



Forest Way School

Post 16 Key Stage 5 Wider Curriculum Map 2020-2021

| Post 16 Key Stage 5 Vocational pathway 11 2020/2021 | Autumn 1 2020  | Autumn 2 2020  | Spring 1 2021   | Spring 2 2021 |  |
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| <b>Functional Maths</b>                             | <p>Assess pupils to see which Entry Level or Level is suitable<br/>Begin work on appropriate level<br/>Outcomes:</p> <ul style="list-style-type: none"> <li>- To assess and begin Functional Skills in Maths</li> <li>- Number basics and 4 operations</li> <li>- To be able to transfer some skills to real life situations</li> </ul>  | <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- To add in from Functional Skills modules</li> </ul> <p>Recognise coins and notes and write them in numbers with the correct symbols (£ &amp; p), where these involve numbers up to 20.<br/>(E1M5)<br/>Write with the correct symbols (£ or p).<br/>- (E2M12b)<br/>Calculate money with pence up to one pound and in whole pounds of multiple items.<br/>- (E2M12a)</p>   | <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- To add in from Functional Skills modules</li> </ul> <p>Know the number of days in a week and be able to name and sequence them.<br/>(E1M7a)<br/>Know the number of months and seasons in a year and be able to name and sequence them.<br/>(E1M7b)</p> <ul style="list-style-type: none"> <li>- Read 12-hour digital and analogue clocks in hours.<br/>(E1M6)</li> <li>- Read time displayed on analogue clocks in hours, half-hours and quarter-hours.</li> <li>- Understand hours from a 24-hour digital clock.<br/>(E2M13b)</li> </ul> |               | <p>Outcomes:</p> <ul style="list-style-type: none"> <li>- Describe and make comparisons in length, width, height, weight and capacity.<br/>(E1M8)</li> <li>- Use metric measures of length, including kilometres.<br/>(E2M14)</li> <li>- Use measures of weight, including grams.<br/>(E2M15)</li> <li>- Use measures of capacity, including millilitres.<br/>(E2M16)</li> </ul> <p>To take the Functional Skills test and</p> |
| <b>Functional English</b>                           | <p>Assess pupils to see which Entry Level or Level is suitable<br/>Begin to work on appropriate level<br/>Outcomes:</p> <ul style="list-style-type: none"> <li>- To assess and begin Functional Skills in English</li> </ul>   | <p>Outcomes:</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>Outcomes:</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>Outcomes:</p> <p>To take the Functional Skills test and</p>   |
| <b>Community Skills</b>                             | <p><b>Intent:</b> To plan for and undertake a local journey safely<br/><b>Implementation:</b> Students will identify 2 ways to travel to Coalville, one being the local bus. They will look at costs and journey times, and undertake a supervised journey, awareness of road safety<br/><b>Impact:</b> To develop confidence and knowledge of travel in local area<br/><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>   | <p><b>Intent:</b> To plan for and undertake a local journey safely<br/><b>Implementation:</b> Students will identify 2 ways to travel to Coalville, one being the local bus. They will look at costs and journey times, and undertake a supervised journey, awareness of road safety<br/><b>Impact:</b> To develop confidence and knowledge of travel in local area<br/><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>                                 | <p><b>Intent:</b><br/><b>Implementation:</b><br/><b>Impact:</b></p>   |               | <p><b>Intent:</b><br/><b>Implementation:</b><br/><b>Impact:</b></p>  |
| <b>PE/ Gym Healthy Lifestyles</b>                   | <p><b>Intent:</b> For students to be aware of the need for personal hygiene, the need to remain hydrated when carrying out exercise and to know how to exercise safely .To attend public exercise sessions and be self motivated.<br/><b>Implementation:</b> Students to shower after exercise sessions where appropriate. Students to have an induction to the gym equipment. Students to track and record their own progress.<br/><br/><b>Impact:</b> Students to be aware of the impact exercise has on the human body. Students to be involved in recording their own exercise achievements.</p> <p>Health and exercise / personal hygiene</p> | <p><b>Intent:</b><br/><b>Implementation:</b><br/><b>Impact:</b></p>  | <p><b>Intent:</b><br/><b>Implementation:</b><br/><b>Impact:</b></p>   |               | <p><b>Intent:</b> To explore the outdoors and use a map<br/><b>Implementation:</b> Students to learn to use a map<br/><b>Impact:</b> Students exercising outdoor, reading skills</p>   |
| <b>PSHE/ SRE</b>                                    | <p><b>Using PSHE SEND planning framework – Using Enrichment and Enhancement strands to build on KS4 Core and Development strands</b><br/><b>Relationships and Managing feelings</b><br/><b>Intent:</b> To understand how to maintain friendships and relationships by managing our own feelings<br/><b>Implementation:</b> weekly discussions, activities and team work sessions<br/><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.</p>   | <p><b>Relationships – changing and growing</b><br/><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.<br/><b>Implementation:</b> weekly discussion, activities and team work sessions<br/><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.</p> | <p><b>Citizenship and the Community</b><br/><b>Intent:</b> To become aware of how the country works, citizenship and how you can have an impact upon your community<br/><b>Implementation:</b> weekly discussion, activities and research into getting involved in a community project<br/><b>Impact:</b> To have a knowledge of the UK (systems etc) and to know how to be a good citizen</p>  |               | <p><b>Healthy Lifestyles</b><br/><b>Intent:</b> To improve our physical and mental health<br/><b>Implementation:</b> weekly discussion, activities and research into getting involved in a community project<br/><b>Impact:</b> To know how to keep our mind, sleep, friendship. To understand the human body</p>  |



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| <b>STEM</b>             | <p><b>Intent:</b> To understand the need for PPE in the work place. To use hand and power tools safely</p> <p><b>Implementation:</b> weekly tool talks and small project to introduce the safe use of tools</p> <p><b>Impact:</b> To be confident and safe when using workshop tools.</p>   | <p><b>Intent:</b> To use basic hand tools and power tools to create wooden Christmas gifts. To learn to measure in cm and mm and use a set square</p> <p><b>Implementation :</b>practical tasks involving measure and the use of a set square</p> <p><b>Impact:</b> students able to measure and cut wood accurately</p>   | <p><b>Intent:</b> To create garden item, bird boxes planters etc. To experience house hold maintenance e.g. wiring a plug, tiling</p> <p><b>Implementation: Students</b> to research and build garden items. Students to have safety talks and experience basic house hold repair tasks.</p> <p><b>Impact:</b> Students have a basic knowledge of DIY tasks.</p>  | <p><b>Intent:</b> To create garden item, bird boxes planters etc. To experience house hold maintenance e.g. wiring a plug, tiling</p> <p><b>Implementation: Students</b> to research and build garden items. Students to have safety talks and experience basic house hold repair tasks.</p> <p><b>Impact:</b> Students have a basic knowledge of DIY tasks.</p>                           | <p><b>Intent:</b> To introduce basic vehicle saf</p> <p><b>Implementation:</b> introduction to bicy</p> <p>include oil level, screen wash levels, t</p> <p>aware of the dangers of car mainten</p> <p><b>Impact:</b> Students able to select the co</p> <p>and a knowledge of the basic routine</p>   |
| <b>Employability</b>    | <p><b>Intent: Unit Planning for progression</b></p> <p><b>Unit 201</b> The aim of this unit is to help the learner understand, recognise and build on personal strengths.</p> <p><b>Implementation:</b> understand the aims of own study or training programme</p> <p><b>Impact:</b> be able to recognise personal strengths needed for learning and work be able to agree an action plan for self-improvement</p>  | <p><b>Intent: Personal finance</b> be able to demonstrate appropriate behaviours for work</p> <p><b>Implementation:</b></p> <p><b>Impact:</b> list different kinds of appropriate behaviour in the workplace 1.2 list inappropriate behaviour in the workplace 1.3 give examples of how to dress appropriately for work.</p>   | <p><b>Intent: Effective Communication</b></p> <p><b>Implementation:</b> be able to recognise different forms of communication</p> <p>give examples of appropriate verbal communications 2.2 give examples of appropriate nonverbal communications 2.3 give examples of inappropriate verbal communications 2.4 give examples of inappropriate nonverbal communications.</p> <p><b>Impact:</b> demonstrate an ability to greet colleagues or customers in an appropriate manner 3.2 demonstrate an ability to respond positively to simple questions from colleagues or customers 3.3 demonstrate an ability to obtain information from colleagues or customers.</p>   | <p><b>Intent:</b> basic introduction for the learner to ICT</p> <p><b>Implementation:</b> name two software applications and their uses 2.2 use a software application for an agreed purpose 2.3 input information 2.4 present information for the agreed purpose.</p> <p><b>Impact:</b> list safety points to be remembered when using an ICT system 3.2 follow safe practices.</p>       | <p><b>Intent:</b> know different ways of a</p> <p><b>Implementation:</b> give examples o</p> <p>2.2 complete an application fo</p> <p><b>Impact:</b> be able to apply for a jo</p>  |
| <b>Young Enterprise</b> | <p><b>Intent:</b> Getting started/ Business planning</p> <p><b>Implementation:</b> Students will be introduced to the YE team programme. Students will review their strengths and assess what they can offer the team company Students will be allocated a team role in the company</p> <p><b>Impact:</b> To be aware of what a company is . To identify their own strengths</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>  | <p><b>Intent:</b> To plan and produce products or a service</p> <p><b>Implementation:</b> Students will register the company Identify a company name select a product</p> <p><b>Impact:</b> students will be aware of the process of setting a small business</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>  | <p><b>Intent:</b> To : To plan and produce products or a service</p> <p><b>Implementation:</b> Students will</p> <p><b>Impact:</b> To develop</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>   | <p><b>Intent:</b> To</p> <p><b>Implementation:</b> Students will</p> <p><b>Impact:</b> To develop</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p>  | <p><b>Intent:</b> To close the company</p> <p><b>Implementation:</b> Students will sell of Students to present their learning to</p> <p><b>Impact:</b> To develop</p> <p><b>Evidence required:</b> Show all of the ab criteria</p>  |
| <b>Skills Builder</b>   | <p><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.</p> <p><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 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</p> | <p><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. 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</p> | <p><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 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></p> <p>Share a simple definition of 'instructions': "being told what you need to do." • Give examples of different instructions we might need to follow in</p> | <p><b>Intent:</b> presenting</p> <p>The oral transmission of information or ideas. The first few steps are about learners speaking clearly and logically, to communicate their ideas. The next stage is about being able to make appropriate language choices, considering their audience and why they are presenting. Once they have mastered this, learners move on to how to create</p> | <p><b>Intent:</b> problem solving</p> <p>developing Problem Solving, th</p> <p>able to explain a simple proble</p> <p>may need help. Once learners</p> <p>begin learning how to use stra</p> <p>next stage focuses on being ab</p> <p>break them down before sugg</p> <p>From Step 11, learners focus o</p> <p>complex problems. Finally, lea</p> <p>approaches they have develop</p> <p><b>Implementation:</b> Students will</p> <p>The initial stages are about lea</p> <p>problem they may have and re</p> <p>learners are able to identify pr</p> |



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|  | <p>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>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> | <p>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>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</p> | <p>strategies to solve simple problems able to identify complex problems suggesting a range of possible solutions on using different processes to solve a problem</p> <p><b>Impact:</b> To develop Explain what I can show us how to do something new I learn how to do something new I include pictures, words or symbols to solve a problem. • Give examples of ways to solve a problem: "A recipe is a way to help you find your way to solve a problem" I am going to follow instructions [Reading]: First, draw a circle. Next, draw a triangle for the mouth." • Highlight the importance of correct order. For example, when making a sandwich: "What would happen if you butter the bread?"</p> <p><b>Evidence required:</b> Show all of the above – see scheme of work for assessment criteria</p> |
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|  |  |  |  | <p>they can practise, using the props.<br/><b>Impact:</b> To develop<br/><b>Evidence required</b><br/>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 by the person they are talking to.</p> |  |
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