

## Team Amber

### Autumn 2 Overview of teaching and learning



| Working towards a qualification in Functional Skills Entry level English:<br>(Year 9-11)  |   |   | Working towards a qualification in Functional Skills Entry level<br>Maths: (Year 9-11)  |  |
|---|---|---|---|--|
| English - Reading   | English - Writing   | English - Speaking, listening and communicating   | Maths - Fluency   | Maths - Problem Solving  |
| <p>To use illustrations, images and captions to locate information.</p> <p>Read and understand sentences with more than one clause.</p> <p>Work on using effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker).</p> <p>To understand organisational markers in short, straight forward texts.</p> <p>To understand the main points in texts.</p> | <p>Can use adjectives and simple linking words in the appropriate way. (Writing composition)</p> <p>Can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses. (Writing composition)</p> <p>Using basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). (Spelling, punctuation and grammar)</p> <p>To use dictionaries, or other spelling programmes to support spelling.</p> | <p>To make appropriate contributions to simple group discussions with others about a straightforward topic.</p> <p>Working on clearly expressing straight forward information and communicate feelings and opinions on a range of straightforward topics.</p> <p>Responding appropriately to straightforward questions.</p> <p>Can identify and extract the main information and detail from short explanations.</p> <p>Can confidently present a manifesto to peers sharing ideas and wants.</p> | <p>Can recognise and interpret the symbols +, -, x, ÷ and = appropriately.</p> <p>Can explore and record patterns in addition and subtraction, explaining the patterns and using them to make predictions.</p> <p>Can use repeating patterns to develop ideas of regularity and sequencing.</p> <p>Knows the addition and subtraction facts for each number to 10.</p> <p>Can understand the operations of multiplication and division, and use them to solve problems with whole numbers, money or measures.</p> <p>Can add and subtract one- and two-digit numbers, and use addition and subtraction to solve problems.</p> | <p>To present appropriate explanations using numbers, measures, simple diagrams and symbols.</p> <p>Use methods given to produce, check and present results.</p> <p>Recognise, understand and use simple mathematical terms.</p> <p>Use given mathematical information including numbers, symbols, simple diagrams and charts.</p> |



Where dreams take flight...

Learning is not limited to the classroom.

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| Working towards ASDAN Personal, Social Development (PSD) Certificate qualifications (Year 9-11)  |   | EHCP Outcomes<br>(This will be updated following young people's Annual reviews)   |                        |                      |                                     |              |
|--|---|---|------------------------|----------------------|-------------------------------------|--------------|
| ASDAN PSD Community Action   | ASDAN PSD Environmental Awareness   | Communication and interaction   | Cognition and learning | Sensory and physical | Social, emotional and mental health | Independence |
| <p>Young people will produce a portfolio of evidence to support his understanding of the below objectives, which will be internally and externally moderated.</p> <p>Identify who can give Young people help/advice in school or in his local community.</p> <p>Identify a situation where they might need help.</p> <p>Demonstrate how to get help in school or in the local community.</p> | <p>Young people will produce a portfolio of evidence to support their understanding of the below objectives, which will be internally and externally moderated.</p> <p>Identify things that humans do that can spoil the environment.</p> <p>Identify an environmental issue which affects his life.</p> <p>Say how this issue affects their lives.</p> <p>Say what they could do to improve the environment.</p> | <p>All young people's EHCP targets, along with qualification content, will be the golden thread through everything that we do with young people in Amber. Lots of this will be taught and developed discretely through sessions such as food technology, sessions in the community, PSHE sessions and care designed to support learning, such as ELSA (Emotional literacy support) sessions and holistic programmes which support young people's sensory needs and regulation to ensure they can be as successful as possible.</p> <p>Young people will follow a bespoke fortnightly timetable, which will enable them to fulfil the above targets and their qualifications for the future. Young people will have access to lots of opportunities in the community, to develop their functional and life skills required, as well as sessions which support sensory regulation.</p> <p>Young people will also have access to specialist teachers delivering lessons in PE. Young people will be completing the life skills challenge: Understanding Boccia. They will learn the rules of Boccia, learn how to prepare and play a game of Boccia. Young people will develop their research, writing, organisation, hand-eye coordination and reflection skills. Alongside this Amber Base will be completing Level 1 Sports Leadership. They will learn key skills and values required to be a leader, different leadership styles, how to plan and lead an activity as well as how to review an activity session they have led. Young people will have the opportunity to explore a variety of sports and activities as part of this course.</p> |                        |                      |                                     |              |



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| Maths<br>(Year 7)   |  | English<br>(Year 7)   |   |
|---|--|---|---|
| Fluency   | Problem solving  | Reading   | Writing   |
| <p>Can add numbers which total up to 50, and subtract numbers from numbers up to 50.</p> <p>Can recognise and interpret the symbols +, -, x, ÷ and = appropriately.</p> <p>Can recognise and sequence odd and even numbers up to 50.</p> <p>Can read, write, order and compare numbers up to 200.</p> <p>Can count reliably up to 50 items.</p> | <p>Young people will be taught how to apply their fluency number skills to worded questions to prove their knowledge.</p> <p>We will be working on how to deconstruct the question to ensure all parts are answered, especially in two step and three step questions.</p> <p>Young people will be encouraged to use their phonetic knowledge and work in English to apply this to their reading and understanding of given problems.</p> <p>Young people will be taught trial and error methods and when these are appropriate to use.</p> | <p>To support reading, young people will be working on the common exception words and will be taught names for sounds, along with graphemes and phonemes.</p> <p>Young people will be taught to segment and blend to support knowledge and understanding of reading.</p> <p>We will be working on understanding of words and texts that they have read, answering comprehension questions about pieces of texts they have listened to, making predictions and summaries as we go.</p> | <p>Working on basic letter formation to ensure legibility.</p> <p>Young people will develop the application of their phonetic knowledge of segmenting and blending to apply this to spellings.</p> <p>Learn to use adjectives and simple linking words in the appropriate way.</p> <p>Ensuring young people are able to write in compound sentences, using common conjunctions.</p> <p>Young people will be completing an ASDAN Life skills challenge 'Creating a story in the style of Manga' to promote engagement in reading and writing to suit young people's interests.</p> |



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| Working towards ASDAN Life skills challenges (Year 7)   | EHCP Outcomes<br>(This will be updated following young people's Annual reviews)  |                        |                      |                                     |              |
|---|--|------------------------|----------------------|-------------------------------------|--------------|
| ASDAN Life skills   | Communication and interaction  | Cognition and learning | Sensory and physical | Social, emotional and mental health | Independence |
| <p>ASDAN life skills challenges will be bespoke to young people, based on interests and strengths. Young people will have autonomy and work with staff to choose challenges that they wish to complete to work to create their bespoke timetable.</p> <p>Young people will receive certificates of achievement for challenges that they complete and the courses recognise young people's progress in curriculum areas that are important for their future success. It looks at what young people are able to do and offers more practical teaching and outcomes, rather than a body of knowledge needed.</p> <p>Life skills challenges can be offered in a number of different areas: citizenship, design and technology, English, expressive arts, geography, history, languages, maths, physical education, PSHE, RSE and science, as well as sport and leisure, health and social care, hospitality and catering and many others.</p> | <p>All young people's EHCP targets, along with skills young people require for their future, will be the golden thread through everything that we do with young people in Amber. Lots of this will be taught and developed discretely through sessions such as food technology, sessions in the community, PSHE sessions and care designed to support learning, such as ELSA (Emotional literacy support) sessions and holistic programmes which support young people's sensory needs and regulation to ensure they can be as successful as possible.</p> <p>Young people will follow a bespoke fortnightly timetable, which will enable them to fulfil the above targets and their qualifications for the future. Young people will have access to lots of opportunities in the community, to develop their functional and life skills required, as well as sessions which support sensory regulation.</p> <p>Young people will also have access to specialist teachers delivering lessons in PE. Young people will be completing the life skills challenge: Understanding Boccia. They will learn the rules of Boccia, learn how to prepare and play a game of Boccia. Young people will develop their research, writing, organisation, hand-eye coordination and reflection skills. Alongside this Amber Base will be completing Level 1 Sports Leadership. They will learn key skills and values required to be a leader, different leadership styles, how to plan and lead an activity as well as how to review an activity session they have led. Young people will have the opportunity to explore a variety of sports and activities as part of this course.</p> |                        |                      |                                     |              |



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