

Birch Wood Vale – KS5

Swifts

Cycle 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Language and Literature	<p>English language skills/criteria covering writing (and some reading) plus communication skills.</p> <p>ASDAN Module 1: Developing Communication Skills</p> <p>English Language Reading Skills (leading to ASDAN and/or GCSE qualifications)</p> <p>Assessment: completion of ASDAN Module 1</p>	<p>English language skills/criteria covering writing (and some reading) plus communication skills.</p> <p>ASDAN Module 1: Developing Communication Skills ASDAN Module 2: Reading for Pleasure</p> <p>English Language Reading Skills (leading to ASDAN and/or GCSE qualifications)</p> <p>Assessment: completion of ASDAN Module 2</p>	<p>English Language Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete modules 1 and 2 from last term ASDAN Module 3: Writing for a Purpose</p> <p>GCSE students to practice writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 3 Assessment for GCSE: past paper writing task</p>	<p>English Language Reading Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete modules 1 to 3 ASDAN Module 4: Reading for a Purpose</p> <p>GCSE students to practice reading skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 4 Assessment for GCSE: past paper reading task</p>	<p>Consolidation of English Language Reading and Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete all modules so far</p> <p>GCSE students to consolidate and revise reading and writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 5 Assessment for GCSE: full past paper in timed conditions</p>	<p>Consolidation of English Language Reading and Writing Skills (leading to ASDAN or GCSE qualifications)</p> <p>ASDAN students to complete module 6 or any missing modules so far</p> <p>GCSE students to consolidate and revise reading and writing skills for papers 1 and 2</p> <p>Assessment for ASDAN: completion of ASDAN Module 6 (or other outstanding modules) Assessment for GCSE: full past paper in timed conditions</p> <p>Following qualifications, students to continue developing independent reading skills using articles from 'The Day'.</p>
Reading/Literacy Tutor programme	<p>Students will further develop the functional skills needed to read and understand non-fiction and literary texts. Students will be introduced to / read a range of non-fiction and literary text types, such as:</p> <ul style="list-style-type: none"> • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography. 		<p>Students will further develop the functional skills needed to read and understand non-fiction and literary texts. Students will be introduced to / read a range of non-fiction and literary text types, such as:</p> <ul style="list-style-type: none"> • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography. 		<p>Students will further develop the functional skills needed to read and understand non-fiction and literary texts. Students will be introduced to / read a range of non-fiction and literary text types, such as:</p> <ul style="list-style-type: none"> • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography. 	
Mathematics	<p>ASDAN Money A5 Researching and comparing Mobile phone deals</p> <p>Money A6 Researching and comparing job roles</p> <p>Money A1 Researching and comparing different ways of buying a car.</p>	<p>ASDAN Money A4 Investigating if pack size affects value for money</p> <p>Probability B1/Rickshaw Challenge Design a game to make a profit for the Rickshaw challenge</p> <p>Probability B4 Questionnaire design</p>	<p>ASDAN Money B5 Considering the cost of setting up a new apartment</p> <p>Money B1 Considering the cost of buying groceries in different places, and comparing graphically</p>	<p>ASDAN Geometry A3 Comparing the surface area of different 3D shapes.</p> <p>Geometry A2 Plan a journey and show via a distance time graph</p>	<p>ASDAN Geometry A1 Comparing the cost of decorating a room.</p> <p>Geometry A7 Comparing the cost of replacing flooring using different materials</p>	<p>ASDAN Geometry B1 Planning a garden</p> <p>Portfolio Evaluation Evaluating and improving their ASDAN portfolio</p>

<p>PSHE (RSHE focus)</p>	<p>Zones of Regulation & Social thinking The Zones of regulation is a curriculum aiming to foster self-regulation and emotional control. Students explore calming techniques, cognitive strategies, and sensory supports so they will all have a toolbox of methods to move between the zones.</p>	<p>Healthy Me Sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, marriage strategies for staying safe</p>	<p>Health and wellbeing Mental health and emotional wellbeing, managing anxiety and stress, self-concept, emotional regulation, developing interests, physical and mental health</p>	<p>Living in the Wider World Carers and Skills Builder programme</p>	<p>Relationships Relationship values, maintaining positive relationships, socialising, and staying safe online</p>	<p>Living in the Wider World Accessing community services, asserting own interests, and developing a sustainable and healthy routine</p>
<p>ASD (autism spectrum disorder) Curriculum</p>	<p>Talk about Social communication programme to develop student's self-awareness and self-esteem; body language; conversational skills; friendship skills and assertiveness skills</p> <p>Unit 1</p> <ul style="list-style-type: none"> This is me My qualities and strengths The way I look Things that make me feel good Things that bring me down The way I feel Moving forward 	<p>Talk about Social communication programme to develop student's self-awareness and self-esteem; body language; conversational skills; friendship skills and assertiveness skills</p> <p>Unit 2</p> <ul style="list-style-type: none"> Talking without words Our faces Our bodies Our hands Distance and touch Moving forward 	<p>Talk about Social communication programme to develop student's self-awareness and self-esteem; body language; conversational skills; friendship skills and assertiveness skills</p> <p>Unit 3</p> <ul style="list-style-type: none"> Talk about talking Listening Our voices Conversation starters Talking turns Questions Ending a conversation 	<p>Talk about Social communication programme to develop student's self-awareness and self-esteem; body language; conversational skills; friendship skills and assertiveness skills</p> <p>Unit 4</p> <ul style="list-style-type: none"> Introducing friends Trust and responsibility Valuing others Being nice When friendships go wrong Arguments Peer pressure Jealousy Moving forward 	<p>Talk about Social communication programme to develop student's self-awareness and self-esteem; body language; conversational skills; friendship skills and assertiveness skills</p> <p>Unit 5</p> <ul style="list-style-type: none"> Understanding assertiveness Expressing feelings Disagreeing Refusing Apologising Being assertive 	<p>Talk to work programme Students will learn and practice the communication skills that support other 'soft' employability skills such as team working, time management and problem solving.</p> <p>Unit overview</p> <ul style="list-style-type: none"> Communication skills Preparing for the practice workshop Delivering practice workshop Delivering employers workshop Review learning
<p>PSD ASDAN (Due to the length of hours needed to complete course these topics will run concurrently).</p>	<p>Sport and Leisure Learners will be learning about a range of leisure and sports activities and encouraged to think about their preferences for what they want to do in their own leisure time (A twice weekly physical session will need to take place for students to meet the unit criteria)</p>	<p>Being Healthy: Healthy Living This unit will encourage students to explore what it means by a 'healthy lifestyle' and to think about ways in which they can contribute to a healthy lifestyle. Students are encouraged to engage in cooking and sporting activities with appropriate guidance and in familiar context. Students will be supported to reflect if and how the activities have made a difference to them.</p>	<p>Independent Living Skills: Keeping safe, personal safety in the home and Community Students will develop their awareness of potential risks at home and when travelling around. Students will be learning about safe practices when carrying out household activities and when out in the community. This unit will encompass cooking, travel training, shopping, and cafe lessons.</p>	<p>Managing Own Money Students will be introduced to the basic elements of managing their personal finances, including engaging them in planning a personal budget and carrying out transactions capably.</p>	<p>Developing Skills for the Workplace This unit is explores the world of work workshops and work experience. We work together with the Careers advisor on work related skills workshops and careers fairs. We are also are involved with secure work experience placements for our students.</p>	<p>Dealing with problems in daily life This unit introduces students to the concept of problem solving in familiar surroundings and help them to develop a systematic approach to tackling, simple, problems in their daily lives and how to ask for advice or support if needed. Personalised goals will be set with tutor and informed by the planned outcomes on the student's EHCP and DIRT targets.</p>
<p>Option subjects listed below</p>						
<p>Art GCSE</p>	<p>Introduction to the art GCSE, study the elements of art and initial observational drawing with tonal shading for skills building. Begin themed project (theme selected by Jeanette) Research into theme, gather images and begin to develop their own ideas around the theme. AO1</p>		<p>Students start to experiment with their ideas / images / materials to create different outcomes, this will be linked back to the artist's work they have researched and developing some of the techniques used by the artist. AO2. Students should be recording their ideas and outcomes throughout the project in the form of drawings, annotation, photography etc. AO3.</p>		<p>Students will prepare for a mock exam at the end of the academic year. They will collate their project and their ideas together to plan a personal informed final piece linking to their project and their artists. This will be planned and designed by the students. They will have 10 hours to complete their final piece.</p>	

Art BTEC	Unit 4: Explore Drawing. To develop ideas for drawing, to produce drawings, to comment on own work.		Unit 6 Explore printmaking. To develop ideas for printmaking, to produce work in printmaking, to comment on own work.		Opportunity to complete additional work towards BTEC if assessments not met. Personal project until summer carrying out art workshops if BTEC Units completed.	
Hospitality and Tourism	<p style="text-align: center;">Unit 1 Introduction Personal Progression Plan Researching Next Step opportunities towards a goal Identifying own skills and strengths Independent cooking skills</p>		<p style="text-align: center;">Unit 1 Identify and set short term and long-term goals to achieve Review goals and progression Continue to develop cooking skills</p>	<p style="text-align: center;">Unit HT5 – Preparing and Cooking Skills Cook dishes directly from a recipe Develop cooking skills using at least 4 fresh ingredients Develop understanding of different dishes for starters, mains and desserts</p>	<p style="text-align: center;">Unit HT5 Demonstrate understanding of cooking terms and equipment Understand health and safety guidelines Final cooking assessment</p>	Seasonal Cooking
Design	<p style="text-align: center;">Pewter Pendent Exploring how to create a pendent design, based Art Deco design movement, by exploring and developing Designs and prototyping to explore final idea ready for casting</p>		<p style="text-align: center;">AQA Exam: Externally set exam released after Christmas. Students will select a theme from the ones given by AQA and respond to this theme in their own interpretation. They will Research Designer, develop their ideas, experiment with materials</p>		<p style="text-align: center;">AQA Exam: Students will collate their project and their ideas together to plan a personal informed final piece linking to their exam project and their chosen designer. This will be planned and designed by the students. They will have 10 hours to complete their final piece under exam conditions.</p>	
Drama	Preparation for Devising modulation. Component 2	Filmed Devising Performances and completion of devising logs. Assessment Component 2	Preparation for Text in Practice Assessment Component 3	Text in Practice Assessment. Visiting examiner performance. Component 3	<p style="text-align: center;">Preparation for Exam Component 1 A,B,C</p> <p style="text-align: center;">Mock Exams</p> <p style="text-align: center;">Summer Examinations Component 1.</p>	
Sport and Leisure	<p style="text-align: center;">Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.</p>	<p style="text-align: center;">Unit 11: How the body works Develop knowledge of the structure and functions of the skeleton, muscular system and cardio-respiratory systems. Students will also develop their knowledge of the requirements of a healthy diet.</p>	<p style="text-align: center;">Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.</p>	<p style="text-align: center;">Unit 10: Taking Part in Exercise and Fitness Students will find out about exercise and fitness activities in their local area and participate in a range of different exercise and fitness classes.</p>	<p style="text-align: center;">Leadership development. Students will explore and develop their leadership abilities.</p>	<p style="text-align: center;">Leadership development. Students will explore and develop their leadership abilities.</p>
Photography	Introduction to Photography, including photography terminology, camera parts, history of the camera and how to hold a camera. Students have the opportunity to undertake a mini project on 'alphabet photography' – looking at artist work and taking their own images for portfolio. AO2, AO2		Students will begin to research photographer's work and complete research pages on the photographers. They will work in the style of the photographer – exploring various skills and techniques, including Photoshop and exploring Shutter Speed. AO1, AO2, AO3		Opportunity to complete any unfinished / outstanding tasks from Term 1 & 2. Students will work on a personal project where they respond to a set brief and interpret in their own way. They find their own photographers suitable to their theme and work on experimenting with photography outcomes. Students can create a 'final piece' inspired by the work they have explored. AO4	
Construction	unit Con6 Building a simple wall: explore and develop skills in bricklaying to lay a dwarf wall using a stretcher bond		Unit A1 Being Organised: Learners will develop key techniques to help organise their work and priorities and manage their time effectively.		Unit 1: Producing a Timber Product. Learners consolidate their skills and produce a wooden product that further develops their skills.	
Dance	Exploration of dance styles in a practical and theoretical way.	Creating a dance as a part of team. Introduction to leadership.	Assessing their leadership skills. Watch a show and review the show.	Further develop their skills in creating a dance piece for an audience/	Building confidence as a performer, and reflecting on how to develop their performance	Looking at next steps in education and delivering a leadership project.
DofE	<p style="text-align: center;">The award comprises of completing activities in four sections: Volunteering: undertaking service to individuals or the community. Physical: improving in an area of sport, dance or fitness activities. Skills: developing practical and social skills and personal interests. Expedition: planning, training for and completion of an adventurous journey. This will include learning how to use a compass and map and basic first aid training.</p>					