

# Autumn 2 Overview of teaching and learning

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

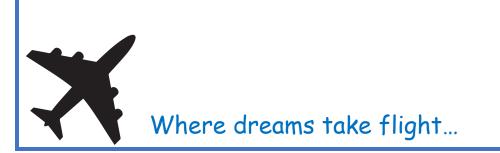
Learning is not limited to the classroom.

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### Autumn 2 Overview of teaching and learning



Working towards ASDAN Personal, Social Development		EHCP Outcomes				
(PSD) Certificate qualifications (Year 9-11)		(This will be updated following young people's Annual reviews)				
ASDAN PSD Community	ASDAN PSD Environmental	Communication	Cognition and	Sensory and	Social, emotional	Independence
Action	Awareness	and interaction	learning	physical	and mental health	
Young people will produce a	Young people will produce a	All young people's EHCP targets, along with qualification content, will be the golden thread through				
portfolio of evidence to	portfolio of evidence to support	everything that we do with young people in Amber. Lots of this will be taught and developed discretely				
support his understanding of	their understanding of the below	through sessions such as food technology, sessions in the community, PSHE sessions and care designed to				
the below objectives, which	objectives, which will be internally	support learning, such as ELSA (Emotional literacy support) sessions and holistic programmes which support				
will be internally and	and externally moderated.	young people's sensory needs and regulation to ensure they can be as successful as possible.				
externally moderated.						
	Identify things that humans do	Young people will follow a bespoke fortnightly timetable, which will enable them to fulfil the above targets				
Identify who can give Young	that can spoil the environment.	and their qualifications for the future. Young people will have access to lots of opportunities in the				
people help/advice in school or		community, to develop their functional and life skills required, as well as sessions which support sensory				
in his local community.	Identify an environmental issue	regulation.				
	which affects his life.					
Identify a situation where		Young people will also have access to specialist teachers delivering lessons in PE. Young people will be				
they might need help.	Say how this issue affects their	completing the life skills challenge: Understanding Boccia. They will learn the rules of Boccia, learn how to				
	lives.	prepare and play a game of Boccia. Young people will develop their research, writing, organisation, hand-eye				
Demonstrate how to get help		coordination and reflection skills. Alongside this Amber Base will be completing Level 1 Sports Leadership.				
in school or in the local	Say what they could do to improve	They will learn key skills and values required to be a leader, different leadership styles, how to plan and				
community.	the environment.	lead an activity as well as how to review an activity session they have led. Young people will have the				
		opportunity to explo	re a variety of sports	and activities as par	t of this course.	

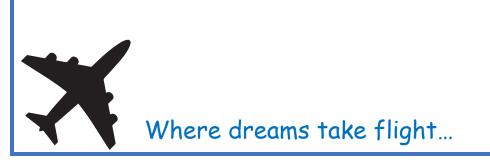




# Autumn 2 Overview of teaching and learning



Maths (Year 7)		English (Year 7)		
Fluency	Problem solving	Reading	Writing	
Can add numbers which total up to 50, and subtract numbers from numbers up to 50.	Young people will be taught how to apply their fluency number skills to worded questions to prove their knowledge.	To support reading, young people will be working on the common exception words and will be taught names for sounds, along	Working on basic letter formation to ensure legibility.	
Can recognise and interpret the symbols +, - , x, ÷ and = appropriately.	We will be working on how to deconstruct the question to ensure all	with graphemes and phonemes. Young people will be taught to segment and	Young people will develop the application of their phonetic knowledge of segmenting and blending to apply this to spellings.	
Can recognise and sequence odd and even numbers up to 50.	parts are answered, especially in two step and three step questions.	blend to support knowledge and understanding of reading.	Learn to use adjectives and simple linking words in the appropriate way.	
Can read, write, order and compare numbers up to 200. Can count reliably up to 50 items.	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.	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,	Ensuring young people are able to write in compound sentences, using common conjunctions.	
	Young people will be taught trial and error methods and when these are appropriate to use.	making predictions and summaries as we go.	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.	





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#### Autumn 2 Overview of teaching and learning



Working towards ASDAN Life skills challenges (Year 7)	EHCP Outcomes (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
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. 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. 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.	All young people's the golden thread taught and develop community, PSHE literacy support) s and regulation to e Young people will f above targets and opportunities in th sessions which sup Young people will als completing the life s prepare and play a g coordination and ref They will learn key s lead an activity as w	EHCP targets, along through everything bed discretely throu sessions and care de essions and holistic ensure they can be a follow a bespoke for their qualifications e community, to dev port sensory regular o have access to speci- kills challenge: Unders ame of Boccia. Young p lection skills. Alongsid kills and values require	with skills young p that we do with yo ogh sessions such a esigned to support programmes which is successful as po- tnightly timetable for the future. Yo velop their function tion. alist teachers delive standing Boccia. The people will develop th le this Amber Base w ed to be a leader, dir activity session the	beople require for their oung people in Amber. L is food technology, sess learning, such as ELSA n support young people's ssible. , which will enable them oung people will have acc nal and life skills requir will learn the rules of Bo heir research, writing, org vill be completing Level 1 S fferent leadership styles, by have led. Young people will we completed the styles of the style styles of the style style styles of the style sty	ots of this will be sions in the (Emotional s sensory needs to fulfil the cess to lots of red, as well as people will be poccia, learn how to anisation, hand-eye Sports Leadership. how to plan and



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