

**Unit Provision: KS5 English Curriculum
Learning Journey 2023 - 2024**

Term 1	Instructional Text Reading, Writing Communication	<ul style="list-style-type: none"> - Understand simple text on a simple subject - Understand organisational markers in a text - Use illustrations, images and captions to locate information - Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs & links) - Identify, understand and extract the main points and ideas from a text
Term 2	Advertising Reading, Writing, Speaking & Listening Adjectives	<ul style="list-style-type: none"> - Persuasive features: layout, slogans/catch phrases, adjectives, emotive language, colour, alliteration & repetition, images, rhyme, rhetorical questions - Target audience
Term 3	Escape from Pompeii Reading, Speaking & Listening	<ul style="list-style-type: none"> - Understand main points in a text - Read and understand sentences with more than one clause - Identify, understand and extract the main points and ideas in and from texts - Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) - Identify and extract relevant information and detail in straightforward explanations - Communicate information and opinions clearly - Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
Term 4	Preparation for Work Reading, Writing, Speaking & Listening Adjectives	<ul style="list-style-type: none"> - Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) - Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points - Punctuate simple sentences with a capital letter and full stop - Use basic punctuation correctly (e.g. full stops, capital letters, question marks) - Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

		<ul style="list-style-type: none"> - High frequency words - Colourful semantics
Term 5	<p>In the News</p> <p>Reading, Writing, Speaking & Listening</p> <p>Communication</p>	<ul style="list-style-type: none"> - Communicate information in words, phrases and simple sentences - Write in compound sentences using common conjunctions - Use adjectives and simple linking words in an appropriate way - Write in compound sentences and paragraphs where appropriate - Use language appropriate for purpose and audience - Communicate information, ideas and opinions clearly and in a logical way - High frequency words - Colourful semantics
Term 6	<p>Literacy through Technology</p> <p>Writing</p>	<ul style="list-style-type: none"> - Emails - Letters – formal and informal - Form filling - Writing applications - Completing online forms - QR Codes - Social media - High frequency words

Big Ideas:

Reading

Speaking & Listening

Writing

- spelling, punctuation and grammar
- composition

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision: KS5 Maths

Curriculum Learning Journey 2023-2024

Term 1	Number: Place Value	<ul style="list-style-type: none"> - Recognise digits and quantities - Number language (more than, less than, equal) - Place value - Counting, estimating, ordering and comparing numbers - Number lines, number sequences - Round numbers - Word based questions
Term 2	Number: Addition, Subtraction, Multiplication, Division Money	<ul style="list-style-type: none"> - Recognise and use operations - Word based questions - Share objects - Times tables - Multiplication and division facts - Word based questions - Recognise coins and notes - Money calculations - Estimation and rounding - Decimals - Word based questions
Term 3	Time Fractions	<ul style="list-style-type: none"> - Sequencing: days, months, weeks, seasons, times of day, events - Read and record time using 12-hour analogue clock - Read and record time using 12-hour digital clock - Word based questions - Use $\frac{1}{2}$ and $\frac{1}{4}$ in real life situations - Recognise simple fractions of whole numbers and shapes - Understand equivalent fractions - Word based questions
Term 4	Data Handling	<ul style="list-style-type: none"> - Read information from a list - Classify information - Read and draw simple charts - Create frequency tables - Organise and represent information in appropriate ways - Extract or interpret information to make comparisons and record changes - Word based questions
Term 5	Measure: capacity, length, mass Decimals	<ul style="list-style-type: none"> - Measure using real life objects and balancing scales - Compare common measures and use mathematical vocabulary e.g. empty, half, full, heavy, heaviest, heavier - Use mm, cm, m, km, use g, kg, ml, l - Word based questions - Recognise decimals to 1 decimal place - Equivalent fractions and decimals to 2 decimal places - Recognise and continue a sequence that involves decimals - Word based questions

Term 6	Shape	<ul style="list-style-type: none"> - Common 2D and 3D shapes - Properties of 2D and 3D shapes - Lines of symmetry - Angles
	Positional Language	<ul style="list-style-type: none"> - Positional language - Use compass points - Word based questions
<u>Big Ideas:</u> Using Numbers and the Number System Using Common Shapes, Measure and Space Handling Information and Data		<u>Individual Need:</u> Students will access varying amounts of the big ideas content dependent on individual need

Unit Provision KS5: Independent Living Curriculum Learning Journey 2023 - 2024

Term 1	Household Shopping	<ul style="list-style-type: none"> - Identifying shops. - Identifying what can be purchased in different types of shops. - Accessing shops. - Navigating around a town centre.
Term 2	Living in the Community	<ul style="list-style-type: none"> - Identifying facilities in the community. - Identifying services in the community. - Identifying personal confident areas. - Identify less confident areas.
Term 3	Household Shopping	<ul style="list-style-type: none"> - Identifying other places to shop. - Demonstrating finding a particular item. - Identifying items to be purchased. - Identifying shops (including online) that may stock certain items.
Term 4	Living in the Community	<ul style="list-style-type: none"> - Identify which areas which require personal development. - Identify where to get ongoing guidance and advice. - Making a personal contribution to the community. - Outline some things about their community they like. - State what is good about living in a community.
Term 5	Household Shopping	<ul style="list-style-type: none"> - Purchase items using a supermarket. - Demonstrate asking for an item. - Purchase an item in an over the counter shop.
Term 6	Household Shopping	<ul style="list-style-type: none"> - Prepare to pay for items having money ready. - Receive and secure any change and goods. - Navigate online shopping and add requested items to basket.

Big Ideas:

NOCN Independent Living: Household Shopping and Living in the Community.

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Students will complete all units relevant to their accreditation.

Unit Provision: 5B Vocational
Accessing the Countryside & Working as a Volunteer
Curriculum Learning Journey 2023 – 2024

Term 1 - 2	<p>Accessing the Countryside – access countryside walks</p> <p>Understand the benefits of walking in the countryside</p> <p>Know the countryside code</p>	<ul style="list-style-type: none"> - Access local countryside walks - Road safety - Walking as a group, taking turns to navigate and lead the group - Being prepared for a countryside walk - Why people access the countryside for walks and the benefit to individuals - Understand the countryside code - Identify three rules of the countryside - Outline the purpose of one rule - Identify appropriate clothes and equipment needed in different types of weather - Start to identify different public footpath and information signs and state their meaning
Term 3 - 6	<p>Working as a Volunteer – be able to identify the context of volunteering</p> <p>Understand what tasks are necessary</p> <p>Be able to follow instructions to complete a task</p> <p>Be able to evaluate your role as a volunteer</p>	<ul style="list-style-type: none"> - Identify the organisation you are volunteering for and its purpose - What is the difference between an employee and a volunteer - Give a reason for volunteering - Identify what strengths you can bring to the organisation - Outline the job(s) they complete - Identify tasks that need to be completed - Identify other work the organisation complete - Identify who gives you work task instructions - Listen to instructions - Ask for clarification if needed - Help carry out two tasks - Identify what you did well and an area for improvement - Identify one thing you enjoyed about the work tasks - Suggest what you have contributed to the organisation
	<p>Accessing the Countryside – prepare for and appreciate a countryside walk</p>	<ul style="list-style-type: none"> - Access local countryside walks identifying where the walk will start and finish, estimating how long the walk may take - Appreciate a walk in the countryside identifying and commenting of different sensory experiences on the walk - Give reasons why the walk was enjoyed or not enjoyed

Big Ideas:

NOCN Entry Level 2 and 3:
 Accessing the Countryside
 Working as a Volunteer

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision 5B Horticulture Curriculum Learning Journey 2023 – 2024

Term 1	Introduction to gardening	<ul style="list-style-type: none"> - Common plants found in the garden - Common weeds found in the garden - Practical gardening including weeding - Garden and equipment organisation
Term 2	Garden Design and planting preparations	<ul style="list-style-type: none"> - What would I like in a garden? - What could I put in a small garden? - Preparation of raised beds for planting
Term 3	Garden tools and how to care for our plants	<ul style="list-style-type: none"> - Explore garden tools and their uses - What do plants need and how can we care for them? - Final preparations for spring planting
Term 4	Planting	<ul style="list-style-type: none"> - Container planting - Bedding plants - Seed planting - Weeding
Term 5	Kitchen garden upkeep and maintenance	<ul style="list-style-type: none"> - Maintenance of raised beds and containers
Term 6		<ul style="list-style-type: none"> - Use and care of garden equipment - Care for plants - Harvesting of fruits and vegetables

Big Ideas:

NOCN: Gardening for pleasure

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision 5B: Life Skills Curriculum Learning Journey 2023 – 2024

Term 1	Safety in the Kitchen	<ul style="list-style-type: none"> - Establish and follow health and safety routines - Importance of personal hygiene in the kitchen - Safe use of different types of kitchen equipment - Follow recipes and/or demonstrations
Term 2	Using a Hob	<ul style="list-style-type: none"> - Cooking Methods: boil; fry - Identify equipment needed to boil/fry food items - Identify hazards and safety factors when: boiling; frying
Term 3	Using an Oven	<ul style="list-style-type: none"> - Cooking Methods: bake; roast - Identify equipment needed to bake/roast food items - Identify hazards and safety factors when: baking/roasting
Term 4	Using a Grill	<ul style="list-style-type: none"> - Cooking Methods: grill - Identify equipment needed to grill food items - Identify hazards and safety factors when: grilling
Term 5	Healthier Options	<ul style="list-style-type: none"> - Healthy cooking methods: air fry; steam - Healthy recipes and/or ingredients - Seasonal cooking
Term 6	Cafés and Restaurants	<ul style="list-style-type: none"> - Identify different eating establishments - Select a drink or meal from a menu - Use local cafés and restaurants - Use money to pay for a drink and/or meal - Etiquette

Big Ideas:

NOCN Independent Living: Looking After Yourself
and Your Home
Basic Cooking Techniques

NOCN Independent Living: Living in the Community
Eating Out

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need

Students will access the Eating Out unit across the year and during Term 6.

Unit Provision KS5: Independent Living Curriculum Learning Journey 2023 - 204

Term 1	All About Me	<ul style="list-style-type: none"> - Personal qualities - Positive words to describe someone - Acts of kindness - 'All About Me' booklets
Term 2	Self-Improvement	<ul style="list-style-type: none"> - Strengths - Areas for self-improvement - Target setting
Term 3	Preparing for an Interview	<ul style="list-style-type: none"> - College Presentations - College Visits - What to wear for an interview - Questions to ask
Term 4	Taking Part in an Interview	<ul style="list-style-type: none"> - How to behaviour in an interview - Personal details and accreditation - Likes and dislikes - Aspirations - Responding to questions
Term 5	Supported Work Experience	<ul style="list-style-type: none"> - Meet the staff - Health and safety in the work place - Follow instructions in the work place to complete activities: production area
Term 6	Supported Work Experience	<ul style="list-style-type: none"> - Prepare for work - Follow instructions in the work place to complete activities: main shop - Interact and/or serve customers

Big Ideas:

NOCN Using Employability Skills
Action Planning to Improve Performance
Follow Instructions in the Work Place
Preparing for and Taking Part in an Interview

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Students will complete all units relevant to their accreditation.

Students will access units on a carousel and may not be in the identified term.

Unit Provision KS5: Young Enterprise Curriculum Learning Journey 2023 - 2024

Term 1	Getting Started Business Planning	<ul style="list-style-type: none"> - Company Name - Job Roles - Meet the Volunteers - Product Research - Instagram Competition #MyYESkills23 - TP Milestones 1 – 3
Term 2	Running the Business Production	<ul style="list-style-type: none"> - Logo Design - Mission Statement - Product Approval - Young Enterprise (YE) Team Programme Best Logo Competition: 1st December 2023 - Instagram Competition #YEBrand4Success23 - Production - Christmas Sales and Accounts - TP Milestones 4 and 5
Term 3	Running the Business Advertising	<ul style="list-style-type: none"> - Advertising - YE Team Programme Best Advert Competition: 9th February 2024 - Instagram Competition #YEadvert24 - Production - TP Milestone 6
Term 4	Running the Business Presentation	<ul style="list-style-type: none"> - YE Team Programme Best Presentation Competition: 26th April 2024 - YE Outstanding Individual Achievement Award 26th April 2024 - Instagram Competition #MyYESlogan24 - Production - Sales and Accounts - TP Milestone 6
Term 5	Making a Product	<ul style="list-style-type: none"> - Safety rules - Suitable materials - Equipment and tools
Term 6	Closing Down	<ul style="list-style-type: none"> - Stock Sale - Final Accounts - YE Team Programme of the Year 6th June 2024 - Instagram Competition #MyYEexperience24 - TP Milestones 7 and 8

Big Ideas:

Young Enterprise Team Programme
Young Enterprise Competitions

NOCN Using Employability Skills
Making a Product

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision KS5 Active Curriculum Learning Journey 2023 – 2024

Term 1	Futsal/Football Badminton	<p>Futsal/Football:</p> <ul style="list-style-type: none"> - Passing skills - Shooting skills - Dribbling skills - Football drills/stamina activities - Small sided games - Spatial awareness <p>Badminton:</p> <ul style="list-style-type: none"> - Grip, serving a shuttle: using a range of methods - Shots e.g. forehand/backhand overhead clear, net shots - Receiving/returning skills - Tactics and application of skills within a game
Term 2	Dance/Gymnastics/Yoga Basketball	<p>Dance/Gymnastics/Yoga:</p> <ul style="list-style-type: none"> - Sequencing and combining steps - Developing co-ordination - Remembering repeated phrases of movement - Travelling: rolls, jumps, turn, leaps - Individual balances - Starting & finishing positions - Individual, paired sequence - Breathing - Movements - Flow of movements <p>Basketball:</p> <ul style="list-style-type: none"> - Passing and receiving, dribbling and shooting - Attack and defence - Small sided games - Tactics and application of skills within a game
Term 3	Goalball HRF- Circuits training	<p>Goalball:</p> <ul style="list-style-type: none"> - Listening Skills - Teamwork - Body positioning - Trust skills - Throwing <p>HRF:</p> <ul style="list-style-type: none"> - Cardiovascular - Muscular Endurance - Sport specific - How the body works - What are warm ups - Leadership skills



Term 4	Table Tennis Tchoukball	<p>Table Tennis:</p> <ul style="list-style-type: none"> - Grip, sending a ball forehand/backhand - Receiving a ball forehand/backhand - Spin and tactical awareness - 1:1 and 2:2 game rally's <p>Tchoukball:</p> <ul style="list-style-type: none"> - Accuracy in throwing and catching - Developing speed and reaction times - Teamwork skills - Accuracy when working with a target
Term 5	Athletics Netball	<p>Athletics:</p> <ul style="list-style-type: none"> - Throwing: javelin, chest pass throw/shot put, discus - Running: sprint starts, sprints 25m – 200, 800m, hurdles - Jumping: standing long jump, standing triple jump - Indoor athletics events <p>Netball:</p> <ul style="list-style-type: none"> - Passing, receiving, footwork, shooting - Marking, defending, dodging - Positions, tactical awareness - Application in small sided and larger games
Term 6	Tennis Rounders/Cricket	<p>Tennis:</p> <ul style="list-style-type: none"> - Grip - Sending: forehand/backhand - Serve - Net shots - Tactics and application of skills in adapted games <p>Rounders/Cricket:</p> <ul style="list-style-type: none"> - Fielding: throwing & catching, short/long barriers - Hitting: grip, stance, tactical awareness - Fielding positions - Bowling skills - Batting - Small and full sided games

Big Ideas:

Gross Motor Skills
Teamwork
Developing skills across a range of sports

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision KS4 / KS5 Group 1: PSHE Curriculum Learning Journey 2023-2024

Term 1	Beginning and Belongings	<ul style="list-style-type: none"> - Welcome back - Internet and screen time - Ground Rules / class charters - Responsibilities - Belonging - New experiences - Resilience - Managing emotions - Networks of support - Online sources of support
Term 2	Healthy Relationships (anti-bullying)	<ul style="list-style-type: none"> - Social, emotional awareness & skills - Empathy & Mutual respect - Social media - Trust & honesty - Peer influence - Persuasion & coercion - Equalities Act - Stereotyping - Discrimination - Prejudice related bullying - Sources of support - Role of bystanders
Term 3	Citizenship (Identity Diversity and Community)	<ul style="list-style-type: none"> - British values - Prevent - Community cohesion - Mutual respect - Freedom of expression - Human rights - Extremism, hate crime, radicalisation - Honour-based violence - Voluntary organisations - World conflicts - Trade & aid - Debt - Migrant, immigrant, refugee and asylum seeker
Term 4	Relationships and Sex Education	<ul style="list-style-type: none"> - Changing relationships - Trust & honesty - Mutual respect - Gender differences - LGBTQ - Marriage, partnerships & family - Puberty - Masturbation - Body image



		<ul style="list-style-type: none"> - Diversity and Prejudice - Sexting - Consent - Personal Hygiene - Protection and Sexual Transmitted Infections (STI's) - Reliability of friends - Privacy & Confidential - FGM
Term 5	Healthy and Safer Lifestyles Managing Safety and Risk	<ul style="list-style-type: none"> - Risk assessment & reduction - Emotional dimensions of risk taking (gambling) - Peer influences - Abuse - Road safety - Rail safety - Online safety - Criminal responsibility - Sources of support
Term 6	Working Together (Financial Capital)	<ul style="list-style-type: none"> - Earnings & deductions - Wants and needs - Range of jobs - Budgeting - Debt and credit - Financial planning (including insurance and pensions) - Making choices - Managing feelings about money - Poverty - Role of charities

Big Ideas:

Myself & My Relationships,
Citizenship,
Healthy & Safer Lifestyles,
Economics well-being,
Relationships and Sex Education

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need

Unit Provision: KS4/KS5 Group 2
PSHE Curriculum Learning Journey 2023 – 2024

Term 1	Beginning and Belonging	<ul style="list-style-type: none"> - What is my role in helping my school be a place where we can learn happily and safely? - How can we build relationships in our class and how does this benefit me? - What does it feel like to be new or to start something new? - How can I help children and adults feel welcome in school? - What helps me manage a new situation or learn something new? - Who are the different people in my network who I can ask for help?
Term 2	Family and Friends (Anti-Bullying)	<ul style="list-style-type: none"> - How are falling out and bullying different? - How do people use power when they bully others? - What are the key characteristics of different types of bullying? - How can lack of respect and empathy towards others lead to bullying? - What is the difference between direct and indirect forms of bullying? - What are bystanders and followers and how might they feel? - Do I understand that bullying might affect how people feel for a long time? - How can I support people I know who are being bullied by being assertive? - How does my school prevent bullying and support people involved?
Term 3	Working Together (Financial Capability)	<ul style="list-style-type: none"> - What different ways are there to earn and spend money? - What do saving, spending and budgeting mean to me? - How can I decide what to spend my money on and choose the best way to pay? - What might my family have to spend money on? - What is 'value for money'? - How do my feelings about money change? - How do my choices affect my family, the community, the world and me?
Term 4	Relationship & Sex Education	<ul style="list-style-type: none"> - How are male and female bodies different and what are the different parts called? - When do we talk about our bodies, how they change, and who do we talk to? - Why is it important to keep myself clean? - What can I do for myself to stay clean and how will this change in the future? - How do different illnesses and diseases spread and what can I do to prevent this? - What does it mean to be grown up? - What am I responsible for now and how will this change? - How do different caring, stable, adult relationships create a secure environment for children to grow up?



Term 5	Managing Safety and Risk	<ul style="list-style-type: none"> - How do I feel in risky situations and how might my body react? - Can I make decisions in risky situations and might my friends affect these decisions? - When might I meet adults I don't know & how can I respond safely? - What actions could I take in an emergency or accident and how can I call the emergency services? - What are the benefits of using the roads and being near water and how can I reduce the risks? - How is fire risky and how can I reduce the risks? - How do I keep myself safe during activities and visits? - How can I stop accidents happening at home and when I'm out?
Term 6	Healthy Lifestyles	<ul style="list-style-type: none"> - What does healthy eating and a balanced diet mean? - What is an active lifestyle and how does it help me to be healthier? - What is mental wellbeing and how is it affected by my physical health? - How much sleep do I need & what happens if I don't have enough? - How do nutrition and physical activity work together? - How can I plan and prepare simple, healthy meals safely? - How can I look after my teeth and why is it important? - Who is responsible for my lifestyle choices and how are these choices influenced?

<p><u>Big Ideas:</u></p> <p>Relationships Education Health & Wellbeing Living in the Wider World</p>	<p><u>Individual Need:</u></p> <p>Students will access varying amounts of the big ideas content dependent on individual need</p>
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Unit Provision: KS4 / KS5 Group 3
PSHE Curriculum Learning Journey 2023 – 2024

Term 1	Beginning and Belonging	<ul style="list-style-type: none"> - Welcome Back - Do I understand simple ways to help my school feel like a safe, happy place? - How can I get to know the people in my class? - How do I feel when I am doing something new? - How can I help someone feel welcome in class? - What helps me manage in new situations? - Who can help me at home and at school?
Term 2	Family and Friends	<ul style="list-style-type: none"> - Can I describe what a good friend is and does and how it feels to be friends? - Why is telling the truth important? - What skills do I need to choose, make and develop friendships? - How might friendships go wrong, and how does it feel? - How can I try to mend friendships if they have become difficult? - What is my personal space and how do I talk to people about it? - Who is in my family and how do we care for each other? - Who are my special people, why are they special and how do they support me?
Term 3	Working Together	<ul style="list-style-type: none"> - What am I and other people good at? - What new skills would I like to develop? - How can I listen well to other people? - How can I work well in a group? - Why is it important to take turns? - How can I negotiate to sort out disagreements? - How are my skills useful in a group? - What is a useful evaluation?
Term 4	Relationship & Sex Education	<ul style="list-style-type: none"> - What are the names of the main parts of the body? - What can my amazing body do? - When am I in charge of my actions and my body? BS - How can I keep my body clean? - How can I avoid spreading common illnesses and diseases?
Term 5	Managing Safety and Risk	<ul style="list-style-type: none"> - What are risky situations and how might I feel? - What is my name, address and phone number and when might I need to give them? - What is an emergency and who can help? - What makes a place or activity safe for me? - What are the benefits and risks for me when walking near the road, and how can I stay safer? - What are the benefits and risks for me in the sun and how can I stay safer? - What do I enjoy when I'm near water and how can I stay safer? - What are the risks for me if I am lost and how can I get help? - How can I help to stop simple accidents from happening and how can I help if there is an accident?



Term 6	Healthy Lifestyles	<ul style="list-style-type: none"> - How can I stay as healthy as possible? - What does it feel like to be healthy? - What does healthy eating mean and why is it important? - Why is it important to be active & what are the opportunities for physical activity? - What foods do I like and dislike and why? - What can help us eat healthily? - Why do we need food? - What healthy choices can I make?
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<p><u>Big Ideas:</u></p> <p>Relationships Education Health & Wellbeing Living in the wider world</p>	<p><u>Individual Need:</u></p> <p>Students will access varying amounts of the big ideas content dependent on individual need</p>
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