

# Bright Futures College Post– 16 Curriculum 2022 Onwards

## Learning, developing and having the best life!

**At Bright Futures College, our Post-16 students have the opportunity to study accredited learning program on their pathways from their studies at Key Stages 1 – 4.**

**Students will study a range of subjects including but not limited to:**

- Functional English
- Communication including a range of Phonics programmes and communication devices to support non-verbal students (e.g. Speak for Yourself Application AAC on iPad)
- Functional Mathematics
- PHSE (which includes British Values and protected characteristics)
- Personal Development
- Physical Education including swimming, Duke of Edinburgh, optional sports
- Life Skills
- Employability
- Career options such as photography, Art, Cooking

**The specialist team at the post-16 provision work closely with the students care teams to promote transferring learning from the education environment to real-life situations. It is imperative that all work experience is chosen carefully by the student and their education and care team to ensure the student is successful and develops real job satisfaction.**

**Exam boards that we use include:**

- ASDAN
- AQA and Open Awards
- Equals 'Moving On'

**All students that have not attended Bright Futures College and have only attended College will have the opportunity to take part in ASDAN and EQUALS from KS4 to help build with gaps in learning. Students who also need a more sensory approach will be offered the Sensory curriculum to build in confidence and the building blocks to then move on to qualifications, again dependent on levels, needs and amount of time out of education.**

Subject Areas		Autumn Term	Spring Term	Summer Term	
<b>ENGLISH</b>		<b>COHORT A</b>			
	<b>ASDAN Short Course</b>	<b>Developing communication skills</b>	<b>Speaking and listening</b>	<b>Reading and writing styles</b>	<b>Reading for pleasure</b>
				<b>Writing for a purpose</b>	<b>Reading for a purpose</b>
		<b>COHORT B</b>			
	<b>Entry level 1</b>	<p><b>Speaking, Listening and Communicating</b> Say the names of the letters of the alphabet Identify and extract the main information from short statements and explanations Follow single-step instructions, asking for them to be repeated if necessary Make requests and ask straightforward questions using appropriate terms and registers. Respond to questions about specific information Make clear statements about basic information and communicate feelings and opinions on straightforward topics. Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p>	<p><b>Reading</b> Students must be familiar with differing formats across the following, for example: article, blog, email, forum, leaflet, flyer, poster &amp; sign. Read simple sentences containing one clause. Understand a short piece of text on a simple subject</p>		<p><b>Writing</b> Punctuate simple sentences with a capital letter and a full stop. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns. Use lower case letters when there is no reason to use capital letters Write the letters of the alphabet in sequence and in both upper and lower case Communicate information in words, phrases and simple sentences</p>
	<b>Entry level 2</b>	<p><b>Speaking, Listening and Communicating</b> Identify and extract the main information and detail from short explanations Make requests and ask clear questions appropriately in different contexts Respond appropriately to straightforward questions Follow the gist of discussions Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics Make appropriate contributions to simple group discussions with others about a straightforward topic</p>	<p><b>Reading</b> Student must be familiar with differing formats across the following, for example: article, blog, letter, email, forum, webpage, leaflet, flyer. Understand the main points in texts Read and understand sentences with more than one clause Understand organisational markers in short straightforward texts Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) Use illustrations, images and captions to locate information</p>		<p><b>Writing</b> Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) Form regular plurals Use the first and second letters to sequence words in alphabetical order Communicate information using words and phrases appropriate to audience and purpose Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) Use adjectives and simple linking words in the appropriate way</p>
<b>Entry level 3</b>	<p><b>Speaking, Listening and Communicating</b> Identify and extract relevant information and detail in straightforward explanations Each subject content statement is equally weighted</p>	<p><b>Reading</b> Student must be familiar with differing formats across the following, for example: article, blog, letter, email, forum, webpage, leaflet, flyer.</p>		<p><b>Writing</b> Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p>	

		<p>Make requests and ask concise questions using appropriate language in different contexts</p> <p>Communicate information and opinions clearly on a range of topics</p> <p>Respond appropriately to questions on a range of straightforward topics</p> <p>Follow and understand the main points of discussions</p> <p>Make relevant contributions to group discussions about straightforward topics</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p> <p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p> <p>Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p>	<p>Form irregular plurals</p> <p>Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>Use the first, second and third place letters to sequence words in alphabetical order</p> <p>Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>Write text of an appropriate level of detail and of appropriate length (including where this is specified) E</p> <p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>Write in compound sentences and paragraphs where appropriate</p> <p>Use language appropriate for purpose and audience</p>			
<b>COHORT C</b>							
	<b>Equals</b>	<p style="text-align: center;"><b>Creating an Interest Poetry, Plays and Songs</b></p> <p>Look at short poems and find rhymes, rhyming words.</p> <p>Compare non-rhyming poems/riddles, limericks and story poems.</p> <p>Review a set of poems and look at mood and comedy in poems.</p> <p>Perform a poem using musical instruments, using instruments that match the different sounds</p>	<p style="text-align: center;"><b>Books including Traditional Tales</b></p> <p>Read and create sensory stories using props, costumes, masks, puppets and scenery.</p> <p>Explore books with versions in written text, audio tape or video and make comparisons.</p> <p>Create a story by using photos/pictures with PowerPoint/ Slideshow Maker.</p> <p>Explore books and traditional tales from different countries.</p> <p>Put together a class book to read or recite together.</p> <p>Identify basic story elements and summaries the plot</p>	<p style="text-align: center;"><b>Literacy for Information Magazines and Newspapers</b></p> <p>Contribute to class and/or school newsletter.</p> <p>Interview people in school for news items</p> <p>Write about and/or take pictures of a school event</p> <p>Access magazines/newspapers in different ways.</p> <p>Locate specific information in newspapers</p> <p>Create headlines for displays in school.</p> <p><b>Using a Library.</b> Visit the local library</p>	<p style="text-align: center;"><b>Literacy for Life and Leisure</b></p> <p style="text-align: center;"><b>Using Leisure Facilities</b></p> <p>Set up a range of leisure activities for students to experience.</p> <p>Creative invitations, diaries, reports etc on the events.</p> <p>Create PowerPoint of students exploring the different activities.</p> <p>Create nonfiction sensory book about the different leisure activities.</p> <p><b>Using the Internet</b></p> <p>Access the internet using a range of technology.</p> <p>Explore maps on Google Earth.</p>	<p style="text-align: center;"><b>Sharing Information Letters and postcards</b></p> <p>Create a big scene</p> <p>Record a message</p> <p>Students to practise giving messages to staff</p> <p>Make cards for family</p> <p>Visit a local shop and/or Post Office to buy and send stamps</p> <p>Design your own stamps.</p> <p>Design your own postcard to advertise an event</p> <p>Discuss what a letter is and the different types of</p>	<p style="text-align: center;"><b>Literacy for the Future Form Filling and Personal Details</b></p> <p>Practice writing, speaking, and recording personal information.</p> <p>Write about past experiences and major events, previous schools, homes.</p> <p>Activities on likes/dislikes/strengths/weaknesses</p> <p>Complete simple application form.</p> <p>Keep a diary.</p> <p><b>This is Me and Personal Statements</b></p> <p>Using personal information</p> <p>Students to choose favourite photos from</p>



Write a rhyming poem with minimal support.  
 Watch a short play or study a short play and act it out.  
 Look at characters, and the beginning and end of a story.  
 Review the play with reasons and improvements.  
 Brainstorm ideas for own play: including characters, writing dialogue and story line for a play  
 Video and show the play

using 'beginning-middle-end'.  
 Explore alternative endings for the same story.  
 Create books for different audiences  
 Visit the theatre, cinema, local radio or TV station.  
 Meet/invite into school local actors, TV or radio presenters.  
 Re-enact favourite films, TV programmes or theatre shows.  
 Make a scrapbook of favourite characters on the TV, cinema or theatre.  
 Produce promotional literature to advertise or accompany a film, theatre show or TV programme  
 Create your own radio station, become a DJ for the day.

Join the library and experience  
 Identify fiction and non-fiction books  
 With help look up a book on the computer library catalogue and find book.  
**Bibliography and Factual Literature**  
 Find information on a specific topic from non-fiction books and magazines  
 Explore and present information on a hobby or favourite subject  
 Take photos of books to make a pictorial dictionary.  
 Create a poster to advertise a school event.

Use Google Images to create poster on interests.  
 Know how to return to the home page of a teacher directed website.  
**Social Sight and Information, Signs including Shopping and Travel**  
 Go on a walk-in local area or nearest town and look at/respond to different signs/symbols, take photos, discuss their meaning in class.  
 Create signs for classroom/school.  
 Identify different buildings in local area and their purpose.  
 Road safety - recognise safe places to cross the road.  
 Recognise toilets in a variety of environments.

letters: thank you, sorry, complaint, friendly and formal.  
 Explore famous letters.  
 Use email to send letters.  
**People and Events**  
 Use appropriate greetings for different people.  
 Initiate conversations with friends  
 Choose a celebrity to research.  
 Research the celebrity using books and internet. Make a scrapbook, PowerPoint presentation or poster.  
 Discuss and debate a specific topic with a group.  
 Ask for directions or items in a shop.  
**Collecting and Using Information including Surveys and Opinions**  
 Share a favoured object - make choices on what

subjects and leisure activities.  
 Students to draw/paint/collage pictures of their family  
 Staff to help create a PowerPoint with students.  
 Activities on likes/dislikes  
 Put personal information into a simple CV using pictures, symbols and writing.  
**Group Discussions and Debate**  
 Create a PowerPoint on a given topic.  
 Share an activity with a peer.  
 Pick a topic to research and debate  
 Students in class to choose a fund-raising idea for a community project or to help people in need and say why they chose it.

							they liked/disliked. Create survey based on favoured objects, activities and experiences. Create a variety of events.		
		<b>Autumn term 1</b>	<b>Autumn term 2</b>	<b>Spring Term</b>	<b>Spring Term</b>	<b>Summer Term</b>	<b>Summer Term</b>		
		<b>COHORT A</b>							
<b>Maths</b> (Pupils who have been out of education will have the opportunity to complete the ASDAN Accelerating progress)	<b>ASDAN Short Course</b>	<b>Probability and Statistics</b> Keep a record of how you use your time. Find data about the weather in three holiday destinations. Investigate the relationship between height and shoe size. Investigate the most common total when you roll two six-sided dice. Is there a relationship between gender and time spent on computers? Use statistics to compare the way an event has been covered in two newspapers. collect data from a major sports event. make a game involving probability.	<b>Money</b> Find out the cost of buying a new car keep a record of what you spend in a week. keep a record of what you spend for one week. choose three different bank accounts find out the rates of interest. compare the cost per item of 10 items with 2 or more sizes. choose the best mobile deal for you. find 2 jobs that you would like to do and compare the wages. plan a 14-night holiday and budget for flights, hotels, meals and spending money. plan a budget to allow you to live independently for a year, cost of bills food etc.	<b>Number</b> Select a set of four consecutive numbers and find all the possible answers you can make using + and -. plan a three-course meal for four. design and make a card matching activity. find out the value of the pound against the Euro the US dollar and another. Choose 3 models of cars and find out the price new, a year old and 5 years old. Create a puzzle using a crossword grid and numbers. Investigate pairs of numbers that add up to 20. Investigate which fractions give recurring decimals. Investigate which fractions give recurring decimals.	<b>Geometry and Measure</b> Find the cost of decorating your bedroom. Plan a journey of at least 100 miles. make three different solid shapes. Pick three different boxes and different cans used in food packaging. Look at ways supermarkets display their products and create a display of six cube shaped boxes of tea bags. Design a garden with an area of 80cm <sup>2</sup> and 120cm <sup>2</sup> , Draw three triangles and measure the three interior angles. find a way to measure the height of a tree without climbing it. plan the route from Lands' End to John O'Groats.	<b>Algebra</b> Use matchsticks to make five different sequences of shape patterns. Investigate how to build a set of steps. A magic square is a square of numbers in which each row column and diagonal add up to the same number. create a card matching activity. Investigate three different bills, charges or fees that are made up of standing charge and fix rate. The formula for converting from degrees Celsius to degrees Fahrenheit. learn the integers from 1 to 100 in order.	<b>Mathematical discovery</b> Investigate different ways in which scores from 3-21 can be made in rugby. Find out how many ways you can arrange the letters of a name. Pascals Triangle Estimate the distance you will cover by foot in a day. Learn about the Fibonacci sequence Investigate how to maximise the volume of a box with different sizes of cardboard. Investigate the Mathematics in the game of Monopoly.		

		design a questionnaire.		Draw graphs to convert from litres to gallons from kilometres.			
<b>COHORT A &amp; B</b>							
<b>Entry level 1</b>		<p><b>Using numbers and the number system – whole numbers</b> Read, write, order and compare numbers up to 20</p> <p>Use whole numbers to count up to 20 items including zero</p> <p>Add numbers which total up to 20, and subtract numbers from numbers up to 20 Recognise and interpret the symbols +, – and = appropriately</p>		<p><b>Using common measures, shape and space</b> Recognise coins and notes and write them in numbers with the correct symbols (£ &amp; p), where these involve numbers up to 20 Read 12 hour digital and analogue clocks in hours</p> <p>Know the number of days in a week, and months and seasons in a year. Be able to name and sequence</p> <p>Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle</p> <p>Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above</p>		<p><b>Handling information and data</b> Read numerical information from lists</p> <p>Sort and classify objects using a single criterion</p> <p>Read and draw simple charts and diagrams including a tally chart, block diagram/graph</p>	
<b>Entry level 2</b>		<p><b>Using numbers and the number system – whole numbers, fractions and decimals</b> Count reliably up to 100 items Read, write, order and compare numbers up to 200</p> <p>Recognise and sequence odd and even numbers up to 100 Recognise and interpret the symbols +, –, x, ÷ and = appropriately</p> <p>Add and subtract 2-digit numbers Multiply whole numbers in the range 0x0 to 12x12 (times tables)</p> <p>Know the number of hours in a day and weeks in a year. Be able to name and sequence</p> <p>Divide 2-digit whole numbers by single-digit whole numbers and express remainders Approximate by rounding to the nearest 10, and use this rounded answer to check results Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes</p>		<p><b>Using common measures, shape and space</b> Calculate money in pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <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 Use metric measures of length including millimetres, centimetres, metres and kilometres Use measures of weight including grams and kilograms. Use measures of capacity including millilitres and litres</p> <p>Read and compare positive temperatures Read and use simple scales to the nearest labelled division</p> <p>Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base</p>		<p><b>Handling information and data</b> Extract information from lists, tables, diagrams and bar charts</p> <p>Make numerical comparisons from bar charts</p> <p>Sort and classify objects using 2 criteria</p> <p>Take information from one format and represent the information in another format including use of bar charts</p>	



		Read, write and use decimals to one decimal place		Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards		
	<b>Entry level 3</b>	<b>Using numbers and the number system – whole numbers, fractions and decimals</b> Count, read, write, order and compare numbers up to 1000 Add and subtract using 3-digit whole numbers Divide 3-digit whole numbers by single- and double-digit whole numbers and express remainders Multiply 2-digit whole numbers by single- and double-digit whole numbers Add and subtract 2-digit numbers. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results Recognise and continue linear sequences of numbers up to 100 Read, write and understand thirds, quarters, fifths and tenths including equivalent forms Read, write and use decimals up to 2 decimal places Recognise and continue sequences that involve decimals		<b>Using common measures, shape and space</b> Calculate with money using decimal notation and express money correctly in writing in pounds and pence Round amounts of money to the nearest £1 or 10p Read, measure and record time using am and pm Read time from analogue and 24-hour digital clocks in hours and minutes Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division Compare metric measures of length including millimetres, centimetres, metres and kilometres Compare measures of weight including grams and kilograms Compare measures of capacity including millilitres and litres Use a suitable instrument to measure mass and length Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns	<b>Handling information and data</b> Extract information from lists, tables, diagrams and charts and create frequency tables Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts	
		<b>COHORT C</b>				
	<b>Equals moving on</b>	<b>Maths for Design</b> <b>Repeating Patterns</b> Copy and continue a simple pattern Create your own repeating patterns Research and present a project on repeating patterns in the environment Use printing methods to design decorative items Use stencils <b>Shape, Colour and Space</b> Explore a range of different shaped and coloured	<b>Maths for Life</b> <b>Shopping.</b> Making a shopping list Compare prices of items in different shops Using different types of shops providing a range of services Using different types of checkouts Exchanging money while shopping Internet shopping <b>Domestic Appliances.</b>	<b>Maths for the Community</b> <b>Maps, Travel and Timetables.</b> Plan a route to different venues Plan an individual timetable Using different ways of travelling in the local and wider area Make a sensory map of the classroom, school grounds, routes around school Make a sensory map of the classroom, school grounds, routes around school	<b>Maths in Everyday Life</b> <b>Measurement and Volume.</b> Prepare drinks, snacks and meals, using jugs, cups and spoons to measure liquids and dry ingredients. Bake a cake! Participate in leisure activities such as Boccia or Curling, record distances scored. Make a map of your classroom or school using measuring equipment. Make an item out of fabric using a tape measure. Asking for appropriately sized drinks in café or pub. Know your own clothes and shoe size.	<b>Maths for the Future</b> <b>Enterprise</b> Set up and run over a period of time a mini enterprise activity Use a set budget to hold an event. Raise money for a charity by holding a one-off enterprise activity Hold a dragon's den event. Bespoke T-shirt printing. <b>Work</b> Working to a timetable in an enterprise activity. Learning to be on time as part of school timetable and then follow on into leisure and work. Using public transport to get to and from work.

		<p>objects from within different environments Find shapes in the environment Experience the effects of rotation Understand positional language Study famous works of art</p> <p style="text-align: center;"><b>Design</b></p> <p>Design a painting using splatter print, hand/footprints in certain colours. Create, plan and design a hat/T-shirt/mask Design a bedroom Design a mini garden Design a textile item</p>	<p>Using a range of appliances to set temperature, time, speed of programme microwave, cooker, washing machine, food processor. Using switches to operate appliances Playing games on iPad, Touch screen, computer</p> <p><b>Telephone and Communication</b> Practise recognising numbers Simulated telephone exchanges Using personal communication devices Using telephone directory and online directory Using a mobile phone for talking, texting and FaceTime Using a mobile phone: extras such as calculator, clock, calendar and alarm.</p>	<p>Use a Bee Bot to plan a route. Set up an obstacle course.</p> <p style="text-align: center;"><b>Using Leisure Facilities</b></p> <p>Visit the local leisure centre to participate in sports Use a stopwatch to time events Keeping score Measuring distances Visit local facilities for shopping Visit and use the local cinema, theatre. Buy tickets and locate seats</p> <p style="text-align: center;"><b>Money</b></p> <p>Use money and arrange a practical activity in school such as enterprise Students raise money for a charity Sort and recognise coins and notes Exchange money</p>	<p><b>Weighing and Cooking</b> Using different types of weighing scales Weighing ingredients required for a recipe. Dividing provisions between different storage containers Estimate amount of food needed. Using other electrical equipment such as Multichip and hand blender</p> <p>Using different kitchen appliances.</p> <p>Setting the temperature on different appliances</p> <p style="text-align: center;"><b>Time</b></p> <p>Keeping individual diaries and calendars Personal timetables Create displays and sensory experiences to show the differences in the seasons. Set personal targets to a time scale Time activities Use clocks or a watch,</p>	<p>Using any income appropriately</p> <p>Developing routines within the workplace.</p> <p>Developing number skills where appropriate to the job for e.g. in a hotel, counting out items on a bedroom tray in readiness for new residents or at a garden centre, planting out seedlings into divided trays</p> <p style="text-align: center;"><b>Financial Responsibility</b></p> <p>Learn about opening a bank account, paying into and withdrawing money from an account. Budgeting for an event. learn about using a cash machine. Having a school enterprise bank account administered by students. Budgeting own pocket money or allowances. Paying for own entrances, fares, personal items for e.g. toiletries. Designing and budgeting menus for their own meals. Carrying your own money safely for e.g. in a wallet, purse etc. Different methods of payment such as cash card, cash, PayPal and gift token/cards. Managing your own phone either by pay as you go or on contract</p>
<b>Equals sex and relationships education</b>		<p><b>Developing good relationships and respecting the differences between people</b> Part 1 -Communicating about feelings and relationships Part 2 - Crisis and response</p>	<p><b>Developing a Healthy, Safer Lifestyle</b> Part 1 - Safe relationships and lifestyles Part 2- Personal care and hygiene</p>	<p style="text-align: center;"><b>Sex and Relationship Education</b></p> <p>Part 1 - Understanding my bodily needs Part 2 - Teenage pregnancy</p>	<p style="text-align: center;"><b>Sex and Relationships Education</b></p> <p>Part 1 - Sexual health Part 2- Relationships and divorce</p>	<p style="text-align: center;"><b>Life Processes and Living Things</b> Human reproduction <b>Sex and Relationships Education</b></p> <p>Part 1 - Pregnancy and birth Part 2 - Sexuality and enjoyment</p>
<b>COHORT A, B &amp; C - ASDAN</b>						
<b>Personal Development program</b>						
<p style="text-align: center;"><b>ASDAN</b> <b>Personal Development program</b> 1 year Bronze (60 hours) 2 years silver (120 hours) 3 years gold (180 hours) depending on time needed to get the credits.</p>	<p><b>Communication</b> Learn about different ways of finding and sharing information. <b>My community sports and leisure</b> Play an activity role in your community and help others.</p>	<p><b>Independent Living</b> Develop skills to live as independently as possible. <b>My Environment</b> Take part in activities to appreciate and protect your environment.</p>	<p><b>Number Handling</b> Use numbers in real-life situations from budgeting to cooking. <b>Health and wellbeing</b> Explore ways to stay emotionally</p>	<p><b>World of work</b> Learn more about the workplace, further education, and training. <b>Science and Technology</b> Take part in practical activities involving science, making things and using computers.</p>	<p><b>The wider world</b> learn about other counties and cultures, including language. <b>Expressive Arts</b> Explore different creative arts from painting and</p>	<p><b>Beliefs and Values</b> Learn about different religions, beliefs, and ethics. <b>Combined Studies</b> Mix and match from across modules,</p>



Students will choose which of the following topics they wish to study.		Take part in activities to support your physical wellbeing.		and physically healthy.		poetry to music and drama.	
<b>COHORT C - Equals moving on Globetrotter &amp; Voyager</b>							
<b>Equals moving on Globetrotter &amp; Voyager</b> (If you have been at Ash Meadow School) <b>Globetrotter, Voyager, Adventurer, Traveller, Explorer</b> (If you join us at post 16)		<p style="text-align: center;"><b>World Studies</b></p> <ul style="list-style-type: none"> <li>Science</li> <li>Technologies</li> <li>Foreign cultures</li> <li>Humanities</li> <li>Creativity</li> </ul>	<p style="text-align: center;"><b>Independent Living</b></p> <ul style="list-style-type: none"> <li>PSHE</li> <li>Citizenship</li> <li>Leisure &amp; Recreation</li> <li>Daily Living Skills</li> </ul>	<p style="text-align: center;"><b>Vocational Skills</b></p> <ul style="list-style-type: none"> <li>Work Related Learning</li> <li>Careers Education &amp; Guidance</li> <li>Post School Planning</li> </ul>			
<b>COHORT A, B &amp; C D of E</b>							
		<p style="text-align: center;"><b>Bronze Volunteering, Physical, Skills and Expedition.</b></p> <p>You must do a minimum of three months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a two-day, one-night Expedition.</p> <p>3 months/12 hours Volunteering in the community</p> <p>3 months/12 hours Physical – football/tennis/walking/any sport</p> <p>3 months/12 hours Skill – Art/Gaming/Photography</p> <p>Students will have regular sessions on:</p> <ul style="list-style-type: none"> <li>Setting up tents</li> <li>Cooking on a portable stove</li> <li>Using a compass and map reading</li> <li>Rolling up sleeping bags</li> <li>Packing Backpack's</li> </ul>	<p style="text-align: center;"><b>Sliver Volunteering, Physical, Skills and Expedition.</b></p> <p>You must do a minimum of 6 months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a three-day, two-night Expedition.</p> <p>6 months Volunteering in the community</p> <p>6 months Physical – football/tennis/walking/any sport</p> <p>6 months Skill – Art/Gaming/Photography</p> <p>Students will have regular sessions on:</p> <ul style="list-style-type: none"> <li>Setting up tents</li> <li>Cooking on a portable stove</li> <li>Using a compass and map reading</li> <li>Rolling up sleeping bags</li> <li>Packing Backpack's</li> <li>Using a torch (batteries/charge)</li> <li>Learning different Knots</li> </ul>	<p style="text-align: center;"><b>Gold Volunteering, Physical, Skills and Expedition.</b></p> <p>You must do a minimum of 12 months activity for each of the Volunteering, Physical and Skills sections, and plan, train for and do a four-day, three-night Expedition.</p> <p>12 months Volunteering in the community</p> <p>12 months Physical – football/tennis/walking/any sport</p> <p>12 months Skill – Art/Gaming/Photography</p> <p>Students will have regular sessions on:</p> <ul style="list-style-type: none"> <li>Setting up tents</li> <li>Cooking on a portable stove</li> <li>Using a compass and map reading</li> <li>Rolling up sleeping bags</li> <li>Packing backpacks</li> <li>Lighting a fire</li> <li>First Aid</li> </ul>			
<b>Work experience</b>	<b>COHORT A &amp; B - Work experience</b> <b>Careers and Experiencing Work Short Course</b>						

<p>All Student will have the opportunity to take part in work experience that meets their needs and interest this can be in house and in the local community.</p>	<ul style="list-style-type: none"> <li>• Self-development</li> <li>• Career exploration</li> <li>• Career management</li> <li>• Considering Higher Education</li> <li>• Considering apprenticeships</li> <li>• Preparing for the workplace</li> <li>• Being at work</li> </ul> <p><b>ASDAN Level 3 EPQ</b>  Employers – the basics  Employers – the myths  The community and voluntary sector  Engaging employers  Work experience</p> <p><b>Employability Level 2</b>  Be able to prepare for learning in the workplace  Be able to carry out activities in the workplace  Be able to identify what has been learnt from the workplace experience</p>					
<b>COHORT C</b>						
<p>Towards Independence Work awareness  Towards Independence World of work: Salon assistant  Towards Independence World of work: Retail assistant  Towards Independence World of work: Office assistant  Towards Independence World of work: Leisure assistant  Towards Independence World of work: Horticulture Assistant  Towards Independence World of work: Catering assistant  Towards Independence World of work: Care assistant</p>						
<b>COHORT A &amp; B ASDAN Short courses</b>						
<b>OPTIONS</b>	<p><b>CORE</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Speaking and Listening</li> </ul>	<p><b>VOCATIONAL</b></p> <ul style="list-style-type: none"> <li>• Computing</li> <li>• Construction</li> <li>• Photography</li> <li>• Hospitality</li> <li>• Land-based</li> <li>• Manufacturing</li> <li>• Uniformed Services</li> </ul>	<p><b>WORK-RELATED</b></p> <ul style="list-style-type: none"> <li>• Careers and Experiencing work</li> <li>• Enterprise</li> <li>• Leadership</li> <li>• Volunteering</li> </ul>	<p><b>PERSONAL/SOCIAL</b></p> <ul style="list-style-type: none"> <li>• PSHE</li> <li>• Citizenship</li> <li>• Beliefs and Values</li> <li>• Peer Mentoring</li> <li>• Personal Finance</li> <li>• Sex and Relationships Education</li> </ul>	<p><b>SPORTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Activities and peer tutoring</li> <li>• Sports and fitness</li> <li>• Adventure and residential</li> <li>• Football</li> </ul>	<p><b>INFORMAL</b></p> <ul style="list-style-type: none"> <li>• Animal care</li> <li>• Environmental</li> <li>• Expressive Arts</li> <li>• Foodwise</li> <li>• Living independently</li> <li>• Gardening</li> <li>• Road wise</li> </ul>
<b>COHORT C ASDAN Toward Independence</b>						

Towards Independence Baking: introduction  
Towards Independence Business Enterprise  
Towards Independence Citizenship  
Towards Independence Communication skills: Sensory  
Towards Independence Coping with People  
Towards Independence Craft Making  
Towards Independence Creativity  
Towards Independence Current Affairs  
Towards Independence Developing Communication Skills: Progression  
Towards Independence Developing Numeracy Skills: Introduction  
Towards Independence Developing Numeracy Skills: Progression  
Towards Independence Engaging with the world around me: Events  
Towards Independence Engaging with the world around me: Introduction  
Towards Independence Engaging with the world around me: Objects  
Towards Independence Engaging with the world around me: People  
Towards Independence Environment  
Towards Independence E-safety  
Towards Independence Everyday Living  
Towards Independence Geography  
Towards Independence Getting to Know a Group  
Towards Independence History  
Towards Independence Horticulture  
Towards Independence Independent Living: Introduction  
Towards Independence Independent Living: Progression  
Towards Independence Knowing About Myself  
Towards Independence Living Here  
Towards Independence Looking Smart: Introduction  
Towards Independence Making Pictures  
Towards Independence Meal Preparation and Cooking: Introduction  
Towards Independence Meal Preparation and Cooking: Progression  
Towards Independence Money: Introduction  
Towards Independence Money: Progression  
Towards Independence Multi-Sensory Experiences  
Towards Independence Myself and Others  
Towards Independence Out in the Community  
Towards Independence Performing Arts  
Towards Independence Personal care routine: Sensory (suitable for PMLD learners)  
Towards Independence Personal Safety  
Towards Independence Photography/Multimedia  
Towards Independence Popular Culture



	<p>Towards Independence Pottery and Ceramics</p> <p>Towards Independence Practical Workshop</p> <p>Towards Independence Printing</p> <p>Towards Independence Relationships</p> <p>Towards Independence Self-Advocacy</p> <p>Towards Independence Sound, rhythm and music</p> <p>Towards Independence Sports Studies</p> <p>Towards Independence The Wider World</p> <p>Towards Independence Using ICT</p> <p>Towards Independence Using leisure time</p> <p>Towards Independence Water Skills</p> <p>Towards Independence Yogacise</p> <p>Towards Independence: Developing communication skills introduction</p> <p>Towards Independence: Recognising and using everyday signs</p> <p>Towards Independence: Time Management and Self Organisation</p> <p>Towards Independence: Using computer technology</p> <p>Towards Independence: Using Transport</p>
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