

Team Amber

Spring 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
<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>Being able to 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 and to be able to form regular plurals.</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>Time - Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock.</p> <p>Statistics - To extract information from lists, tables, diagrams and bar charts. Young people will be taught how to make numerical comparisons from bar charts, as well as being able to sort and classify objects using two criteria. We will also be looking at taking information from one format and representing the information in another format including use of bar charts.</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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Working towards ASDAN Personal, Social Development (PSD) Certificate qualifications (Year 9-11) (Internally and externally moderated)		EHCP Outcomes (This will be updated following young people's Annual reviews)				
ASDAN PSD Healthy Living	ASDAN PSD Personal safety in the home and community	Communication and interaction	Cognition and learning	Sensory and physical	Social, emotional and mental health	Independence
<p>Young people will recognise the steps needed to lead a healthy lifestyle.</p> <p>They will also be able to identify what you can do to contribute to a healthy lifestyle and an activity which will make an improvement to their lifestyle.</p> <p>Young people will also be able to contribute to their own healthy lifestyle and participate in an activity to contribute to a healthy lifestyle.</p>	<p>Identify some of the risks that they might face when out and about and show how they would keep themselves safe if they were faced with a risky situation.</p> <p>Young people need to demonstrate that they can travel safely and independently to a familiar destination using public transport</p> <p>Young people will also be able to identify safety rules when using different items of home equipment and demonstrate safe practices when carrying out simple household activities.</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 weekly 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> <p>Young people are also completing a variety of ASDAN LifeSkills challenges in Science and budgeting as well as ASDAN Short courses in PSHE and FoodWise.</p>				



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Maths (Year 7)		English (Year 7)	
Fluency	Problem solving	Reading	Writing
<p>Read and record time in common date formats and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock.</p> <p>Statistics - To extract information from lists, tables, diagrams and bar charts. Young people will be taught how to make numerical comparisons from bar charts, as well as being able to sort and classify objects using two criteria. We will also be looking at taking information from one format and representing the information in another format including use of bar charts.</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>To be able to complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).</p>



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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> <p>Young people are also completing a variety of ASDAN LifeSkills challenges in Science, Animal investigation and budgeting as well as ASDAN Short courses in PSHE and FoodWise.</p>				



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