

**VALE OF EVESHAM SCHOOL**  
**LONG TERM PLAN 5LPW**

**Subject: Literacy + Functional Skills Literacy through PSD/ PPQ**  
**Group/Class: 5WPW**

**Year 2015-2016**

<b>Autumn</b> <b>Focus: Enterprise</b>	<b>Spring</b> <b>Focus: Careers</b>	<b>Summer</b> <b>Focus: Transition and Celebration</b>
<p><b>Communication</b>            Answer the phone correctly            Take verbal messages            Make a telephone call            Be able to relay personal information            Give a talk to small group</p> <p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>❖ Write a form of personal details</li> <li>❖ Write informal letter/message/note</li> <li>❖ Write a letter asking for information/complaint/thanks</li> <li>❖ Address an envelope correctly</li> <li>❖ Book / film review / story for children</li> </ul> <p><b>Interpreting/Handling Written Graphical Information</b></p> <ul style="list-style-type: none"> <li>❖ Use alphabetical order</li> <li>❖ Use a dictionary</li> <li>❖ Use a telephone directory</li> <li>❖ Use the Yellow Pages</li> <li>❖ Read and use a timetable</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>❖ Talk to a group about subject of interest, eg work experience</li> <li>❖ Use telephone to gain information</li> <li>❖ Mobile phone / text messages</li> </ul> <p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>❖ Write a formal letter</li> <li>❖ Write a business letter</li> </ul> <p><b>Interpreting/Handling Written Graphical Information</b></p> <ul style="list-style-type: none"> <li>❖ Read a newspaper to gain information</li> <li>❖ Recognise and use simple abbreviations</li> <li>❖ Read and understand advertisements</li> <li>❖ Write an advertisement</li> <li>❖ Use a shopping catalogue</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>❖ Listen to the radio/ TV to gain information</li> <li>❖ Interview someone and take notes of replies</li> </ul> <p><b>Written Communication</b></p> <ul style="list-style-type: none"> <li>❖ Write a letter of application</li> <li>❖ Complete an application form for a college course/job</li> <li>❖ Complete an application form for a driving licence</li> </ul> <p><b>Interpreting/Handling Written Graphical Information</b></p> <ul style="list-style-type: none"> <li>❖ Use an index, contents page</li> <li>❖ Use an encyclopaedia or reference book</li> <li>❖ Use the public library – Dewey system</li> <li>❖ Read and use timetables for journeys</li> </ul>
<p><b>Continuing work throughout.....</b></p> <p><b>Communication</b> – Express basic needs, feelings and opinions. Take part in discussions and present main findings.</p> <p><b>Written Communication</b> – Improve handwriting (joined). Improve punctuation:- capital letters, full stops, commas, question marks, speech marks. Understand plurals. Improve grammar correctly using nouns, verbs, adjectives, adverbs. Respond to written/graphical instructions/directions.</p> <p><b>Interpreting/Handling written graphical information</b>            Use and extend phonic knowledge. Read books and improve reading/comprehension skills. Improve understanding of spelling patterns.</p> <p><b>Qualifications</b> – Where appropriate students will be working towards <b>Functional Skills English</b> or <b>PPQ</b> units.</p>		
<p>Year 2 Above programmes to be revisited and further developed extending individual skills and understandings</p>		

**VALE OF EVESHAM SCHOOL**  
**LONG TERM PLAN**

Subject: Numeracy + Functional Skills Numeracy through PSD/ PPQ

Year 2015-2016

Group/Class: 5WPW

Year Group	Autumn Focus: Enterprise	Spring Focus: Careers	Summer Focus: Transition + Celebration
<b>1</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>❖ Read and use a timetable – personal, hours, opening</li> <li>❖ Read and use a diary</li> <li>❖ Tell the time</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Give and check change</li> <li>❖ Carry out money calculations</li> <li>❖ Compare prices on a survey</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Measure by weight/volume</li> <li>❖ Interpret and use charts/graphs</li> <li>❖ Properties of 2D shapes</li> <li>❖ Angles</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Rules of addition and subtraction</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Use a balance sheet</li> <li>❖ Know how to open a bank account, understand a bank statement, how to pay in, withdraw, write a cheque, cash card</li> <li>❖ Costs of running a vehicle, tax, insurance, fuel, repairs</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Estimate, compare and measure by length using simple plans</li> <li>❖ Calculate perimeter and area</li> <li>❖ Understand properties of 3D shapes</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Rules of multiplication</li> <li>❖ Halves, doubles</li> <li>❖ Fractions and decimal fractions</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>❖ Read and use a calendar</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Understand that there are different methods of payment, ie cash, cheque, credit, HP</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Revise symmetry</li> <li>❖ Understand clockwise/anticlockwise</li> <li>❖ Estimate, compare and measure temperature</li> <li>❖ Measure for clothing, know sizes</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Rules of division</li> <li>❖ Percentages</li> </ul>
<b>2</b>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>❖ Telling the time</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Read and understand bills, receipts, wage slips</li> <li>❖ Work out a budget for a holiday</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Conduct a consumer survey of a product and interpret graphically</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Revision of addition and subtraction</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Estimate costs of independent living</li> <li>❖ Work out weekly budget</li> <li>Buy from different sources, eg mail order, second hand, vending machines</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Revise perimeter and area</li> <li>Estimate, compare and measure by weight/volume</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Revision of Multiplication and division</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>❖ Read and use a timetable – bus, train, journeys</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>❖ Calculate costs of a journey</li> <li>❖ Find out about different savings accounts, bank, building society, post office</li> </ul> <p><b>Shape, Space, Measures</b></p> <ul style="list-style-type: none"> <li>❖ Estimate, compare and measure distance</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>❖ Revise fractions, decimal fractions, percentages</li> </ul>

**Continuing work throughout.....**

**Time** – Using and applying language of time. Use of a timer. **Money** – Pay for items and simple calculations involving money. Shopping.

**Number** – Using and applying maths in everyday problems, eg mapping, sorting, ordering, number patterns, odd/even numbers, tables, calculator, 1-1 correspondence, understanding of causes, effect.

**Shape, Space, Measures** – Manipulation of objects, awareness of routines, comparative language, position and movement

**Qualifications** – Where appropriate students will be working towards **Functional Skills Maths** or **PPQ** units (See separate plan).

**VALE OF EVESHAM SCHOOL LONG TERM PLAN**

**Subject: PSHE/ Global + Citizenship/ Travel Training**

**Year Group/Class: 5WP**

Year	Autumn	Spring	Summer
<b>1</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>❖ Understanding changing nature of relationships</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>❖ Care of body</li> <li>❖ Personal hygiene</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>❖ Personal safety</li> </ul> <p><b>Identities and Communities</b></p> <ul style="list-style-type: none"> <li>❖ Develop an understanding of local community</li> <li>❖ An understanding of the diversity within the local community</li> <li>❖ Having a responsibility in own community</li> <li>❖ Research local organisations that support people.</li> <li>❖ Research organisations/ charities that support people worldwide</li> <li>❖ Fund raise for charity</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>❖ School council</li> </ul>	<p><b>Personal/Social Skills</b></p> <ul style="list-style-type: none"> <li>❖ Personal appearance, attitude, body language, manners, dress</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>❖ Healthy diet/lifestyle</li> <li>❖ Importance of mental health</li> <li>❖ Importance of exercise</li> <li>❖ Identify and know functions of bodily organs</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>❖ Our community school and the surrounding area</li> </ul> <p><b>Identities and Communities</b></p> <ul style="list-style-type: none"> <li>❖ Volunteering in the community</li> <li>❖ Develop awareness of organisations that support people in need</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>❖ Drug Education</li> <li>❖ How to deal with peer pressure</li> <li>❖ Safety procedures in home/garden</li> </ul> <p><b>Sex Education</b></p> <ul style="list-style-type: none"> <li>❖ Appropriate behaviour with regard to physical contact</li> <li>❖ Managing relationships</li> <li>❖ Human reproduction</li> <li>❖ Pregnancy and childbirth</li> <li>❖ Contraception</li> </ul> <p><b>Identities and Communities</b></p> <ul style="list-style-type: none"> <li>❖ School environment – horticulture, countryside code</li> <li>❖ Read and interpret street maps</li> <li>❖ Ordinance survey maps -plan a walk</li> <li>❖ Social problems ie graffiti, vandalism, theft, drinking</li> <li>❖ How we can help and care for the environment by recycling household waste and/ or buy environmentally friendly products, consider food miles</li> </ul>
<b>2</b>	<p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>❖ How to get help from services</li> <li>❖ The functions of the National Health Service</li> <li>❖ Spread and treatment of common ailments</li> <li>❖ How to deal with minor accidents</li> </ul> <p><b>Community Hospital/Health Centre</b></p> <ul style="list-style-type: none"> <li>❖ Role and service provided by therapists and other medical professionals</li> <li>❖ How to behave in a major accident</li> </ul> <p><b>Identities and Communities</b></p> <ul style="list-style-type: none"> <li>❖ Our community and surrounding area</li> <li>❖ Organisations that help the community ie HUB, Library, Police, Magistrates court,</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>❖ Homelessness</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>❖ Personal safety</li> <li>❖ Vaccination/immunisation</li> <li>❖ Safety procedures in setting</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>❖ Our community school and the surrounding area</li> </ul> <p><b>Identities and Communities</b></p> <ul style="list-style-type: none"> <li>❖ Volunteering in the community</li> </ul>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>❖ Drug education</li> </ul> <p><b>Sex and Relationship Education</b></p> <ul style="list-style-type: none"> <li>❖ Safe sex, contraception, hygiene</li> <li>❖ Sexually transmitted infections</li> <li>❖ Pregnancy and childbirth</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>❖ Understand processes of development in children</li> <li>❖ Parenting Skills</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>❖ Drink driving, joyriding, vehicle theft, speeding and road rage</li> </ul>

**Continuing work throughout.....**

Students will experience further awareness of global issues through review of global news, ie use of news websites, local and national newspapers, first news. Students will also have opportunities to take active part in senior student roles and school council, developing awareness of rights and responsibilities within the school community. (PPQ units – Getting on with other people/ Being a part of things)

**Road Craft/ Travel Training**

High way code, road signs, responsibilities of road users, using public transport, putting learnt training into practise.

**VALE OF EVESHAM SCHOOL**  
**LONG TERM PLAN**

**Subject: Work Related Learning including Enterprise and Careers**

**Year Group/Class: 5WPW**

<b>Autumn</b> <b>Focus: Enterprise</b>	<b>Spring</b> <b>Focus: Careers</b>	<b>Summer</b> <b>Focus: Transition and Celebration</b>
<p><b>Opportunity/ Self Awareness</b></p> <p>Identify own ability, needs and aspirations</p> <ul style="list-style-type: none"> <li>❖ Identify range of options, and different qualifications, individual achievements and opportunities</li> <li>• Evaluate options- Visit local college of further education</li> <li>❖ Annual review interview with careers advisors</li> <li>❖ Identify skills, aptitudes needed in different jobs</li> <li>❖ Accessing careers information</li> <li>❖ Compile a draft CV</li> </ul> <p><b>Work Related Skills</b></p> <ul style="list-style-type: none"> <li>❖ Jobs in classroom/ school</li> <li>❖ Locate/visit Job Centre and after school services</li> </ul>	<p><b>Self Awareness</b></p> <ul style="list-style-type: none"> <li>❖ Conversational skills, interview skills, communication skills</li> <li>❖ Transition/ annual reviews</li> </ul> <p><b>Work Related Skills</b></p> <p>Work experience / world of work project– preparation including interview skills, health/safety, log book, debrief, reports</p> <ul style="list-style-type: none"> <li>❖ Rights of workers/unemployed/ Trade Unions</li> <li>❖ Know about alternatives to paid work</li> </ul>	<p><b>Making Choices and Transitions</b></p> <ul style="list-style-type: none"> <li>❖ Write letters of application, complete application forms</li> <li>❖ Review CV and update</li> <li>❖ Identify examples of stereotyping/discrimination, unfairness</li> <li>❖ Complete Transition Pathways final report if leaving</li> </ul> <p><b>Work Related Skills</b></p> <ul style="list-style-type: none"> <li>❖ Additional work experience if planned individually</li> <li>❖ Take part in an industry day</li> <li>❖ Transition pathways for leavers</li> </ul>
<p><b>Enterprise</b> – Students will participate in enterprise projects or forming an enterprise company at some point in the year. It will incorporate many career issues as well as providing cross curricular links with PSD.</p> <p><b>College Links</b> – Where appropriate students will undertake a college link Vocational programme</p> <p><b>Work Experience</b> – Some students will undertake additional extended work placements as part of their personalised timetable</p> <p><b>Fair-trade</b> – Opportunity to take part in managing fait-trade mini-enterprise.</p>		
<p>Year 2 Above programmes to be revisited and further developed extending individual skills and understandings</p>		

**VALE OF EVESHAM SCHOOL**  
**LONG TERM PLAN**

**Subject: Duke of Edinburgh/ Sport and Leisure**

**Year Group/Class: 5WPW**

Year Group	Autumn	Spring	Summer
<b>12+13</b>	<p>The Duke of Edinburgh's Award programmes take between one to four years to complete, and they must be completed by the participant's twenty-fifth birthday. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. 5WP Students will work towards Bronze level and will select and set objectives in each of the following areas:</p>		
	<p><b>D of E : Skills:</b> developing practical and social skills and personal interests</p>	<p><b>D of E : Volunteering:</b> undertaking service to individuals or the community</p> <p><b>D of E : Physical:</b> improving in an area of sport, dance or fitness activities Access to local leisure centre and school gym as appropriate to individual timetable/ programme</p> <p>-</p>	<p><b>D of E : Expedition:</b> planning, training for and completion of an adventurous journey in the UK or abroad</p>

Students will:

1. Complete a “balanced programme of activities that develops the whole person – mind, body and soul – in an environment of social interaction and team working”:
2. Build confidence, develop self-esteem, demonstrate persistence and commitment.
3. Continue to develop (alongside other school activities, curriculum and non-curriculum) positive attitudes and outlook on life.

Continuing work throughout.....

Students will be encouraged to participate in indoor games and activities during their break times. These may include: board games, cards, wii, playstation. They will also be encouraged to participate in any lunch time clubs that are available to them, eg. football club, rugby club, etc. Students will also have access to the football/netball cage on the main school playground.

6th Form students will also have the opportunity to participate in the annual residential educational visits

School gym access:

Students may also be timetabled to have gym sessions as part of a specific programme to suit their individual requirements.

	Autumn	Spring	Summer
	<b>Focus: Enterprise</b>	<b>Focus: Careers</b>	<b>Focus: Transition and Celebration</b>
Student who only complete first year programme will gain <b>6 credits</b> and an <b>Award in Personal and Social Development</b>			
<p><b>Household cleaning</b> <b>Entry level 1/2/3</b></p> <ul style="list-style-type: none"> <li>❖ <b>Safety rules</b> for all services in the home. Revise and look at water, gas, electricity in the home. Discuss how these services are brought to the home. Discuss safety rules when dealing with these services, how to locate them, turn them on and off and how to get help if required.</li> </ul> <p><b>Hygiene in the home.</b> How to keep the home clean eg how to clean windows, paintwork, surfaces, floor coverings, with an emphasis on practical work. Also look at supermarket for range of cleaning materials and how to compare like for like. Look at prices and discuss with regard to advertising pressures.</p> <p><b>Care and use of appliances</b> and utensils in the home. Look specifically at the care and maintenance of items like vacuum cleaner, mops, different cleaning cloths. How to clean and look after kitchen appliances eg microwave, oven, washing machine, dishwasher. ( Fridge and freezer will be looked at in Food Studies)</p> <ul style="list-style-type: none"> <li>❖ <b>Laundry equipment</b> - Select and use correct cleaning materials. Know how to use washing machine and iron. Aware of care labels on clothing and symbols on iron. Practise hand and machine washing and ironing using items brought from home thereby developing laundry skills.</li> </ul> <p><b>Basic cooking Techniques</b> <b>Entry level 1/2/ 3</b></p> <p><b>Understand different methods for cooking.</b> Students will identify at least two methods of cooking. They will identify a food that can be cooked using different methods.</p> <p><b>Recognise different methods used for cooking.</b> Students will identify equipment needed for each of the methods of cooking.</p> <p><b>Understand Health and Safety issues relating to different methods.</b> Students will identify two safety factors when cooking and will also identify two risks.</p>	<p><b>Everyday Food and Drink</b> <b>Entry level 1/2/3</b></p> <p><b>Be able to plan, prepare, serve and clear away with increasing levels of independence</b> Students should be given the opportunity to use range of cooking equipment eg, oven, hob, grill, microwave, kettle, sandwich maker</p> <ul style="list-style-type: none"> <li>❖ Prepare and serve hot/cold drinks Eg - To make a jug of squash for self and others and serve correctly on a tray - To make cup of tea, coffee, drinking chocolate for self and others and serve correctly on a tray</li> <li>❖ Prepare and serve snacks using convenience foods and/or fresh ingredients Eg. – To make a boiled egg and toast, fried or poached egg / baked beans / grilled tomatoes / cheese on toast - To make a sandwich or toasted sandwich or pizza</li> <li>❖ Prepare and serve a simple meal using theme cards provided Eg. – To make dishes using pasta , a Bolognese or lasagne, To make dishes using rice a risotto or curry, To make dishes using vegetables and / or salad</li> </ul> <p><b>Food Hygiene---</b> Have an understanding of food hygiene in the kitchen including the importance of hand washing and clean utensils and surfaces. To know how to correctly store food and have an understanding of use by and sell by dates and the knowledge that bacteria can harm food and themselves. <i>Individual booklets mainly from 'Basic Skills for Life' can be used</i></p> <p><b>Making a Simple Meal</b> <b>Entry level 1/2/ 3</b></p> <ul style="list-style-type: none"> <li>• <b>Know basic hygiene rules of the kitchen.</b> Students will wash hands before food preparation. They will assist in maintaining a clean working environment.</li> <li>• <b>Be able to select ingredients to make a meal.</b> Students will participate in an activity to identify ingredients.</li> <li>• <b>Be able to prepare ingredients.</b> Students will follow instructions to prepare an ingredient.</li> <li>• <b>Know how to use utensils safely.</b> Students will identify how to use a utensil safely.</li> <li>• <b>Know how to use a cooker safely.</b> Students will follow instructions to use a cooker for a defined purpose and state a safety rule when using a cooker.</li> </ul> <p><b>Be able to serve a meal.</b> Students will assist in serving a meal.</p>		

**Year 2 Above programmes to be revisited and further developed extending individual skills and understandings Entry level 1 – Entry level 2 – Entry level 3 progression to match individual level.**

**VALE OF EVESHAM SCHOOL**  
**LONG TERM PLAN**

**Subject: Circle time**

**Year Group/Class: 5WP**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Talkabout for teenagers programme:</p> <p>Level 1: To increase self awareness and to improve self esteem.</p> <ul style="list-style-type: none"> <li>• Introduce awareness of self and others.</li> <li>• Increase awareness into individual qualities and strengths and to consider other people's qualities.</li> <li>• Increase awareness into individual appearance and what it communicates to others.</li> <li>• Increase awareness of when it's important to alter appearance.</li> <li>• Understand that how we feel about ourselves changes the way we behave in certain situations.</li> <li>• Raise the students awareness of the things that make them feel good.</li> <li>• To understand how we feel about ourselves changes the way we behave in certain situations.</li> <li>• Raise student awareness about things that bring them down.</li> <li>• Understand that some of these things are in control and some are not.</li> <li>• Increase awareness of our feelings.</li> <li>• Understand that feelings have consequences in our bodies.</li> <li>• Develop some strategies for coping with difficult feelings.</li> </ul> <p>Aim of this unit:</p> <p>Level 2: To increase awareness and use of body language.</p> <ul style="list-style-type: none"> <li>• Examine how we communicate.</li> <li>• Introduce the group to types of non-verbal communication.</li> <li>• Improve awareness of eye contact and facial expression.</li> <li>• Increase awareness of how we communicate through our posture.</li> <li>• Increase awareness of how we communicate through our hands and gestures.</li> <li>• Increase awareness of how touch and distance affects the way we communicate.</li> </ul>	<p>Talkabout for teenagers programme:</p> <p>Aim of this unit:</p> <p>Level 3: To improve paralinguistic skills and conversational skills.</p> <ul style="list-style-type: none"> <li>• Raise awareness of how we have conversations.</li> <li>• Examine the different skills required to talk effectively.</li> <li>• Improve awareness of how we listen when we have a conversation, and why listening is important.</li> <li>• Increase awareness of how our voices communicate how we are feeling.</li> <li>• Increase awareness of how we should start conversations and how this may vary according to the situation.</li> <li>• Increase awareness of how we should take turns within a conversation.</li> <li>• Increase awareness of how asking and answering questions is an important part of conversational skills.</li> <li>• Increase awareness of how to end a conversation and also how to look out for cues that the other people want to end it.</li> </ul> <p>Aim of this unit:</p> <p>Level 4: To improve friendship skills.</p> <ul style="list-style-type: none"> <li>• Raise awareness of how we make and maintain friendships.</li> <li>• Why friends are important and what it means to be a good friend.</li> <li>• Increase awareness of what it means to be trustworthy and responsible and why it is important within friendships.</li> <li>• Increase awareness of the importance of valuing others in relationship.</li> </ul> <p>Increase awareness of the importance of giving and receiving compliments.</p>	<p>Talkabout for teenagers programme:</p> <p>Aim of this unit:</p> <p>Level 4: To improve friendship skills.</p> <ul style="list-style-type: none"> <li>• Increase awareness of how friendships are not always easy and they need to be worked at.</li> <li>• Increase awareness of how arguments can often occur within friendships and to develop some strategies for coping with them.</li> <li>• Increase awareness of peer pressure and where it comes from, and to develop some strategies for coping with it.</li> <li>• Increase awareness of how jealousy can effect friendships and to develop some strategies for coping with it.</li> <li>• Decide on a key action.</li> </ul> <p>Aim of this unit:</p> <p>Level 5: To raise awareness of how to be assertive.</p> <ul style="list-style-type: none"> <li>• Consider what it means to be assertive, passive and aggressive.</li> <li>• Improve awareness of how to express feelings in an assertive manner.</li> <li>• Improve awareness of how to make suggestions in an assertive manner.</li> <li>• Improve awareness of how to disagree in an assertive manner.</li> <li>• Improve awareness of how to refuse in an assertive manner.</li> <li>• Improve awareness of how to apologies in an assertive manner.</li> <li>• Improve awareness of the skills involved in being assertive.</li> </ul>
<p>Year 2 Above programmes to be revisited and further developed extending individual skills and understandings</p>		

Year	Autumn (Enterprise)	Spring (Careers)	Summer (Transition + Celebration)
<p>Student who only complete first year programme will gain <b>6 credits</b> and an <b>Award in Personal and Social Development</b></p>			
<p><b>1</b></p>	<p><b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>❖ Challenge 4 - Show how accidents can be avoided in the kitchen, lounge and bathroom</li> <li>❖ Challenge 6 - Show how you can safely use household utensils; eg potato peeler, tin opener, grater etc</li> <li>❖ Challenge 7 - Identify some of the risks you might face when out and about eg: road safety, getting lost, stray dogs, talking to strangers</li> <li>❖ Challenge 9 - Make a journey on your own to a familiar and agreed destination. Have an ID card and let someone know when and where you are going</li> </ul> <p>Literacy links for Functional skills Participate in and understand the main points of simple discussion/ exchanges about familiar topics with another person in a familiar situation.</p> <ul style="list-style-type: none"> <li>• Respond appropriately to comments.</li> <li>• Make contributions to be understood.</li> <li>• Ask simple questions to obtain simple information.</li> </ul>	<p><b>Preparation for Work</b></p> <ul style="list-style-type: none"> <li>❖ Challenge 1 - Identify personal skills and qualities</li> <li>❖ Challenge 5 - Identify different jobs in different work settings</li> <li>❖ Challenge 6 - Take place in a work experience</li> <li>❖ Challenge 7 - Identify local places of work and find out what jobs you might be able to do when you leave school. Try to look for jobs that you have the skills and qualities to do. Say why you would like to do some of the jobs you have found.</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>❖ Challenge 3 - Identify at least two healthy foods</li> <li>❖ Challenge 6 - Take part in sports/fitness for 4 weeks</li> <li>❖ Challenge 7 - Before preparing food - hygiene</li> </ul> <p>Literacy links for Functional skills Write short, simple sentences.</p> <ul style="list-style-type: none"> <li>• Use written words and phrases to present information.</li> <li>• Construct simple sentences using full stops.</li> <li>• Spell correctly some personal or very familiar words.</li> </ul> <p>Read and understand short, simple texts that explain or recount information.</p> <ul style="list-style-type: none"> <li>• Read and understand simple, regular words and sentences;</li> <li>• Understand short texts on familiar topics and experiences.</li> </ul>	<p><b>Environmental Awareness</b></p> <ul style="list-style-type: none"> <li>❖ Challenge 1 - How people spoil the environment</li> <li>❖ Challenge 6 - How environment has a bad effect on life</li> <li>❖ Challenge 10 - Participate in a recycling Programme</li> </ul> <p>Literacy links for Functional skills Participate in and understand the main points of simple discussion/ exchanges about familiar topics with another person in a familiar situation.</p> <ul style="list-style-type: none"> <li>• Respond appropriate to comments.</li> <li>• Make contributions to be understood.</li> </ul> <p>Ask simple questions to obtain simple information.</p>



## 2 Making the Most of Leisure

- ❖ Challenge 1 - Find out about all the leisure facilities in your local area that are free to use eg; library, the park and woodland walks
- ❖ Challenge 4 - Participate in a sports activity that you enjoy and say what the benefits are. Eg; football, rugby, gym, badminton
- ❖ Challenge 6 - Participate in an activity that you find relaxing and say what the benefits are eg; using the sensory room, taking part in a yoga class, watching TV

### Community Action

- ❖ Challenge 1- Identify who can give you advice in your centre
- ❖ Challenge 2- Identify who can give you advise in your community
- ❖ Challenge 4- Identify a situation where you need help because you are worried about your safety
- ❖ Challenge 6- Identify a situation where you need to help to decide about your future

### Literacy links for Functional skills

Write short, simple sentences.

- Use written words and phrases to present information.
- Construct simple sentences using full stops.
- Spell correctly some personal or very familiar words.

Read and understand short, simple texts that explain or recount information.

- Read and understand simple, regular words and sentences;

Understand short texts on familiar topics and experiences.

## Preparation for Work

- ❖ Challenge 1 - Identify personal skills and qualities
- ❖ Challenge 5 - Identify different jobs in different work settings
- ❖ Challenge 6 - Take place in a work experience
- ❖ Challenge 7 - Identify local places of work and find out what jobs you might be able to do when you leave school. Try to look for jobs that you have the skills and qualities to do. Say why you would like to do some of the jobs you have found.

### Using Technology

- ❖ Challenge 1 - Identify and display technology in home
- ❖ Challenge 5 - Safely use 1 or more household appliance
- ❖ Challenge 6 - Identify ICT use in school
- ❖ Challenge 9 - Show you can safely use technology in your school

### Literacy links for Functional skills

Write short, simple sentences.

- Use written words and phrases to present information.
- Construct simple sentences using full stops.
- Spell correctly some personal or very familiar words.

Read and understand short, simple texts that explain or recount information.

- Read and understand simple, regular words and sentences;

Understand short texts on familiar topics and experiences.

## Parenting Awareness

- ❖ Challenge 1 - Show how life changes for parents of a new baby. Identify positives and negatives
- ❖ Challenge 5 - Identify a babies material needs
- ❖ Challenge 10 - Display information about where new parents can get help and advice

### Literacy links for Functional skills

Write short, simple sentences.

- Use written words and phrases to present information.
- Construct simple sentences using full stops.
- Spell correctly some personal or very familiar words.

Participate in and understand the main points of simple discussion/ exchanges about familiar topics with another person in a familiar situation.

- Respond appropriate to comments.
- Make contributions to be understood.

Ask simple questions to obtain simple information.

Students who complete the two year programme will gain 14 credits and a Certificate in Personal and Social Development