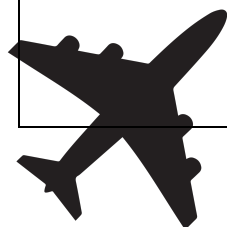


Team Amber

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>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>Ensuring young people are able to write in compound sentences, using common conjunctions and adjectives as a natural writing style.</p> <p>To use basic punctuation correctly and to be able to form regular plurals.</p> <p>To spell homophones such as hear/here, there/their/they're, to/too/two.</p> <p>Spelling of words with prefixes and suffixes and understand how the root word changes/remains unchanged.</p> <p>To spell common words with letters linked to sounds, that are not often pronounced e.g. February, library, interest, often.</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 recognise and interpret the symbols +, -, x, ÷ and = appropriately.</p> <p>To approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <p>To count, read, write, order and compare numbers up to 1000.</p> <p>To add and subtract using three-digit whole numbers.</p> <p>To recognise and continue linear sequences of numbers up to 100.</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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Team Amber

Autumn 1 Overview of teaching and learning



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 Working as part of a group	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 be developing skills needed to work as part of a group and show an awareness of how to work with others in appropriate ways.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> • Set ground rules • Identify what went well and what went less well • Ask for help or offer help, when required • Carry out given tasks when working with others and identify their role 	<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 also have access to specialist teachers delivering lessons in Music, PE and Woodwork, as well as separate lessons planned to meet individual needs and outcomes. In PE, young people will learn how to use equipment safely. They will explore skills such as throwing, catching and games that require hitting a ball with a bat. Young people will be encouraged to copy actions, work independently and with a partner as well as learning rules of games. Striking and fielding games will be played whereby young people have the opportunity to take on different roles within a team for example; batter, fielder, bowler etc. Amber Base will continue to explore skills and value to be a good leader. They will have the opportunity to share their knowledge and skills with others.</p> <p>Young people are also completing a variety of ASDAN Life Skills challenges in computer research and budgeting as well as ASDAN Short courses in PSHE and FoodWise.</p>				



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Team Amber

Autumn 1 Overview of teaching and learning



Maths (Year 7)		English (Year 7)	
Fluency	Problem solving	Reading	Writing
<p>Can recognise and interpret the symbols +, -, x, ÷ and = appropriately.</p> <p>To approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <p>To count, read, write, order and compare numbers up to 1000.</p> <p>To add and subtract using three-digit whole numbers.</p> <p>To recognise and continue linear sequences of numbers up to 100.</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>Ensuring young people are able to write in compound sentences, using common conjunctions and adjectives.</p> <p>To spell homophones such as hear/here, there/their/they're, to/too/two.</p> <p>Spelling of words with prefixes and suffixes and understand how the root word changes/remains unchanged.</p>



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Team Amber

Autumn 1 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
<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 also have access to specialist teachers delivering lessons in Music, PE and Woodwork, as well as separate lessons planned to meet individual needs and outcomes. In PE, young people will learn how to use equipment safely. They will explore skills such as throwing, catching and games that require hitting a ball with a bat. Young people will be encouraged to copy actions, work independently and with a partner as well as learning rules of games. Striking and fielding games will be played whereby young people have the opportunity to take on different roles within a team for example; batter, fielder, bowler etc. Amber Base will continue to explore skills and value to be a good leader. They will have the opportunity to share their knowledge and skills with others.</p> <p>Young people are also continuing to work hard on their ASDAN Short courses in PSHE and FoodWise.</p>				



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