

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>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 continue to identify, understand and extract the main points and ideas in and from texts.</p> <p>To discuss different purposes of texts and identify markers for this.</p>	<p>Ensuring young people are able to write in compound sentences, using common conjunctions and adjectives as a natural writing style.</p> <p>Accurately using punctuation involving commas, exclamation marks, questions marks and full stops.</p> <p>To spell homophones such as hear/here, there/their/they're, to/too/two.</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 respond effectively to exam questions and implement given feedback.</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>To identify and extract the main information and detail from short explanations.</p>	<p>To continue to embed adding and subtracting of three-digit whole numbers.</p> <p>To continue to work on multiplication and division skills.</p> <p>To recognise and continue with fractions and decimals and be able to place in sequence.</p> <p>To read, write and use decimals up to two decimal places.</p> <p>To read, write and understand thirds, quarters, fifths and tenths including equivalent forms.</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> <p>To be able to pick out key information from exam questions to understand the operation needed.</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 Environmental awareness	ASDAN PSD Healthy living	Communication and interaction	Cognition and learning	Sensory and physical	Social, emotional and mental health	Independence
<p>Young people will develop skills needed to contribute to improving their local environment.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> Identify how human behaviours harm the environment Identify human behaviours that help the environment Identify environmental issues that have a direct impact on themselves and agree an appropriate way in which they can 	<p>Young people will demonstrate how they will contribute to their own healthy lifestyle, as well as recognising the steps needed to lead a healthy lifestyle.</p> <p>They will be able to:</p> <ul style="list-style-type: none"> Participate in an activity to contribute to a healthy lifestyle Identify an activity which will make an improvement to their lifestyle Identify what they can do to contribute to a healthy lifestyle 	<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, pupils will be learning the skills for Badminton. Young people will learn different vocabulary, serves and rules to be able to play and lead a successful game.</p> <p>Young people are also completing a variety of ASDAN LifeSkills challenges in modern foreign languages, Biology and using money in the community.</p> <p>Young people also continue their hard work in the community, visiting the local supermarket after researching a recipe to create in food technology, to source their ingredients. Young people will be encouraged to be as independent as possible during these visits to embed life skills for beyond Bader.</p>				



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<p>participate in the helping of this issue.</p> <ul style="list-style-type: none">• Participate in activities in the local community to make a positive contribution to the local environment <p>Young people will also start to take ownership of their own learning portfolios.</p>	<p>Young people will also start to take ownership of their own learning portfolios.</p>	
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Maths (Year 7)		English (Year 7)	
Fluency	Problem solving	Reading	Writing
<p>To continue to embed adding and subtracting of three-digit whole numbers.</p> <p>To continue to work on multiplication and division skills.</p> <p>To be able to recognise decimals to one decimal place.</p> <p>To recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes.</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>Young people will also be encouraged to explore different</p>	<p>Working on basic letter formation to ensure legibility.</p> <p>Ensuring young people are able to write in compound sentences, using common conjunctions and adjectives as a natural writing style.</p> <p>Accurately using punctuation involving commas, exclamation marks, questions marks and full stops.</p> <p>To spell homophones such as hear/here, there/their/they're, to/too/two.</p> <p>To spell common words with letters linked to sounds, that are not often pronounced e.g. February, library, interest, often.</p>



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		texts to promote reading for pleasure.	To use language appropriately for purpose and audience
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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>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.</p> <p>In PE, pupils will be learning the skills for Badminton. Young people will learn different vocabulary, serves and rules to be able to play and lead a successful game.</p>				



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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.

This half term, young people will be starting challenges in Modern Foreign Languages, Biology and using money in the community.

Young people will also continue their hard work in the community, visiting the local supermarket after researching a recipe to create in food technology, to source their ingredients. Young people will be encouraged to be as independent as possible during these visits to embed life skills for beyond Bader.



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