

<p><b>Subject Accreditations:</b>  <b>English:</b> Edexcel Functional Skills English EL1-3 or AQA ELC Step Up to English Silver/Gold  <b>Maths:</b> AQA ELC Maths EL1-3 or Edexcel Entry Level Functional Skills EL2-3  <b>Life Skills:</b> OCR Life and Living Skills units E2 Units D11, D13, M12 or OCR Life and Living Skills E3 units D14, M32, M33  <b>Work Experience:</b> OCR Life and Living Skills EL3 units N12, N16 or OCR Life and Living Skills EL2 units N8, N11  <b>College Transition:</b> OCR Life Living Skills EL2 unit A05 or EL3 unit A09  <b>PE:</b> <a href="#">OCR ELC PE R463</a> – EL1-3  <b>Computing:</b> OCR Life and Living Skills EL2 Units F7-F11 or NOCN SETPD Diploma EL3  <b>Creativity:</b> Arts Award Explore</p>			
<b>Assessment:</b>	<p>Achieving Learning Outcomes linked directly to EHCP targets  <i>Evidence for Learning for capturing and recording progress made against EHCP Learning Outcomes</i></p>		
<b>Semi-Formal Curriculum</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>English</b>	<p><b>AQA ELC Step Up to English Silver/Gold</b>                      Component 1 outcomes derived from the topic:  <b>Celebrities</b></p> <p>Component 2 outcomes derived from the topic:  <b>Sport</b></p>	<p><b>AQA ELC Step Up to English Silver/Gold</b>                      Component 1 outcomes derived from the topic:  <b>Exhibitions</b></p> <p>Component 2 outcomes derived from the topic:  <b>Transport</b></p>	<p><b>AQA ELC Step Up to English Silver/Gold</b>                      Component 2 outcomes derived from the topic:  <b>Education</b></p> <p>Consolidation and revision for both components</p>
<b>Maths</b>	<p><b>AQA Maths Entry Level Certificate</b>                      Component 1: Properties of number                      Component 5: The Calendar</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Edexcel Functional Skills Entry 1</b>                      Pupils to work through personalised workstation style activities on following topics at Entry 2 level</p> <ul style="list-style-type: none"> <li>• Using numbers and the number system – whole numbers</li> <li>• Using common measures, shape and space                             <ul style="list-style-type: none"> <li>• Handling information and data</li> </ul> </li> </ul>	<p><b>AQA Maths Entry Level Certificate</b>                      Component 3: Ratio &amp; Time                      Component 7: Geometry</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Edexcel Functional Skills Entry 2</b></p> <ul style="list-style-type: none"> <li>• Using numbers and the number system – whole numbers</li> <li>• Using common measures, shape and space</li> <li>• Handling information and data</li> </ul>	<p><b>AQA Maths Entry Level Certificate</b>                      Entry Level                      Consolidation, application and exam preparation. Key skills building.                      Functional skills project – my farm</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Edexcel Functional Skills Entry 2</b></p> <ul style="list-style-type: none"> <li>• Using numbers and the number system – whole numbers</li> <li>• Using common measures, shape and space                             <ul style="list-style-type: none"> <li>• Handling information and data</li> </ul> </li> </ul>

Semi-Formal Long-Term Plan – Elm (2024-25)

<b>Business Enterprise</b>	<b>OCR Life and Living Skills</b> N03 Entry Level 1 Participating in a mini-enterprise project		<b>OCR Life and Living Skills</b> N03 Entry Level 1 Participating in a mini-enterprise project		<b>OCR Life and Living Skills</b> N03 Entry Level 1 Participating in a mini-enterprise project	
	Selecting and planning a mini-enterprise to be involved in.  Research, looking at costings and potential profits and losses.	Make items, advertise and promote.  Christmas event.  Evaluate.	Planning – events for next 3 months.  Research, looking at costings and potential profits and losses.	Purchase resources and start to make.  Advertise and promote.  Evaluate.	Planning summer term events.  Research, looking at costings and potential profits and losses.	Purchase resources and start to make.  Advertise and promote.  Evaluate.
	Enterprise ideas potentially based around cultural and religious events such as Harvest, Halloween, Bonfire Night, Diwali, Remembrance Day or Christmas.		Enterprise ideas potentially based around cultural and religious topics such as New Year, Chinese New Year, Shrove Tuesday, Mothers’ Day or Easter.		Enterprise ideas potentially based around cultural and religious topics such as Eid-Al-Fitr, May Day, Summer solstice or Fathers’ Day.	
<b>Life Skills</b>	Lessons will alternate between accreditation lessons and developing of life skills for students to develop practical everyday life skills Accreditations: OCR Life and Living Skills Entry Level 2 or 3					
	<b>OCR Life and Living Skills</b> Entry Level 2 D11 Understanding how to clean the home  Or  <b>OCR Life and Living Skills</b> Entry Level 3 D14 Household Cleaning		<b>OCR Life and Living Skills</b> Entry Level 2 D13 Cleaning, washing, drying and storing laundry  Or  <b>OCR Life and Living Skills</b> Entry Level 3 M32 Personal safety in the home and community		<b>OCR Life and Living Skills</b> Entry Level 2 M12 Finding your way around an unfamiliar area  Or  <b>OCR Life and Living Skills</b> Entry Level 3 M33 Getting to a destination safely and on time	
<b>ICT</b>	<b>Entry Level: (NOCN SETPD)</b> Presentation Software F/506/8043  (Pupils will research the history of the Titanic and produce a presentation)  IT User Fundamentals T/502/0166 (To include e-safety/digital literacy)		<b>Entry Level: (NOCN SETPD)</b> The Internet and World Wide Web (to include e-safety) Y/506/8050  (Pupils will research how the internet works and produce a webpage/website)  Or  <b>OCR Life and Living Skills</b> Entry Level 2		Project work - Consolidation, application and portfolio preparation	

Semi-Formal Long-Term Plan – Elm (2024-25)

	<p>(Pupils will complete various activities related to IT which will tie in with the internet and WWW work and NOCN Unit)</p> <p>Or</p> <p><b>OCR Life and Living Skills</b> Entry Level 2 F7 Using ICT to find information F11 Know how to use ICT safely</p>		<p>F9 Using ICT to enter and edit text F10 Using ICT to communicate</p>			
<p><b>PE</b> <b>(OCR ELC PE R463)</b></p>	<p><u>Invasion/ territory games</u> <b>Invasion games</b> <b>Hockey</b> Change direction and use the correct side of stick, sometimes using Indian dribbling. Choose between the two passes (push/slap) and explain simply why. Begin to use stick to mark a player from the side line causing them difficulty.</p>	<p><u>Invasion/ territory games</u> <b>Target games</b> Off-site PE <b>Archery</b> Begin to explore and develop skills in balance and coordination, accuracy, precision, perception of depth, arrow drawing and handling and arrow nocking.</p>	<p><b>Net and ball games</b> Off- site PE <b>Table cricket</b> To apply with consistency standard cricket rules in a variety of different styles of games</p>	<p><b>Target games</b> <b>Off-site PE</b> <b>Boccia and NAK</b> Consistency of all shot types Demonstrate highest level of control of pace, line, trajectory. Highest consistency of technical process execution. Highly effective ball delivery to cover the court.</p>	<p><b>Outdoor adventures</b> Off-site PE <b>Orienteering</b> Orientate themselves with confidence and accurately around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p>	<p><b>Net and ball games</b> Off- site PE <b>Tennis</b> Move in a variety of directions when hitting a ball, hit/bounce ball to a partner with control, move to hit a ball in game in forehand position, move into position to hit a ball with backhand. Begin to choose which shot it best in a game and serve diagonally under/overarm in a game of mini tennis.</p>
<p><b>PSHCE</b></p>	<p><b>Jigsaw PSHCE</b> <u>Being Me in My World</u> Who am I and how do I fit?</p>	<p><b>Jigsaw PSHCE</b> <u>Celebrating Difference</u> Respect for similarity and difference. Anti-bullying and being unique.</p>	<p><b>Jigsaw PSHCE</b> <u>Dreams and Goals</u> Aspirations, how to achieve goals and understanding the emotions that go with this.</p>	<p><b>Jigsaw PSHCE</b> <u>Healthy Me</u> Being and keeping safe and healthy.</p>	<p><b>Jigsaw PSHCE</b> <u>Relationships</u> Building positive, healthy relationships.</p>	<p><b>Jigsaw PSHCE</b> <u>Changing Me</u> Coping positively with change.</p>

Semi-Formal Long-Term Plan – Elm (2024-25)

<b>RE</b>	<b>Christianity</b> – Harvest <b>Judaism</b> – Hanukkah <b>Christianity</b> – Christmas	<b>Multi-Religion Study</b> – Death and the after life <b>Christianity</b> – The Easter Story	<b>Islam</b> – Beliefs, Ramadan & Eid <b>Christianity</b> – Stories from the bible
<b>Futures (Careers) /Work Experience</b>	<b>OCR Life and Living Skills</b> Year 11 Entry Level 3 N13 Carrying out tasks at work  Year 10 Entry Level 2 N06 Participating in Routine Tasks at Work	<b>OCR Life and Living Skills</b> Year 11 Entry Level 3 N14 Completing a job application form  Year 10 Entry Level 2 N11 Developing Job search skills	Preparation for work Identify suitable job roles  Preparation for moving on Transition to college and work