

ASDAN Science short course



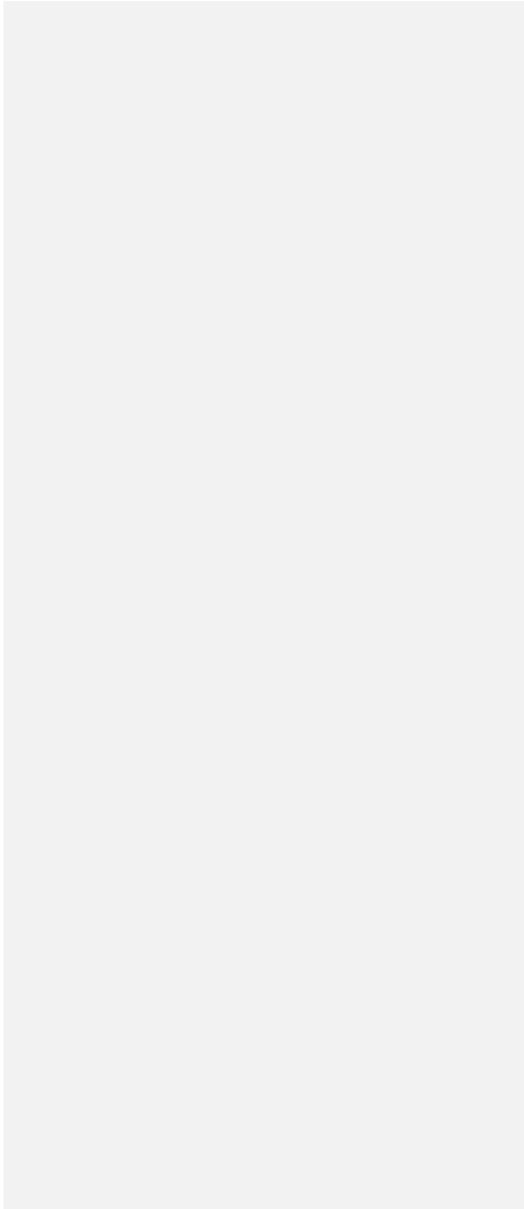
This short course accredits up to 60 hours of science activities. ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice students are encouraged to come to each lesson **ready to learn** with an enthusiasm for each task. This course will motivate and enhance learners confidence, self-esteem and **resilience**. In addition, learners develop core skills in teamwork and communication this will support learners in having **respect** for one another and show the importance of working together. The learners will be **responsible** for their own research and self-management. This Science short course uses experiments to engage learners and encourage problem solving which is an important life skills.

The course credits can contribute to other programmes and qualifications such as ASDAN personal development programmes (bronze, silver, gold or universities) / ASDAN qualifications (level 1 and 2) and could eventually lead to ASDAN qualification (level3)

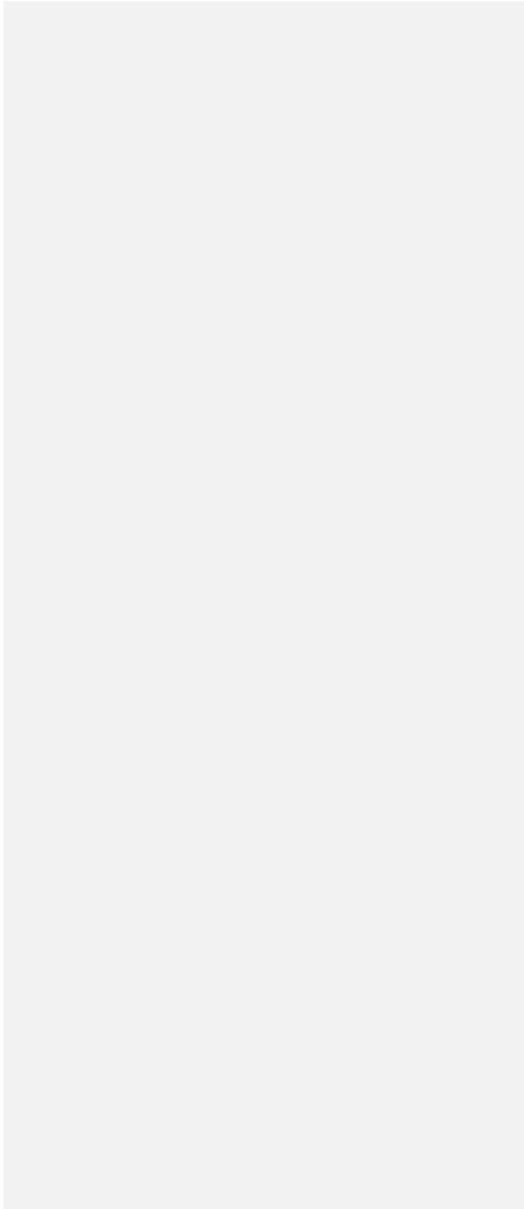
KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Year 11	What: Human Machine / Forces and Motion	What: Chemical change	What: Biological Challenges.	What: Space Physics	What: Performance on sports	What: complete personal statement in workbook.
	Why: Human Machine <ul style="list-style-type: none"> To complete research on short sighted people using spectacle lenses or laser eye surgery. Measure how different materials 	Why: Chemical Change <ul style="list-style-type: none"> Measure the pH of a range of fizzy and soft drinks. Present findings in a chart Measure the temperature of ice as you add different 	Why: Biological Challenges <ul style="list-style-type: none"> Use the internet to identify five different animals under threat of extinction. Present findings in a 	Why: Space Physics <ul style="list-style-type: none"> Create a stop motion animation to show the phases of the moon. Use labels and a soundtrack then present your 	Why: Performance in sports <ul style="list-style-type: none"> Find out how much wearing trainers improves your speed. Make a poster to show your results. 	Why: Learners will complete a personal statement on how after completing the course their skills have improved. They will link this with

	<p>insulate sound. Present findings using pictures and tables.</p> <ul style="list-style-type: none"> • Carry out a survey to find out the average family size now and the average family size for your parents' generation. Present findings using tables and graphs. • Match up different types of food with their nutritional properties. Present findings in a PowerPoint. • Complete an experiment on people reaction speeds by catching a falling ruler. Present findings using tables and graphs. <p>Why now: This is the introduction to the Biology section of the short course. It focuses on how the human body works and how environmental and physical factors can</p>	<ul style="list-style-type: none"> • amounts of table salt. Explain why salt is used on icy roads. • Make three different indicator solutions from red cabbage, spinach and turmeric. Record how each one reacts to changes in pH using acids and alkalis. Record findings in tables and using pictures. • Watch videos from the internet that show how potassium, lithium, sodium and caesium being added to water. Record observations look for patterns using the periodic table. • Research statistics and identify patterns in peoples recycling. Present findings in a PowerPoint. <p>Why now: This is the introduction the chemistry section of the course. It focuses on using substances and how and why there used in everyday life. The learners will have a greater knowledge of why certain materials are</p>	<p>PowerPoint using text and diagrams.</p> <ul style="list-style-type: none"> • Carry out a survey on local trees. Identify species and estimate height and circumference. Plot the data on a map. • Germinate some cress seedlings on damp paper towels. Photograph the changes after three days. • Work in a group to imagine what an extinct animal may have looked like. Present your finding in a picture. • Find out what is in the food we eat in terms of calories, sugar, salt and fat. Present your finding in tables. <p>Why now: This further expands on the biology section of the course. It focuses more on the environment and the outside world. The learners will gain more knowledge of how plants grow and further expand on the risks animals face due to our changing environment.</p>	<p>presentation to the class.</p> <ul style="list-style-type: none"> • Create a top trumps style card game on the planets in our solar system. Present findings using photographs. • Use a tray of sand and a ball bearing as a model to investigate crater sizes. Present findings in tables. • Make a Power point about evidence that humans did really step foot on the moon. • Design a space vehicle for humans to use on Mars. The vehicle will need water, food and oxygen. Present your findings with a annotated diagram. <p>Why now: This further expands on the Physics section of the course focusing on space. The learners will gain knowledge about the universe around them.</p>	<ul style="list-style-type: none"> • Investigate grip strength by squeezing a tennis ball. Compare your left and right hand. Present your finding in a table. • Find out what drugs are used to enhance sports performance. As a group discuss what penalties authorities should impose on drug users. • Measure your pulse rate in different postures and poses. Present your findings in a report. • Measure how far each person can jump from a standing position. Analyse the results and present findings. <p>Why now: This further expands on how our body works scientifically when completing sports. It focuses on how different attributes can affect our performance. This will support learners in respecting individuality and one another.</p>	<p>corresponding evidence out of their portfolio.</p> <p>Why now: To ascertain where the learners are in regards to understanding what has been taught and the skills they have gained. To give the learners a chance to review their portfolio and make any improvements if needed.</p>
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	<p>have an effect on our body. Having this knowledge will support them in having a better understanding of their own bodies and making good life choices in the future.</p> <p>Why: Forces and motion</p> <ul style="list-style-type: none"> • Build a tower using dried spaghetti and plasticine. Find which way provides the best support and stability. Present findings using picture. • Test different threads to discover which is the strongest. Record finding in tables. • Design and model a sycamore seed using card and paperclips. Verbally report your findings. • Make model bones using strips 	<p>used for particular jobs within society.</p>	<p>Learners can take this knowledge to make better environmental choices in the future.</p>			
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	<p>of newspaper and test the strength changing diameter and the amount of paper used. Use graphs to present findings.</p> <ul style="list-style-type: none">• Create a vehicle using card that is powered by an elastic band. Race the cars in a group to see which one is the fastest. Present findings using pictures. <p>Why Now:</p> <p>This is the introduction to the Physics section of the short course. It teaches learners about how the world around us works. How forces and motion effect the way we move and how buildings are structured. It focuses on experiments and encourages learners to independently solve problems that arise. This knowledge can be carried forward to having a greater</p>					
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	awareness of the world around them.					
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Suggested Revision Website	Exam Board Link	Recommended Revision Guide
https://www.bbc.co.uk/bitesize/learn		

Expressive Arts ks4



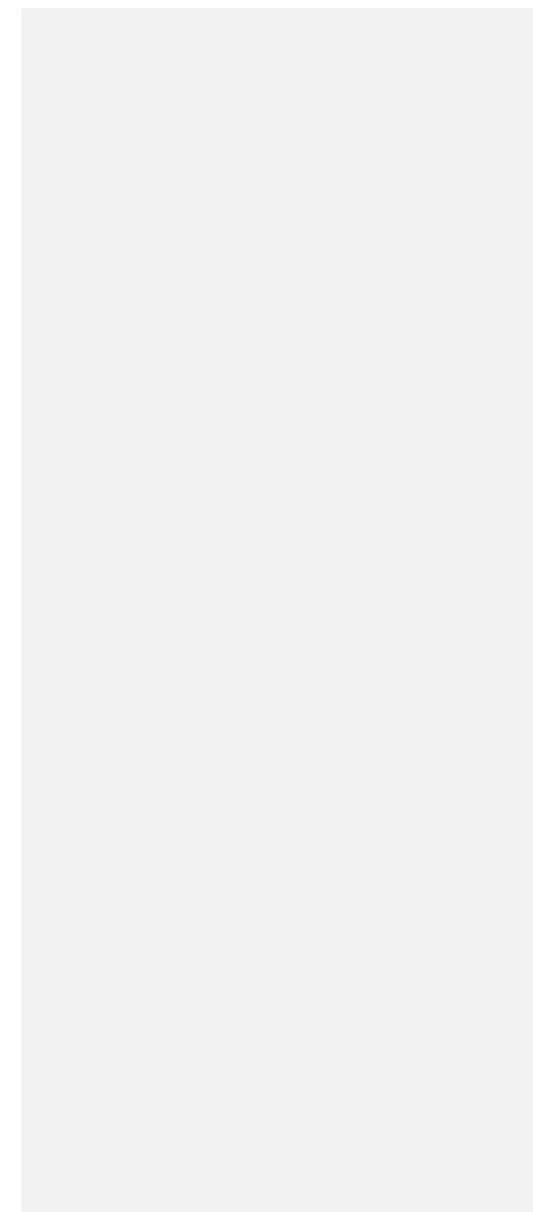
ASDAN SHORT COURSES, provide meaningful outcomes through a person-centred approach that prepares learners for later life. They are both adaptive and responsive to meet the needs of the learners. This course aims to teach the learners explicitly the knowledge and skills they required to enter the field of arts, whether it be in an educational manor or to gain employment.

The course they will be partaking in offers cognitive ability and individual strengths of all students to be met. The following areas of developmental needs are being catered for; Cognition and Learning Communication and Interaction (e.g. expressive communication) Independence (e.g. Community access/ and working independently over a period of time on a piece of work).

A focus on personalised learning means students can engage with the learning process more effectively, whether their needs are sensory, based around emotional difficulties or cognitive impairment. Learners are more likely to achieve the targets set for them if learning is personalised. Tailored learning also develops young people to become more independent, enables them to integrate into their communities and live meaningful and rewarding lives, and be more prepared to enter the world of work.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	What: Module 1 Exploring different art forms	What: Module 1 Exploring different art forms	What: Module 2 Create, Perform, and present	What: Module 2 Create, Perform, and present	What: Module 3 Arts in Action	What: Module 3 Arts in Action
	<p>Why:</p> <ul style="list-style-type: none"> • To learn and explore different creative art forms. <p>Why now: To introduce the learners to different art forms. Learners will investigate and learn about different art forms and creative expression. Learners will learn how different art form has affected society and how some have become cultural movements. Learners will have the opportunity to explore different creative people such as artist, crafts people, designers, musicians, performers and writers.</p>	<p>Why:</p> <ul style="list-style-type: none"> • To learn and explore different creative art forms. • To research the life and work of an artist. • Learners to consider artist background and social conditions of the time. • Who they were influenced by • Their use of particular materials, equipment, language, media instruments. <p>Why now: To research the life and works of an artist, musician or performer who as influenced them in some way. Learners to reflect on their own creative interest, and how this has developed over time. Why they are drawn to their chosen artist work. Learners to</p>	<p>Why:</p> <ul style="list-style-type: none"> • To create a piece of art work, sculpture, ceramics, jewellery, photography or any other one-, two-, three dimensional image or object. • To give a presentation of performance seen. • Design and produce an advert or leaflet. <p>Why now: To gain creative and presenting skills. Using creative skills learnt. Learners will be able to produce an art piece of their choosing. To use presenting skills learnt to deliver presentation on performance seen.</p>	<p>Why:</p> <ul style="list-style-type: none"> • To create a piece of art work, sculpture, ceramics, jewellery, photography or any other one-, two-, three dimensional image or object. <p>Why now: To use learnt creative skills to produce art piece. Learners to provide evidence of careful planning and design of their work.</p>	<p>Why:</p> <ul style="list-style-type: none"> • To use expressive and creative skills and qualities to produce a piece of art work or creative piece, over 60 hours. <p>Why now: For learners to have the opportunity to use knowledge learnt from module 1 or 2 about different art forms, and skills gain to produce a piece of art work or creative piece. This will be done over a period of 60 hours; learners are to use ideas to plan and design final art piece. In addition, show evidence of this.</p>	<p>Why:</p> <ul style="list-style-type: none"> • To use expressive and creative skills and qualities to produce a piece of art work or creative piece, over 60 hours. <p>Why now: For learners to have the opportunity to use knowledge learnt from module 1 or 2 about different art forms, and skills gain to produce a piece of art work or creative piece. This will be done over a period of 60 hours; learners are to use ideas to plan and design final art piece. In addition, show evidence of this.</p>

		give a presentation of their findings.				
Year 11	What: Module 4 Working in arts	What: Module 4 working in arts	What: Module 5 Appreciate, applaud and Review	What: Module 5 Appreciate, applaud, and review		Recording documents
	<p>Why:</p> <ul style="list-style-type: none"> • To explore job opportunities in the field of arts. • Find out about volunteering opportunities in the creative and cultural industries. • To be involved in making, a video, film, computer game, advert, newspaper, magazine or comic. <p>Why now: For learners to explore work and volunteer option within the creative and cultural industries.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Investigate Post 16 training courses or programmes of study of creative or expressive arts of interest. • Investigate training or carers options for artist-support or behind the scenes jobs. <p>Why now: For learners to investigate what art course are available. What qualification or skills are needed? What the training courses involve, and what kind of career opportunities could they lead to.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Produce a detailed evaluation of an arts venue visited <p>Why now: For learners to have the opportunity to visit an arts venue. Either to watch a show, performance or different forms of art. Learners will evaluate the suitability of the venue. Atmosphere, general appeal to the public. Customer amenities, cost and access.</p>	<p>Why: To create a final art piece of learners choosing</p> <p>Why now: Using skills learnt from previous modules learners will have the opportunity to independently create a final art piece. This is will be reflective on their personal journey. They will be required to look back and describe how their involvement in expressive arts has effected and changed them.</p>		<p>Why: Complete recording documentation of progress made throughout the module.</p>



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Employability Skills

Development KS4



ASDAN EMPLOYABILITY SKILLS DEVELOPMENT -provide meaningful outcomes through a person-centred approach that prepares learners for later life. They are both adaptive and responsive to meet the needs of the learners. This course aims to teach the learners explicitly the knowledge and skills they require to enter the field of training and employment.

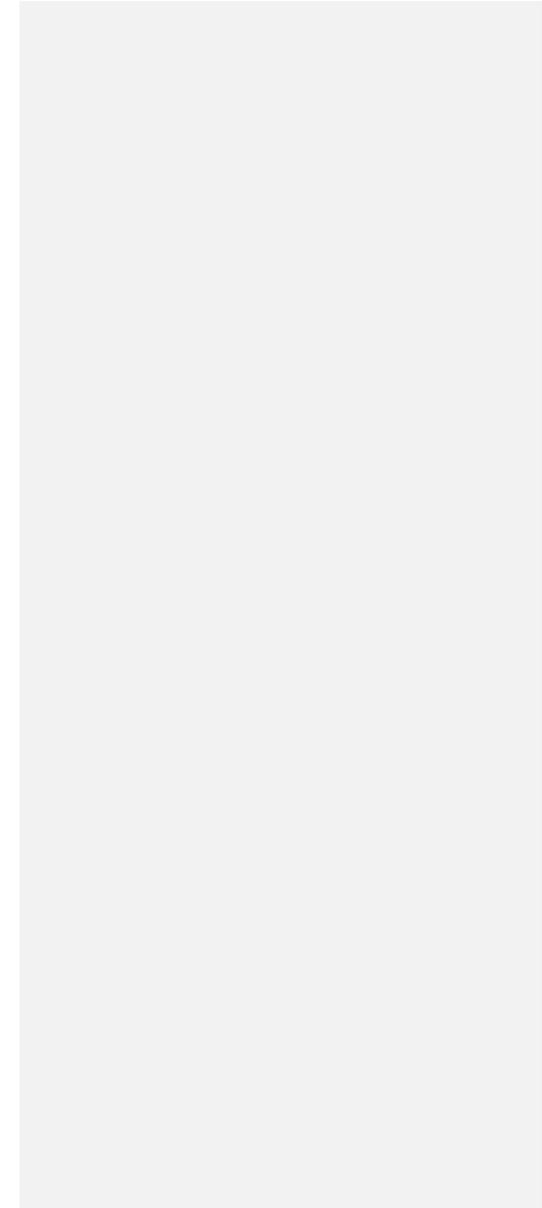
This course will help to improve students' knowledge and understanding of working environments, and make them aware of the skills that are needed to be effective in the workplace. Students will gain an understanding of

- What is expected of them when they are at work
- Recognise the skills and qualities that are important in the workplace
- Identify the things that are valued by employers
- Decide on things that they need to work on and improve
- Think about what they are going to do next and the steps they need to take to get there.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 11	What: Module 1 and 10 Self Management	What: Module 2 and 6 Teamwork and Communication	What: Module 4 and 6 Customer awareness/ Working with numbers	What: Module 8 and 9 Using ICT and applying for a job	What: Module 11 Rights and responsibilities at work/ college	What: Module 12 Health and safety in the workplace/ college
<p>Why:</p> <ul style="list-style-type: none"> •To understand how to self manage their time, personal organisation skills etc. •To reflect on skills they have learned •To develop skills in a certain area and over a certain time period. •To explore job opportunities that they are interested in. <p>Why now:</p> <p>Students will have experienced a period of self management during lockdown. They should be able to identify some of the strengths and difficulties of self management and be</p>	<p>Why:</p> <ul style="list-style-type: none"> •To learn and explore different aspects of teamwork and communication • Identify the positives of working as a team and some of the limitations. • Explore ways to collaborate as a team on a project • To recognise and explore some policies and practices that are needed when working as a team • Explore ways to communicate effectively with others and consider ways that people communicate within the workplace <p>Why now:</p> <p>This module underpins and compliments some of the other short course tasks where students are required to work</p>	<p>Why:</p> <ul style="list-style-type: none"> • Explore customer service e.g what is good customer service, what are customer rights, what types of customer service are there. • Explore how we use number skills in the workplace and with independent living e.g shopping, travelling, salaries, budgets etc <p>• Why now:</p> <p>Students will be able to use some of the skills from previous modules to work together with certain role play tasks. They will be able to use some of their functional skills number/ money work from last term to help them with their calculations and allow an opportunity to revisit and reinforce this skill.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Explore the use of ICT when searching and applying for a job. • To explore language and terminology used in the world of work • To develop skills required for job applications. <p>Why now:</p> <p>Students will be starting to apply for college courses and will be able to use these sessions to help them make these applications for their chosen course.</p> <p>They will be able to visit college placements.</p>	<p>Why:</p> <ul style="list-style-type: none"> •To explore rights and responsibilities of employers and employees in the workplace <p>Why now:</p> <p>Students will be embarking on the next phase of their education. They will be able to identify the importance of workplace legislation and their role as a student/ employee. This will be one module so as to allow students additional time to visit college settings/ additional transition support</p>	<p>Why:</p> <ul style="list-style-type: none"> •To explore the health and safety practices in the workplace and college •To consider how health and safety practices may change according to the course that students will move on to. <p>Why now:</p> <p>Students will be visiting their new colleges and may have additional health and safety requirements that need to be considered.</p> <p>This will be one module so as to allow students additional time to visit college settings/ additional transition support</p>	

	<p>able to develop and build on this with guidance and support from their teacher.</p> <p>These skills are also good starting points to develop student independence and recognise some qualities that employers look for.</p> <p>They will also consider jobs that they may be interested in and have the opportunity to research these areas which will further help towards their decision to an appropriate college course.</p>	<p>together. It also allows students the opportunity to explore some of the boundaries and rules that are required for group work and provides an opportunity to discuss appropriate and inappropriate behaviour in the workplace. It also allows students to deepen their knowledge on becoming better communicators with one another.</p>				
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ASDAN Foodwise short course



This short course accredits up to 60 hours of learning how to cook and prepare meals and the importance of healthy living. ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice students are encouraged to come to each lesson **ready to learn** with an enthusiasm for each task. This course will motivate and enhance learner's confidence, self-esteem and **resilience**. In addition, learners develop core skills in teamwork and communication this will support learners in having **respect** for one another and show the importance of working together. The learners will be **responsible** for their own research and self-management. This Foodwise short course uses research and practical lessons to engage learners and encourage healthy life choices for the future.

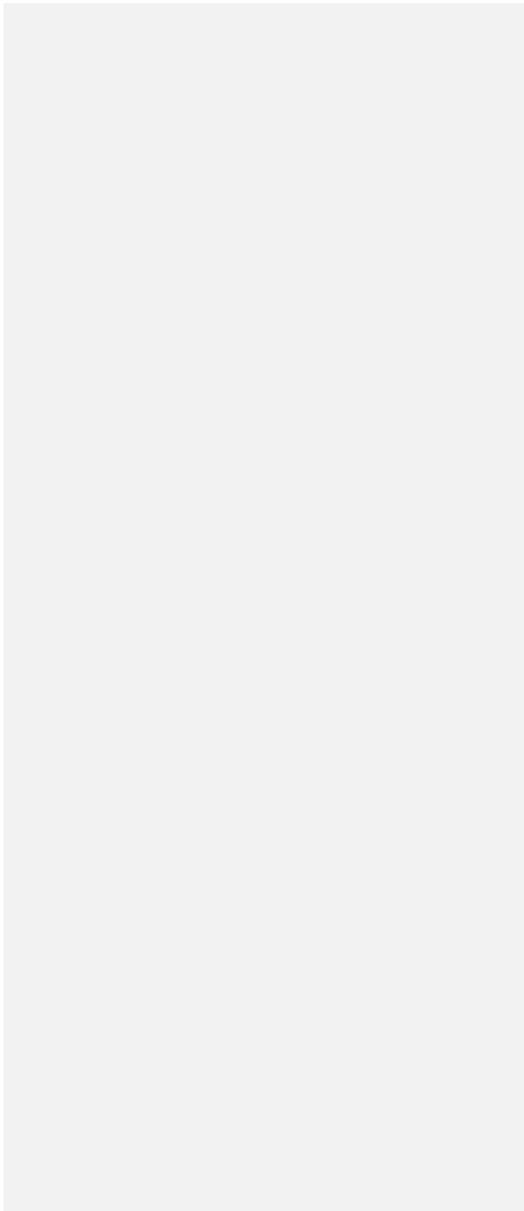
The course credits can contribute to other programmes and qualifications such as ASDAN personal development programmes (bronze, silver, gold or universities) / ASDAN qualifications (level 1 and 2) and could eventually lead to ASDAN qualification (level3)

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	What: Covering other ASDAN short courses	What: Covering other ASDAN courses	What: Healthy Eating	What: Healthy Eating continued	What: Healthy Eating	What: Basic Food Safety
			Why: Healthy Eating <ul style="list-style-type: none"> Identify the importance of selected food groups. Make a poster to present findings. Identify the importance of selected nutrients and the benefits they 	Why: <ul style="list-style-type: none"> Plan and cook a simple one-pot meal. Use photographs for evidence. Disassemble a product with a pastry crust. Make a new 	Why: Healthy Eating <ul style="list-style-type: none"> To complete worksheets provided to compliment the Healthy Eating module. Why now:	Why: Basic Food Safety <ul style="list-style-type: none"> To complete worksheets provided to introduce the module Basic Food Safety Why now:

			<p>have on your body. Present findings in a poster.</p> <ul style="list-style-type: none"> Using the internet investigate the traffic light system. Produce a leaflet with your findings. 	<p>ingredients list to make the product healthier.</p> <p>Why now: This module introduces the importance of healthy eating. It looks at what is in our foods and the importance of a balanced diet. The learners will take away knowledge that will inform the decision making when choosing food in the future.</p>	To improve further understanding of the module taught.	To start to introduce this module in preparation for completing the tasks in year 11.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	What: Basic Food Preparation	What: Food preparation and presentation	What: Cooking on a budget	What: Entertaining	What: Food industry	What: Practical Cooking
	<p>Why: Basic Food Preparation</p> <ul style="list-style-type: none"> Find out what happens if personal hygiene is not maintained in the kitchen. Present findings on a poster. Describe how certain foods should be stored. Use pictures and 	<p>Why: Food Preparation and presentation.</p> <ul style="list-style-type: none"> Make a table to show the advantages and disadvantages of at least four different cooking methods. Cook a variety of vegetable in a variety of ways. Use annotated pictures for evidence. 	<p>Why: Cooking on a budget</p> <ul style="list-style-type: none"> Plan and cook a meal for four people under £8. Use pictures and ingredients lists for evidence. Make a one week healthy eating plan for a couple. Make a chart on a word document and fill out for each day. 	<p>Why: Entertaining</p> <ul style="list-style-type: none"> Plan a celebration dinner around a religious festival. Create a menu card that could be used on the table. Cook the celebration dinner you have planned. Use photographs as evidence. 	<p>Why: Food Industry.</p> <ul style="list-style-type: none"> Collect and compare advertisements for food. Present finding with annotated diagrams. Find out about international and cultural influences that change what kind of foods we eat. 	<p>Why: Practical cooking</p> <p>To collate evidence from their portfolios of where they have covered practical cooking skills.</p> <p>Why now:</p>

	<p>text to show findings.</p> <ul style="list-style-type: none"> • Demonstrate how to clear and clean a kitchen after use. Use picture of the learners cleaning the kitchen and annotate. • Create a poster on how to wash your hands properly. • Produce a fact file on how to use a BBQ. <p>Why now:</p> <p>To introduce the learners on the importance of food safety. The learners will investigate the consequences of what happens when food safety procedures are not followed. This will inform the learners of basic skills needed to make sure food is safe.</p>	<ul style="list-style-type: none"> • Think about how to make vegetables more interesting for children to eat. Draw pictures of your meal creations. • Look at the different knife techniques. Create an information leaflet on how to use a knife safely. • Plan a two-course meal and cook it. Use photographs and evaluate the meal. <p>Why now:</p> <p>To teach the learners how to prepare and present food. To investigate different ways and methods of doing this. This will inform the learners of basic life skills involved in cooking a meal.</p>	<ul style="list-style-type: none"> • Choose two supermarkets and compare 20 essential items on price. Present finding in a chart. • Compare the cost of different takeaways and home cooked meals. Present findings in a table. • Create a recipe book of tasty low cost meals. <p>Why now:</p> <p>This module will inform the learners of the cost of food. It will teach them to cook healthy balanced meals on a budget. The learners will be able to use these skills in everyday life.</p>	<ul style="list-style-type: none"> • Plan the food for a child's 5th birthday. Cook one of the dishes. Use photographs as evidence. • Choose a dish that you could cook for a group of different sizes. Show how to adapt the menu for 10 and 50 people. Present findings in a table. • Plan and present a themed birthday party for a teenager. Cook three of the dishes you have chosen. <p>Why now :</p> <p>This module shows the learners how to entertain groups of people. It will introduce the learners in the importance of planning for events and that organisation is key.</p>	<p>Present findings in a PowerPoint.</p> <ul style="list-style-type: none"> • Investigate the regulation around advertising junk food. Present findings in a report. • Make a leaflet about 'food production'. Consider chemicals, battery hens, single use plastic and farming methods. • Spend a day at a farm. Produce a poster about what you have learnt on the trip. <p>Why now:</p> <p>This module will inform the learners of where the food we eat comes from. It will show how we can eat in a more responsible and sustainable way. Which will inform decision making in the future.</p>	<p>The learners over the course will have learnt basic life skill of how to cook and prepare meals.</p>
<p>Suggested Revision Website</p>	<p>Exam Board Link</p>	<p>Recommended Revision Guide</p>				



https://www.bbcgoodfood.com/recipes/collection/easy https://www.goodtoknow.co.uk/food/recipe-collections/50-recipes-everyone-should-know-how-to-cook-31760 http://www.mealprephaven.com/blog-1/2015/9/21/meal-prepping-101-for-beginners		
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ASDAN Sports and Fitness
short course



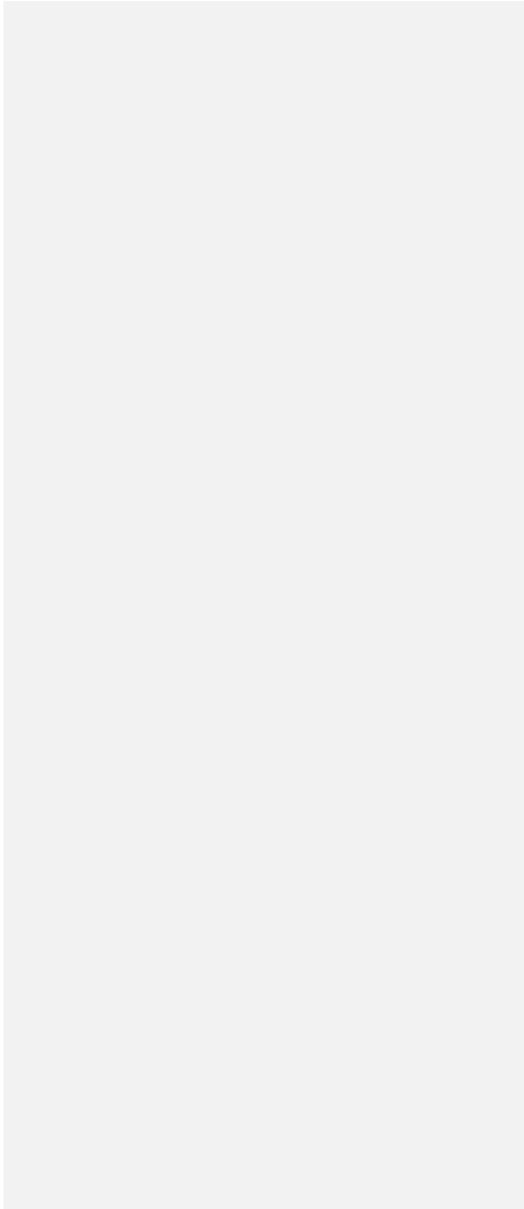
This short course accredits up to 60 hours of sports and fitness activities. ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice students are encouraged to come to each lesson **ready to learn** with an enthusiasm for each task. This course will motivate and enhance learner’s confidence, self-esteem and **resilience**. In addition, learners develop core skills in teamwork and communication this will support learners in having **respect** for one another and show the importance of working together. The learners will be **responsible** for their own research and self-management. This Sports and Fitness short course uses physical activities to engage learners and encourage healthy life choices for the future.

The course credits can contribute to other programmes and qualifications such as ASDAN personal development programmes (bronze, silver, gold or universities) / ASDAN qualifications (level 1 and 2) and could eventually lead to ASDAN qualification (level3)

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	What: Sports Participation	What: Health, Fitness and Nutrition	What: Researching Sport	What: Sports in the community	What: Review first four modules	What: Covering other ASDAN short courses.

	<p>Why: Sports Participation</p> <ul style="list-style-type: none"> • With others take part in two different indoor activities over a period of time. The activities the learners will take part in will be Tia chi and card games. Photographs will be annotated to show progression. • With others take part in two different outdoor activities over a period of time. The learners will take part in circuit training and basketball. Photographs will be annotated for evidence. • Investigate how much it will cost to buy the kit and equipment needed to take part in a sport of your choice. Present findings in a detailed PowerPoint. • Create a profile of a sports person you admire. Present findings on a poster using text and images. 	<p>Why: Health, Fitness and Nutrition</p> <ul style="list-style-type: none"> • Take part in a supervised fitness programme. The Learners will take part in circuit training they will make their own devised programmes that they will follow for the half term. They will document this using annotated pictures. • Devise a number of warm up and cool down exercises. Use your exercises at the start and the end of training sessions. Use photographs to document the exercises. • Work with others to devise a circuit of exercises. Use the school gym to carry out these exercises. Document your progression with pictures. • With others design a series of exercises that could be used to increase strength. Use the weights in 	<p>Why: Researching sport</p> <ul style="list-style-type: none"> • Find out about a high profile sports person and how they have used their status to raise awareness of charity campaign. Present findings in a PowerPoint . • Investigate the cost of attending home and away matches. Present findings in a table. • Create a scrapbook of press cuttings to compare contrasting media coverage. • Investigate a major sporting competition and make an illustrated report. • Investigate the position of women in sports. Make a PowerPoint to present findings <p>Why now:</p> <p>The learners will gain more knowledge about different sports. This will inform them of sports they may want to pursue in the future. The module also looks at the roles different</p>	<p>Why: Sports in the community</p> <ul style="list-style-type: none"> • Find out about a range of different opportunities available in the local community. Present findings in a PowerPoint • Find out about the work of a local sports club in your area. Present findings on a poster with diagrams and text. • Gather information about your nearest professional sports club. Produce a leaflet encouraging people to go. • Make a poster about the different organisations that challenge racism in sport. • Find out about three sports clubs in your area and make a profile for each. <p>Why now:</p> <p>This module looks at the different sports available to the learners in their local community. This could introduce new</p>	<p>Why: Review first four modules as part of working from home.</p> <ul style="list-style-type: none"> • To complete worksheets provided to compliment the first four modules. <p>Why now: To improve further understanding of the modules taught.</p>	
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	<p>• Demonstrate a skill you have developed in a new sport. Present findings in a diary of your progression.</p> <p>Why now This is an introduction to taking part in new sports to improve the learners overall fitness. It gives the learners opportunities to learn about new sports and sports persons. This will inform healthier life choices for the future.</p>	<p>the school gym over a period of time to improve strength. Use a diary to document progression.</p> <ul style="list-style-type: none"> • Produce a poster of a healthy balanced diet for a sports person. • Create and cook a balanced meal that would be suitable for a sports person. Research and make an ingredients list. Cook the meal and discuss the taste. <p>Why now: This module will inform the learners of the importance of following a healthy lifestyle both with the food we eat and the exercises we can do to maintain a good lifestyle. It encourages the learners to devise their own exercise programmes that they can continue using after the short course is finished.</p>	<p>individuals have within different sports.</p>	<p>sports to the learners and activities they may want to pursue outside of school.</p>		
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KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	What: Covering other ASDAN short courses	What: Covering other ASDAN short courses.	What: Coaching and Officiating	What: The Environment	What: Working in sports	What:
			<p>Why: Coaching and Officiating</p> <ul style="list-style-type: none"> • Present the basic rules of a sport or activity of your choice. Present findings in a leaflet. • Devise a coaching programme. Plan your programme and then take part in the programme over a number of weeks to see how effective it is. • Design a quiz about a sport of your choice. Test the quiz out on your peers. • Find out about the role of the referee in a sport of your choice. Record finding in a report. • Make a booklet about the rules and regulations of a sport of your choice. <p>Why now: To inform the learners about the importance of other people involved in</p>	<p>Why: The Environment</p> <ul style="list-style-type: none"> • Look at a variety of transport choices available to enable spectators to travel to sports event. Create a leaflet to show with is most environmentally friendly. • Produce a poster of how you can make a sports ground more environmentally friendly. • Investigate how food packaging is recycled in a sports ground. • Find out about the cost of lighting and heating a sports ground. Present finding in a table. • Design a sports kit for the future. Make the kit as environmentally friendly as you can. <p>Why now:</p>	<p>Why: Working in sports.</p> <ul style="list-style-type: none"> • Investigate the qualities and skills needed by different people to work in sports clubs. Present findings on a poster. • Investigate a range of occupation available in the sports industry. Present findings in a report. • Design an advert and write a job description for a non-playing role. • Create a mindmap of employment opportunities in sports. • Create a sports themed business enterprise project. Work as part of a team to complete this. <p>Why now: This module informs learners of all the</p>	<p>Why: Learners will complete a personal statement on how after completing the course their skills have improved. They will link this with corresponding evidence out of their portfolio.</p> <p>Why now: To ascertain where the learners are in regards to understanding what has been taught and the skills they have gained. To give the learners a chance to review their portfolio and make any improvements if needed.</p>

			sports not just the sports persons. To show the learners that each sports has rules and you have to have a certain level of discipline to play or coach in sports. This module may inform the learners about careers they may want to pursue in the future.	This module informs the learners about the importance of the environment within sports. It shows that everyone is responsible to ensure that sporting events are made sustainable to protect the earth.	different roles that there are in sports. It may encourage the learners to want to pursue a career within the sporting field.	
Suggested Revision Website		Exam Board Link		Recommended Revision Guide		
https://www.bbc.co.uk/sport/get-inspired/45353880						

Functioning Skills English

ks4

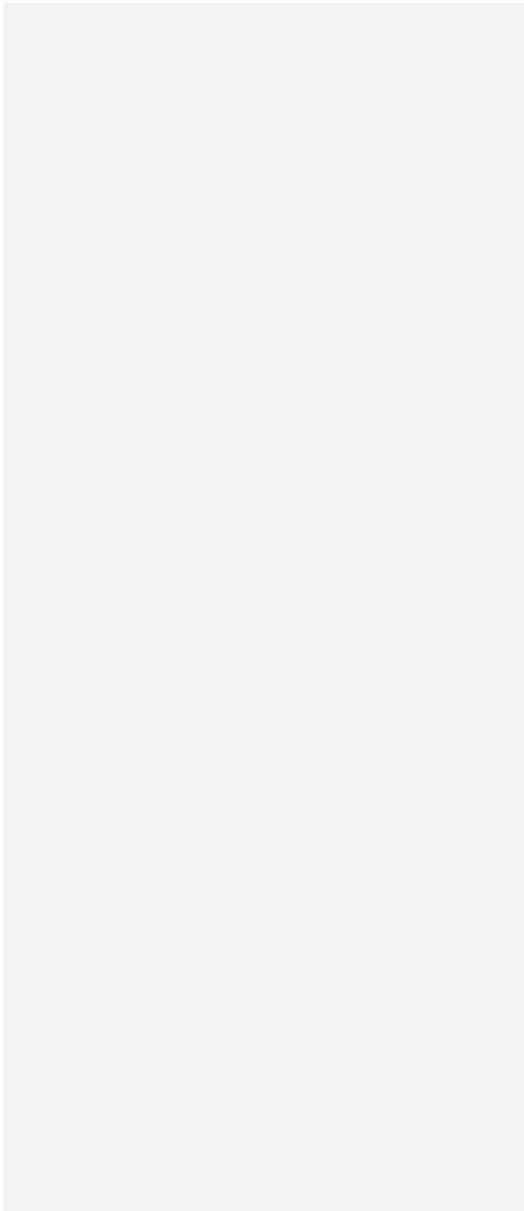


This course is both adaptive and responsive to meet the needs of the learners whilst preparing them for experiences later in life. This course aims to teach the learners explicitly the knowledge and skills they required to facilitate meaningful participation in society with as much independence as possible.

This curriculum offers the cognitive ability and individual strengths of all students. It will prepare students for adult life after school through a functional skill based cross-curricular programme. It offers differentiated learning which ensures the complex learning and behavioural needs of the students are being met. A well planned and sequenced curriculum is delivered throughout the key stages. Functional Skills English meets the needs of these students' with EHCPs as it ensures we meet all areas of developmental needs through the following; Social and Emotional (e.g. feelings, behaviour, interaction), Cognition and Learning Communication and Interaction (e.g. expressive communication - short sentences, single words, non-verbal (use of Body language/facial expression/signing/pictures or symbols/objects), Sensory and Physical Independence.

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	What: Introduction	What: Nouns, Proper nouns, and Common nouns	What: Writing Introduction to spelling	What: Adjectives, Identifying sentences	What: Speaking, listening and communicating: Following instructions Pronouns, Subject and object pronouns	What: Writing
	<p>Why: Respond to questions about specific information</p> <ul style="list-style-type: none"> • Say the names of the letters of the alphabet • Write the letters of the alphabet in sequence and in both upper and lower case • Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. <p>Why now:</p>	<p>Why:</p> <ul style="list-style-type: none"> • To be able to identify nouns, proper nouns, and common nouns. • Reading: The great mousetrap. . • Spell correctly words designated for Entry Level 1* <p>Why now: Learners to be able to identify nouns, proper nouns, common nouns, and when to use them in sentences. Learner to be able to write basic sentences using nouns, proper nouns, and common nouns.</p> <p>For learners to be able to identify information from</p>	<p>Why:</p> <ul style="list-style-type: none"> • Spell correctly words designated for Entry Level 1* • Read simple sentences containing one clause. • Understand a short piece of text on a simple subject. • Identify and extract the main information from short statements and explanations. • Verbs and action Verbs. • Reading: How to train your dragon. <p>Why now: Learners to be able to</p>	<p>Why:</p> <ul style="list-style-type: none"> • To be able to identify Adjectives • Identify and extract the main information from short statements and explanations. • Punctuate simple sentences with a capital letter and a full stop. • Identify and extract the main information from short statements and explanations. • Reading: How to train your dragon. <p>Why now:</p>	<p>Why:</p> <ul style="list-style-type: none"> • Follow single-step instructions, asking for them to be repeated if necessary. • Make a request and ask straightforward questions using appropriate terms and registers. • Respond to questions about specific information. • Spell correctly words designated for Entry Level 1*. • Make clear statements about basic information and communicate feelings and opinions on straightforward topics. 	<p>Why:</p> <ul style="list-style-type: none"> • Communicate information in words, phrases and simple sentences. • Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. • Punctuate simple sentences with a capital letter and a full stop. • Spell correctly words designated for Entry Level 1. • Identify adverbs and connectives. <p>Why now:</p>

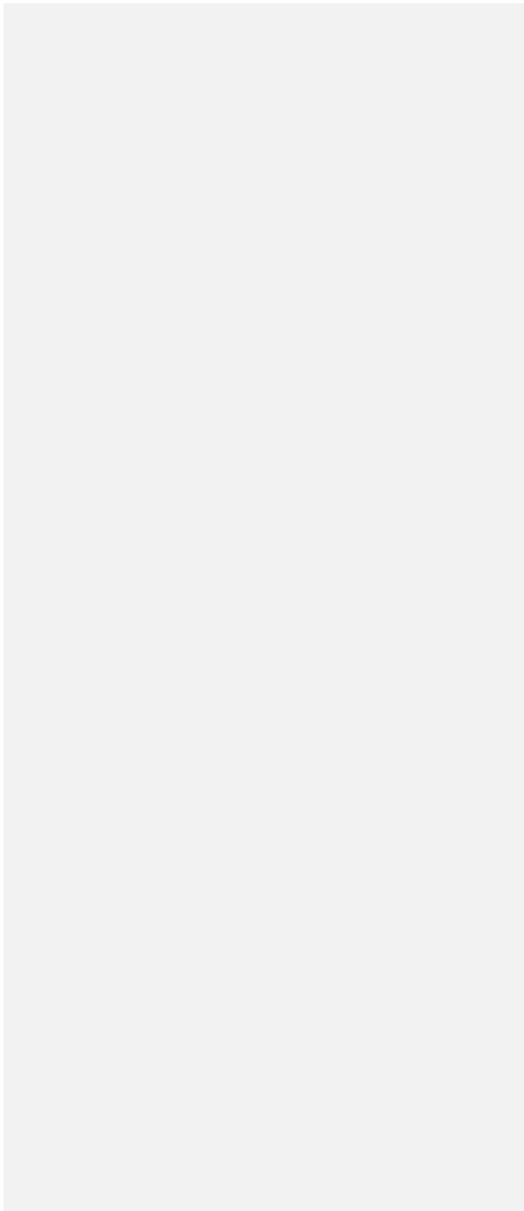
	<p>Learners to have an introduction to Functioning skills English. For learners to know what they will gain from the course.</p> <p>Learners to be able to give basic introduction to who they are.</p> <p>Learners to be able to identify letters of the alphabet. In both, lower and uppercase letters. Learners to be able to put letters in sequence.</p> <p>Learners to be able to use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. To know when to use capital letters correctly when writing sentences.</p>	<p>a text. Moreover, to improve reading skills.</p> <p>Learners to be able to spell sight words and words designated for entry level 1.</p>	<p>spell common one-syllable words correctly.</p> <p>Learners to be able to read simple sentences containing common Entry Level 1 words.</p> <p>Learners to be able to identify the main information from the text.</p> <p>Learners to be able to identify main information from the text, and say what a short piece of text is about.</p> <p>To be able to identify verbs and action verbs and how to use them, them in a sentence.</p> <p>For learners to be able to identify information in a text. And to improve reading skills.</p>	<p>Learners to be able to identify adjectives, and when to use them in sentences. Learners to be able to write basic sentences using adjectives.</p> <p>Learners to be able read and understand a short piece of text. Answer questions about the text.</p> <p>For learners to be able to identify information in a text. Moreover to improve reading skills.</p>	<ul style="list-style-type: none"> Identify Pronouns, subject and object pronouns. Read: The magic finger. <p>Why now: learners to be able to ask a question, use 'please' and 'thank you' correctly.</p> <p>Learners to be able to demonstrate active listening.</p> <p>Learners should be able to respond to simple questions to give information. Listen to questions carefully, answer simple questions accurately, spell the key words from this session.</p> <p>learners to be able to share their opinion with a partner. share feelings on a straightforward topic accurately spell the key words from this session.</p> <p>Learners to be able to identify pronouns, object and subject pronouns, and how to use them, them in a sentence.</p>	<p>Learners to be able to identify pronouns and proper nouns.</p> <p>Give examples of proper nouns. Correctly use sentences with personal pronouns and proper nouns.</p> <p>Learners should be able identify a verb, spell common verbs correctly, and write sentences using common verbs.</p> <p>Learners should be able to identify a verb, spell common verbs correctly. Write sentences using common verbs.</p>
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Year 11	What: Writing Punctuation	What: Writing lower and upper case letters, punctuation and spelling	What: Writing Past tense	What: Module7 Writing: Using contractions	What: Simple sentences (review and revise)	What: Course Review
	<p>Why:</p> <ul style="list-style-type: none"> • Punctuate simple sentences with a capital letter and a full stop. • Communicate information in words, phrases and simple sentences . • Communicate information in words, phrases and simple sentences. <p>Read: Matilda</p> <p>Why now: By the end of the session, learners should be able to:</p>	<p>Why:</p> <ul style="list-style-type: none"> • Writing: Lower- and upper-case letters • Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. • Use lower-case letters when there is no reason to use capital letters. • Spell correctly words designated for Entry Level 1* • Read : Matilda <p>Why now: Learners will be able to identify when to use a lower-case letter. Be able to use upper- and lower-case letters correctly write sentences using both upper- and lower-case letters correctly.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Communicate information in words, phrases and simple sentences. • Spell correctly words designated for Entry Level 1* • Punctuate simple sentences with a capital letter and a full stop. • Communicate information in words, phrases and simple sentences <p>Why now: Learners will be able to write simple sentences using subject–verb–object format.</p> <p>Learners will be able to spell correctly words designated for Entry Level</p>	<p>Why:</p> <ul style="list-style-type: none"> • Spell correctly words designated for Entry Level 1* • Communicate information in words, phrases and simple sentences. • Punctuate simple sentences with a capital letter and a full stop. • Prepare for assessment <p>Why now: Learners will be able to write simple sentences.</p> <p>Learners to be able to spell correctly words designated for Entry Level 1.</p> <p>Learners will be able to use full stops and capital letters correctly.</p> <p>Learners to prepare for course assessment by practicing pass papers.</p>	<p>Why:</p> <ul style="list-style-type: none"> • Communicate information in words, phrases and simple sentences. • Make clear statements about basic information and communicate feelings and opinions on straightforward topics. <p>Why now learners should be able to Identify what went well. Say what they feel they have learned.</p> <p>Learners to prepare for course assessment by practicing pass papers.</p>	

	<p>add capital letters and full stops to a piece of text</p> <p>write simple sentences using capital letters and full stops accurately, spell the key words from this session.</p> <p>Read a text on a straightforward subject. Learners to be able to answer questions and text to show understanding.</p> <p>learners to be able spell five key words from text.</p> <p>For learners to be able to identify information in a text. Moreover to improve reading skills.</p>	<p>Write a short sentence about a day of the week.</p> <p>Be able to spell Entry 1 words.</p> <p>For learners to be able to identify information in a text. Moreover to improve reading skills.</p>	<p>Be able to use full stops and capital letters correctly.</p> <p>Learners will be able to: use '-ed' correctly when the root word remains the same.</p> <p>Write simple sentences using words that end in '-ed'.</p>		<p>Learners to be able to complete assessment of this qualification.</p>
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<p>Suggested Revision Website</p>	<p>Exam Board Link</p>	<p>Recommended Revision Guide</p>
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	<ul style="list-style-type: none"> • Explore reading writing and comparing numbers to 20. • Use whole numbers to count to 20 items including zero <p>• Why now: To introduce the learners to the new functional skills exam. To recap on skills learned in the previous 3 years. To ensure knowledge of spelling of numbers is correct and identify any misconceptions with number at the start of the scheme. Part of everyday mathematics and the development of numeracy.</p>	<ul style="list-style-type: none"> • Recognise coins, notes, and write them in numbers with the correct symbols. • Know the days of the week, months of the year and be able to sequence them in the correct order. • Read a twelve hour clock (digital and analogue) hours <p>Why now: This topic builds upon the learner's knowledge of recognising numbers to 20 and being able to use and apply that knowledge to other aspects of maths. Sequencing re enforces the concept that maths needs to be in a logical orderly manner. Learning the weeks and months is an essential life skill to promote. Time is also an essential life skill and one that will be used throughout the rest of this scheme of work.</p>	<ul style="list-style-type: none"> • Read numerical information from lists. • Sort and classify objects using a single criterion. • Read and draw simple charts and diagrams including tally, block diagram/graph. <p>Why now: Learners will be able to produce , check and present a set of results that make sense. Explain and understand the results and their meaning. In real life terms, learners will have the skills to read and process information. Select items from a list (menu). Preparing for work and vocational development.</p>	<p>Add number, which total to 20 and subtract numbers from 20. Recognise and interpret the symbols = - +</p> <p>Why now: Recap and consolidate the learning from Autumn term 1. Building on and adding to knowledge of number. Introducing and exploring new terminology. Overlearning and re enforcing previously learned skills.</p>	<ul style="list-style-type: none"> • Describe and make comparisons in words between measures including size, length, width, height and capacity. • Identify and recognise common 2D and 3D shapes including circle, rectangle, cube and square. • Use every day positional vocabulary to describe position and direction. Left and right up and down, in front, behind, under and above. <p>Why now: To make direct comparisons between 2 items. Understand the differences between measurement for length and weight. Using the correct vocabulary describe the position of objects and decide if they are smaller or larger. Provides learners with important vocabulary to improve their communication and language skills as part of their social development.</p>	<p>Learners are given the opportunity to consolidate and recap on their previous learning and a chance to show their understanding of the topics they have covered. The mock exam will give staff the opportunity to look at and address any misconceptions or errors that come up in the practice exams.</p> <p>Why now: To ascertain where the learners are in regards to understanding what has been taught and their ability to show this understanding in an exam situation. To give the learners experience of exam conditions in preparation for the main exam.</p>
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Year 11	What: Numbers and the number system, whole numbers, fractions and decimals.	What: <i>Using common measures shape and space.</i>	What: Handling information and data	What: Revision of previously learned concepts and mock tests/practice papers.	What: Revision. Final papers.	
	<p>Why:</p> <ul style="list-style-type: none"> • Count reliably up to 100 items • Read write order and compare numbers to 200. • Recognise odd and even numbers to 100 • Add and subtract 2 digit numbers • Recognise and interpret symbols - + = x ÷ • Multiply whole numbers • Know and sequence hours in a day and weeks in a year. <p>Why now: Expanding on basic numeracy skills from Autumn term 1. To read numbers in everyday objects and documents. Be aware of the different words used for addition and subtraction. Understand addition is associative so they can make the connection</p>	<p>Why: Calculate money in pence to the whole pound.</p> <ul style="list-style-type: none"> • Read and record time in common date formats. Analogue and digital clocks to the hour, half and quarter-hour. • Use metric measures of length and weight and capacity. G, kg, mm, cm, m, l, ml. • Read and compare positive temperature. • Read and use scales. • Recognise and know the properties of 3D shapes including, pentagon, hexagon, octagon, pyramids spheres and cuboids. • Use appropriate positional 	<p>Why:</p> <ul style="list-style-type: none"> • Extract information from lists, diagrams and bar charts. • Make numerical comparisons from bar charts. • Sort and classify objects using 2 criteria. • Take information from one medium and represent in another. Tally chart to bar chart. <p>Why now: Final elements of the course taking in all of the knowledge gained from number, shape, and space. Time to look at misconceptions and issues that have arisen during the course before revision and the final exam.</p>	<p>Why: Opportunity to re visit areas of weakness and address issues before the final exams. Learners will be able to work on identified weak areas and have a more personalised learning programme to help them towards their target grade.</p> <p>Why now: Learners will have the chance to sit practice papers under test conditions before their final exam to help them understand what is expected of them. Mock/practice papers will be marked with the learners and wrong answers explained to ensure they are ready for the final exam.</p>		

	<p>to aid recall. Use repeated addition sums for multiplication.</p>	<p>vocabulary to describe position and direction. Inside, outside, behind, in front, on top, underneath.</p> <p>Why now: Use a range of strategies learned in Autumn 1 to calculate money problems. Be able to communicate effectively direction and understand concept of time. Ensure learners are able to understand that length, weight and capacity require different measurements. Be able to read labels and thermometers.</p>			
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Commented [S1]:

Suggested Revision Website	Exam Board Link	Recommended Revision Guide
www.mymaths.co.uk	https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Maths.html	https://www.skillsworkshop.org/resources/functional_maths_revision