b> To know own community responsibilities <b>Implementation:</b> identify responsibilities relating to their task and begin to complete independently. <b>Impact:</b> improved self-esteem and confidence. The ability to follow a task.</p>	<p><b>Intent:</b> To know own community responsibilities <b>Implementation:</b> identify responsibilities relating to their task and begin to complete independently. <b>Impact:</b> improved self-esteem and confidence. The ability to follow a task.</p>	<p><b>Intent:</b> To identify how community action helps others <b>Implementation:</b> to take part in fundraising, making posters, speaking in assembly. Comparing the beginning of the project to the end result. <b>Impact:</b> Pupils will be able to recognise the positive contribution that they have made.</p>	<p><b>Intent:</b> To identify how community action helps others <b>Implementation:</b> to take part in fundraising, making posters, speaking in assembly. Comparing the beginning of the project to the end result. <b>Impact:</b> Pupils will be able to recognise the positive contribution that they have made.</p>
<b>PSHE/RSHE</b>	<p><b>RSHE: Marriage and commitment</b> <b>Intent:</b> To understand more about what it means to be in a committed relationship <b>Implementation:</b> <b>Pupils should learn:</b> That there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal</p>	<p><b>RSHE: Healthy relationships</b> <b>Intent:</b> To learn more about the features of a positive relationship <b>Implementation:</b> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><b>RSHE: Safe sex and STI's</b> <b>Intent:</b> To learn about how to be safe, consent and STI's <b>Implementation:</b> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. • that they have a choice to delay sex or to enjoy intimacy</p>	<p><b>RSHE/ P&amp;MH: Reality v's fantasy</b> <b>Intent:</b> To learn about the 'fantasy' of some online content <b>Implementation:</b> violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) • pornography hat specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal</p>	<p><b>RSHE: Who can help me? (Community support)</b> <b>Intent:</b> To know who can help in times of need and how to make contact <b>Implementation:</b> how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment where and how to seek support (including recognising the triggers for</p>	<p><b>RSHE: Safe sex and STI's</b> <b>Intent:</b> To continue to learn about how to be safe, consent and STI's <b>Implementation:</b> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. • that</p>



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	<p>status of other types of long-term relationships</p> <p><b>Impact:</b> Pupils have a greater understanding about committed relationships and how this might impact them now and in the future.</p> <p><b>P&amp;MH: Teams and Triumphs (links to skillsbuilder)</b> <b>Intent:</b> To explore how working with others can impact on overall happiness and feeling of wellbeing <b>Implementation:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 • practical steps they can take in a range of different contexts to improve or support respectful relationships how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness <b>Impact:</b> Pupils have a greater understanding of why working harmoniously with others is good for their physical and mental health and good for the 'bigger picture'</p>	<p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p><b>For more able pupils:</b> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). <b>Impact:</b> Pupils have a deeper understanding about respectful relationships and are able to use this info to behave appropriately towards others and to expect respect from others.</p> <p><b>P&amp;MH: The effects and risks of unhealthy foods</b> <b>Intent:</b> To understand further how an unhealthy diet can affect our body <b>Implementation:</b> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer <b>Impact:</b> To make healthy food choices (with support)</p>	<p>without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM. <b>Impact:</b> Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves</p> <p><b>P&amp;MH: Drugs and the effects</b> <b>Intent:</b> <b>Implementation:</b> how the use of alcohol and drugs can lead to risky sexual behaviour. criminal exploitation (for example, through gang involvement or 'county lines' drugs operations Law surrounding substance misuse (Contact James Edmonston at Police substance misuse unit for visit) the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>	<p>offence which carries severe penalties including jail he 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 14 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 37 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. <b>Impact:</b> Pupils have a deeper understanding that things online may not always be 'real' and how this can affect them.</p>	<p>seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) where and how to report concerns and get support with issues online. how and when to seek support including which adults to speak to in school if they are worried about their health how to make a clear and efficient call to emergency services if necessary. <b>Impact:</b> Pupils begin to know that there are different services and professionals they can turn to for different things, but that ultimately, school can help with most things in the first instance.</p> <p><b>P&amp;MH: My Body – Signs and Symptoms</b> <b>Intent:</b> To learn about how to prevent and cure ill health <b>Implementation:</b> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (late secondary) the benefits of regular self-examination and screening. 38 • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. <b>Impact:</b> Recognise signs and symptoms of ill health. Avoid illness or cure illness through action.</p>	<p>they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. FGM. <b>Impact:</b> Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves</p> <p><b>P&amp;MH: Healthy body = healthy mind</b> <b>Intent:</b> To understand further about the links between healthy living and a healthy mind <b>Implementation:</b> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise,</p>
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			<b>Impact:</b> pupils have a greater awareness of drugs and their effects and are able to make sensible and informed choices			time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness <b>Impact:</b> Pupils begin to understand that there are physical things they can do to positively impact their mental health
<b>Enterprise/STEM</b>	<p><b>Intent:</b> Start up a mini business to run as a supervised team.</p> <p><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.</p> <p><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.</p> <p><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</p> <p><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 put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable.</p> <p><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.</p> <p><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> <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 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><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 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>
<b>Skills Builder</b>  <b>Throughout the whole year speaking and listening focus.</b>	<p><b>Skills builder – Problem solving</b> <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</p>	<p><b>Skills builder – Creativity</b> <b>Intent</b> Creativity  <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</i></p>	<p><b>Skills builder – Staying Positive</b> <b>Intent:</b> 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</p>	<p><b>Skills builder – Aiming High</b>  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</p>	<p><b>Skills builder – Teamwork</b> <b>Intent:</b> To work on Team work. learners should show they are able to make a contribution towards a bigger task as part of a group. <b>Implementation:</b> 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</p>	<p><b>Skills builder - Leadership</b> <b>Intent:</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.</p>



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	<p>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 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><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. • 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</p>	<p>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</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 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</p>	<p>content of what a speaker has said. At the top end, learners are able to critically evaluate the success of a speaker across different contexts.</p> <p><b>Implementation:</b> 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><b>Impact:</b> 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><b>Evidence required:</b> 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>have mastered this, learners move on to how to create 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><b>Implementation:</b> 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><b>Impact:</b> To develop</p>	<p>buildings everyone is going to draw on their own and then we will stick them together at the end. Make sure you are 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?" 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><b>Impact:</b> 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><b>Evidence required:</b> 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>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.</p> <p><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 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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Forest Way School  
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	<p>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>they show awareness of an imaginary object or setting?</p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>		<p><b>Evidence required</b></p> <p>Use these ideas for ways of assessing this skill step to help you check learners' understanding and confidence.</p> <ul style="list-style-type: none"> <li>• Observe talk with a partner to check if learners are able to answer simple questions and share ideas.</li> <li>• Observe if they are speaking clearly and are understood by the person they are talking to.</li> </ul>		
<b>Cook and Eat</b>						
<b>RE one or two lessons a half term</b>	<p>Embedded through whole school workshops, community skills visits and music and drama</p>	<p>Embedded through whole school workshops and community skills trips.</p> <p>October – Diwali December – Christmas/ Winter workshops</p>	<p>Embedded through whole school workshops and community skills trips.</p> <p>January – Chinese New Year February – Valentines Day</p>	<p>Embedded through whole school workshops and community skills trips.</p> <p>March- St Patrick's Day April – Easter/Spring Workshop</p>	<p>Embedded through whole school workshops and community skills trips.</p> <p>May – Eid workshop</p>	<p>Embedded through whole school workshops and community skills trips.</p> <p>End of year activities</p>