

Team Amber

Autumn 1 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
<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>Sam will understand the main points in texts.</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>To be able to complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).</p> <p>Start using use the first and second letters to sequence words in alphabetical order.</p> <p>To use basic punctuation correctly.</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>To be able to count up to 50.</p> <p>To be able to read, write and order numbers up to 200.</p> <p>To be able to sequence odd and even numbers up to 50.</p> <p>Can recognise and interpret the symbols +, -, x, ÷ and = appropriately.</p> <p>Can add numbers which total up to 50, and subtract numbers from numbers up to 50.</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>



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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 (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
Young people will produce a portfolio of evidence to support his understanding of the below objectives, which will be internally and externally moderated.	Young people will produce a portfolio of evidence to support their understanding of the below objectives, which will be internally and externally moderated.	<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 Music, PE and computing, as well as separate lessons planned to meet individual needs and outcomes.</p>				
Identify who can give Young people help/advice in school or in his local community	Identify things that humans do that can spoil the environment					
Identify a situation where they might need help	Identify an environmental issue which affects his life					
Demonstrate how to get help in school or in the local community	Say how this issue affect their lives Say what he could do to improve the environment					



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Maths (Year 7)		English (Year 7)	
Fluency	Problem solving	Reading	Writing
Count forwards and backwards, sort, represent and write numbers up to 100.	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 with graphemes and phonemes.	Working on basic letter formation to ensure legibility.
Partition numbers and write in expanded form.	We will be working on how to deconstruct the question to ensure all parts are answered, especially in two step and three step questions.	Young people will be taught to segment and blend to support knowledge and understanding of reading.	Young people will develop the application of their phonetic knowledge of segmenting and blending to apply this to spellings.
Comparing and ordering numbers.	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, making predictions and summaries as we go.	Learn to use adjectives and simple linking words in the appropriate way.
Counting in multiples of 2,5 and 10s, 3s.	Young people will be taught trial and error methods and when these are appropriate to use.		Ensuring young people are able to write in compound sentences, using common conjunctions.
Calculations for addition and subtraction for number with up to 2 digits.			To be able to complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).
Read, write, compare, order and partition numbers with up to 3 digits.			



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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
<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 Music, PE and computing, as well as separate lessons planned to meet individual needs and outcomes.</p>				



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