

Ravenswood School Curriculum 'Dream, Achieve, Believe'

P16 Formal Learners (Entry 1-3) Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>English</b></p>	<p>Informal and Formal Language  (including Speaking and Listening)  PAF-purpose, audience, format  Where would you find formal/informal text  Recognising informal/formal language features  Write formal/informal</p>	<p>Reading and Writing Skills through Text  <i>Bicycle Blues</i>  Learners will read the book as a class and answer Who, What, Where, Why and when questions.  predicting what may happen next.  Describing main characters and writing a 'what happens next story</p>	<p>Planning a Party  Students create a plan for their dream birthday party.  Recap informal/formal language. Students to research a venue using the internet to find key information. Create a playlist with accurate punctuation. Look into persuasive text.</p>	<p>Reading and Writing Skills through Text  <i>Billy the Kid</i>  <i>Revision for Functional Skills exam</i>  Learners will read the book as a class and answer Who, What, Where, Why and when questions.  Find examples of image, title, author and font.  Identify favourite characters and give reasons.  Make predictions based on what they have read.  Learners this term will also be taking part in their Work Experience.</p>		<p>Performance Poetry  Introduce students to performance poetry and some performance poets. Listen to a range of poetry. Sonnet, limericks etc. Learners identify which they enjoy/don't enjoy. Students write their own poems. How can we use our voice to emphasise certain things.</p>

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	letters/emails					
<b>Functional Phonics</b>	personal details-name, allergens, parents names	Road safety Identify where it is safe to cross and where it is not. Identify different types of crossings.	food vocab-menus Reading menus and identifying favourite food and drinks. Practice ordering food and drink.	Vocab linked to WEX Practice writing the days of the week. Write sentences asking questions about the school day using time and lessons. Match job titles to their description. Read, identify and write modes of transport for work.	vocab linked to their interests Match pictures to the correct subject verb object sentence. Match unfamiliar words with descriptions. Write about your interest. Fill in forms for clubs they would like to join. Fill in forms containing their personal details.	Tv shows/ Cinema Listings Identify genres of films for example, funny, scary Write sentences using adjectives about favourite films. Look at cinema listings and locate key information. Express opinions.

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<p><b>Maths</b></p>	<p><b>RUCSAC</b>  <b><u>The four Operations.</u></b>                  Add and subtract two-digit then three-digit numbers.                  Multiply two-digit whole numbers by single-digit and double-digit whole numbers.                  Divide three-digit whole numbers by single and double-digit whole numbers and express remainders.</p> <p>Money – Recap and links with Four Operations  <b><u>Money</u></b>                  Recognise coins and notes.                  Calculate with money using decimal notation and express</p>	<p><b><u>Shape</u></b>                  Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres.                  Describe and sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles and angles, including in rectangles and triangles.</p> <p><b><u>Position</u></b> (E2 and E3 only).                  Use appropriate positional vocabulary to describe position and direction,</p>	<p><b><u>Fractions, Decimals and Percentages.</u></b>                  Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes.                  Read, write, order and compare common fractions and mixed numbers.                  Read, write and use decimals up to two decimal places.</p> <p>Money – Recap and links with F.D.P.  <b><u>Money</u></b>                  Recognise coins and notes.                  Calculate with money using decimal notation</p>	<p><b><u>Time</u></b>                  (E2 and E3 only)                  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. Read time from analogue and 24-hour digital clocks in hours and minutes  <b><u>Units and Measures</u></b>                  (Continue in Term 5)                  Describe and make comparisons between</p>	<p><b><u>Units and Measures</u></b>                  (Continued from Term 4).                  Describe and make comparisons between measures of items including size, length, width, height, weight and capacity. Use metric measure of length including millimetres, centimetres, metres and kilometres. Use measures of weight, including grams and kilograms. Use measures of capacity, including millilitres and</p>	<p><b><u>Time and Money</u></b> in Practical situations. Personal finance. Projects giving opportunities to explore personal budgeting including, calculating income, expenditure, decimals and percentages.</p> <p><b><u>Exams.</u></b></p>
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	<p>money correctly in writing in pounds and pence.</p> <p><b><u>Number Basics</u></b> Count reliably up to 100 items. Read, write, order and compare items up to 200, then 1000.</p> <p><b><u>Sequences</u></b> (E2 and E3 only). Recognise and sequence odd and even numbers up to 100. Recognise and continue linear sequences of numbers up to 100. Recognise and continue sequences that involve decimals.</p>	<p>including eight compass points and including full/half/quarter turns.</p>	<p>and express money correctly in writing in pounds and pence.</p> <p><b><u>Handling Data</u></b> Read numerical information from lists. Sort and classify objects using a single criterion. Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts.</p> <p><b><u>Sorting</u></b> (E2) Sort and classify objects using two criteria.</p>	<p>measures of items including size, length, width, height, weight and capacity. Use metric measure of length including millimetres, centimetres, metres and kilometres. Use measures of weight, including grams and kilograms. Use measures of capacity, including millilitres and litre.</p> <p><i>P16 WORK EXPERIENCE 2 WEEKS</i></p>	<p>litre.</p> <p><b><u>Approximating and Rounding.</u></b> Approximate by rounding to the nearest 10. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <p>Revision, Past papers In prep for T6 exams</p>	
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<p><b>PSHCE</b></p>	<p><b>SELF ESTEEM AND PERSONAL QUALITIES (Entry)</b> (AQA 71165)</p> <p>Students will learn what self-esteem is and why this could be positive and negative. They will identify strategies to improve their own self-esteem.</p>	<p><b>INTRODUCTION TO DIFFERENT CULTURES (Entry)</b> (AQA 72069)</p> <p>Students will learn what culture means. Find out about cultural aspects of a chosen country and cook and try some regional food.</p>	<p><b>BASIC HOUSEHOLD CLEANING (Entry)</b> AQA 70301</p> <p>Students will learn the importance of keeping their home clean. They will carry out a range of different cleaning tasks.</p>	<p><b>INTRODUCTION TO FIRST AID (SESSION 1) (Entry)</b> (AQA 74307)</p> <p>Students will learn about basic first aid they can use at home and in the community including making an emergency call and carrying out hands-on CPR.</p>	<p><b>INTERVIEW TECHNIQUES (Entry)</b> (AQA 75463)</p> <p>Students will learn about what to expect in a job interview. They will plan and prepare for a mock interview.</p>
<p><b>Computing</b></p>	<p>72210 ENTERING BASIC DATA IN EXCEL</p> <p>Students identify aspects of spreadsheets and use them to</p>	<p>76197 BASIC CODING AND PROGRAMMING</p> <p>Students use programming apps on an iPad to complete challenges that will test the skills they have learnt</p>	<p>11052 ICT: USING THE INTERNET</p> <p>Students will discuss how to stay safe online and give specific ways of staying safe</p>	<p>111531 TAKING PART IN CREATING AND HOLDING AN ART EXHIBITION</p> <p>Over two terms, students will plan, create advertise and run a show in the wider community or at school.</p>	<p>79159 SENDING AN EMAIL</p> <p>Students will practise sending and receiving</p>

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	create results which they then discuss and answer questions with.	at school.			emails. Understanding informal for leisure and formal for work related emails.
<b>Careers / Employability</b>	<p>Working with Others – learners will recognise and learn how to work with others. Set ground rules to follow and set targets to achieve.</p> <p>Exploring Job Opportunities - PF</p>	<p>Customer Service – learners will learn about good and bad customer service. Identify good and bad customer service they have experienced and how to deliver good customer service. This will give the learners the appropriate skills for a customer-based role.</p> <p>Learning Through WEX - PF</p>	<p>First Aid</p> <p>Identify relevant dangers to self or a casualty in a given situation.</p> <p>Practice how to make a phone call to the emergency services by providing relevant information.</p> <p>Practice CPR on resus manikin.</p> <p>Recognise and practice the recovery</p>	<p>Interview Skills</p> <p>Produce questions of what you might be asked at an interview.</p> <p>Recognise negative and positive body language.</p> <p>Recognise appropriate interview clothing.</p> <p>Take part in a mock interview.</p>	

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					position. Look at the contents of a first aid box and recognise what each item is for.	
<b>Independence</b>	<p>Healthy Living</p> <p>Recognise healthy food and the importance of living a healthy lifestyle. Learn about the different food groups.</p>	<p>Individual Rights &amp; Responsibilities</p> <p>Learn about human rights. Who we can contact if they have been breached. Learn about the responsibilities we have whilst a member of the local community.</p>	<p>Parenting Awareness</p> <p>Students will learn about the demands of having a baby and how it can affect you physically and emotionally. Research and find local support groups for new parents. Take part in a 24hr flour baby project. Identify the needs of a baby and recognise unsafe situations.</p>	<p>Using Technology in the Home &amp; Community</p> <p>Identify how and where technology is used in the local community and at home. Research into the advantages and disadvantages of technology. Demonstrate safe practice of technology.</p>		<p>Collate portfolio for Moderation</p> <p>Finish any incomplete work and collate work for moderation.</p>
<b>PE</b>	Sports	Sports	Sports leadership	Sports	Sports leadership	Sports

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	<p>leadership AQA</p> <p>Entry level: 72082 developing leadership in sport</p> <p>Level 1: 111888 exposure to a new leadership</p>	<p>leadership AQA</p> <p>Entry level: 72082 developing leadership in sport</p> <p>Level 1: 111888 exposure to a new leadership</p>	<p>AQA</p> <p>Entry level: 112328 demonstrating leadership skills</p> <p>Level 1: 105573 introduction to leading a sports session</p>	<p>leadership AQA</p> <p>Entry level: 112328 demonstrating leadership skills</p> <p>Level 1: 105573 introduction to leading a sports session</p>	<p>AQA</p> <p>Entry level: 92311 leadership</p> <p>Level 1: 743224</p> <p>Leadership skills in working with children</p>	<p>leadership AQA</p> <p>Entry level: 92311 leadership</p> <p>Level 1: 743224</p> <p>Leadership skills in working with children</p>
<b>Sports Leadership</b>	AQA 72082 Developing leadership in sport		AQA 112328 Demonstrating leadership skills		AQA 92311 Leadership	
<b>Travel Training</b>	Pupils work towards individual targets for travel training over the year to develop road safety, awareness and independence to get from one place to another.					
<b>RE</b>	Post 16 plan three RE days throughout the year where they find out about different religions. E.g. visiting a Mosque					



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Year B- Formal Learners P16	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p>Reading and Writing Skills through Text</p> <p><i>Shadow on the Stairs</i></p> <p>Learners will read the book as a class and answer Who, What, Where, Why and when questions.</p> <p>Cover genre and predicting what may happen next.</p> <p>Describing main characters and writing a 'what happens next</p>	<p>Inference and deduction skills</p> <p>What is inference and deduction</p> <p>When would we infer something?</p> <p>Role play to identify what people are inferring.</p>	<p>Planning a weekend in London</p> <p>Research London</p> <p>Informal and formal language.</p> <p>Write an email to book a hotel</p> <p>Positive and negative reviews</p> <p>Persuasive writing</p> <p>Create a presentation</p> <p>Write a review of a pretend trip to London.</p>	<p>Reading and Writing Skills through Text</p> <p><i>Alligator (playscript)</i></p> <p>Revision for Functional Skills exam</p> <p>Find examples of title, author, text etc.</p> <p>What is a playscript and how is it different to a book?</p> <p>Read and answer comprehension questions</p> <p>Draw and describe the main characters.</p> <p>Write a what happens next story.</p>		<p>Persuasive language</p> <p>What is persuasive language and when would we use it.</p> <p>Write a piece of persuasive text.</p> <p>Class debate to persuade others their point of view is right..</p> <p>Look at advertisements and identify language being used to persuade.</p>

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	story'					
<b>Functional Phonics</b>	<p>Instructions-verbs</p> <p>Understand simple subject verb sentences such as "man running." Match the correct sentences to pictures.</p> <p>Label pictures with sentences such as "man running" ensuring lower case letters are formed correctly relative to one another most of the time.</p> <p>Read a list of sporting words containing the</p>	<p>shop vocab-finding food in a shop</p> <p>Label foods into correct categories</p> <p>Match food to pictures e.g., toothpaste.</p> <p>Similarities and differences between household product</p> <p>Answer who questions</p>	<p>safe in school/college/work</p> <p>Write names of familiar staff and students.</p> <p>Write sentences about places they like around school.</p> <p>Listen to school rules and repeat them back.</p> <p>Write handwashing instructions</p> <p>Identify injuries that will require first aid from a member of staff.</p>	<p>vocab linked to job aspiration</p> <p>Answer 'who,what' questions about different jobs</p> <p>Write sentences about jobs they might like to do</p> <p>Identify where they might like to work</p> <p>Write about what they would spend their money on.</p> <p>Fill in a job application.</p>	<p>safe in community-getting help-police, customer services, fire, ambulance</p> <p>Identify who they can and shouldn't talk to when out in the local community.</p> <p>Write about what to do in an emergency situation</p> <p>Knows the numbers for emergency services and personal details.</p>	<p>doctor / medical vocab</p> <p>Be able to write their full name with capital letters.</p> <p>Fill in a medical form using person details.</p> <p>Label areas of the body</p> <p>Read and understand different medical professions.</p> <p>Read medical bottles identifying use by date, dosage etc.</p>

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	<p>suffix –ing. E.g. running, jumping, hopping, throwing etc.</p> <p>Read cooking instructions Describe what's in a given picture</p>					
<b>Maths</b>	<p>RUCSAC</p> <p><b><u>The four Operations.</u></b> Read, write, order and compare numbers up to 20. Add and subtract two-digit then three-digit numbers. Multiply two-digit whole numbers by single-digit and double-digit whole numbers. Divide three-digit whole numbers by single and</p>	<p><b><u>Shape</u></b> Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres. Describe and Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles and</p>	<p><b><u>Handling Data</u></b> Read numerical information from lists. Sort and classify objects using a single criterion. Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts. <b><u>Sorting</u></b> (E2 only) Sort and classify objects using two criteria.</p>	<p><b><u>Time</u></b> (E2 and E3 only) 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. Read time from analogue and 24-hour digital clocks in hours and minutes</p>	<p><b><u>Units and Measures</u></b> (Continued from Term 4) <b><u>Fractions, Decimals and Percentages.</u></b> Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes. Read, write, order and compare common fractions and mixed numbers. Read, write and use decimals up</p>	<p><b><u>Time and Money</u></b> in Practical situations. Personal finance. Projects giving opportunities to explore personal budgeting including, calculating income, expenditure, decimals and percentages.</p>

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	<p>double-digit whole numbers and express remainders.</p> <p><b><u>Number Basics</u></b> Count reliably up to 20 items then, up to 100 items. Read, write, order and compare items up to 200, then 1000.</p> <p><b><u>Approximating and Rounding.</u></b> Approximate by rounding to the nearest 10. Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results.</p> <p><b><u>Sequences</u></b> (E2 and E3 only).</p>	<p>angles, including in rectangles and triangles.</p> <p><b><u>Position</u></b> (E2 and E3 only). Use appropriate positional vocabulary to describe position and direction, including eight compass points and including full/half/quarter turns.</p> <p><b><u>Money</u></b> Recognise coins and notes. Calculate with money using decimal notation and express money correctly in writing in pounds and pence.</p>		<p><b><u>Units and Measures</u></b> Describe and make comparisons between measures of items including size, length, width, height, weight and capacity. Use metric measure of length including millimetres, centimetres, metres and kilometres. Use measures of weight, including grams and kilograms. Use measures of capacity, including millilitres and litre.</p>	<p>to two decimal places.</p> <p>Revision, Past papers In prep for T6 exams</p>	<p><b><u>Exams.</u></b></p>
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	Recognise and sequence odd and even numbers up to 100. Recognise and continue linear sequences of numbers up to 100. Recognise and continue sequences that involve decimals.			P16 WORK EXPERIENCE 2 WEEKS		
<b>PSHCE</b>	<p><b>INTRODUCTION TO MANAGING STRESS (Entry)</b> (AQA 108277)</p> <p>Students will be able to say what makes them stressed and the consequences of this. They will learn strategies to relieve their own stress in everyday situations.</p>	<p><b>TYPES OF RELATIONSHIP AND THEIR IMPORTANCE (Entry)</b> (AQA 72251)</p> <p>Students will learn about types of relationships they have and will have in the future. They will consider what</p>	<p><b>ASPECTS OF LIVING INDEPENDENTLY (Entry)</b> (P16KJ &amp; P16RM) (AQA 92391)</p> <p>Students will consider the benefits of living on their own and with others. They will research the costs and responsibilities involved in running their own home.</p>		<p><b>BUILDING RESILIENCE IN OWN LIFE (Entry)</b> (AQA 74754)</p> <p>Students will understand what it means to be resilient. They will identify their own aspirations and ways they can meet their goals in the</p>	<p><b>AWARENESS OF PEER PRESSURE AND PEER INFLUENCE (Entry)</b> (P16KJ &amp; P16RM) (AQA 75324)</p> <p>Students will learn about peer pressure, including scenarios</p>

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		<p>makes a healthy relationship and how to express their own needs.</p>			<p>future.</p>	<p>where it can have negative and positive consequences.</p>
<p><b>Computing</b></p>	<p>113444 MEDIA: CREATING A COMIC BOOK (UNIT 2)</p> <p>Students will create and publish their own book using a range of media skills.</p>	<p>93116 CREATING A BLOG</p> <p>Students understand the risk of online posting and how to create a safe, positive online identity.</p>	<p>112243 INTERNET AND SOCIAL MEDIA SAFETY</p> <p>Students discuss specific examples of how to be safe online, which organizations they can contact if they feel unsafe. They also learn and explain kind internet etiquette.</p>	<p>71639 PROGRAMMING WITH SCRATCH (UNIT 7)</p> <p>Over two terms, students create a fully working game using scratch. They will need all the skills they have learnt during their time at school to produce working, tested games.</p>	<p>71639 PROGRAMMING WITH SCRATCH (UNIT 7)</p> <p>Over two terms, students create a fully working game using scratch. They will need all the skills they have learnt during their time at school to produce working, tested games.</p>	<p>113536 CREATING A SIMPLE DATABASE</p> <p>Students create a simple database that links with the school or the wider community to collect and analyze data.</p>
<p><b>Careers / Employability</b></p>	<p>Maintaining work standards-RM</p> <p><b>Understand time keeping and attendance requirements</b></p>		<p>Communicating with others at work-RM</p> <p><b>CWOE2.1 Understand how people</b></p>		<p>Review of WEX</p>	<p>Visiting Differing Job Opportunities</p>

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	<p>Describe good timekeeping</p> <p>Describe good attendance</p> <p>State the requirements for timekeeping and attendance in your own organisation</p> <p>Describe what to do if you are late or unable to attend</p> <p><b>Be able to complete activities to the required standard</b></p> <p>Identify the standard required for a given activity in terms of quality and timescale</p> <p>Follow steps to complete the activity to the required standard</p> <p>Follow safety procedures when carrying out the activity</p> <p>Use help if needed</p> <p>Exploring Job Opportunities - PF</p>	<p><b>communicate in the workplace</b></p> <p>Give examples of the types of information people communicate in the workplace</p> <p>Give examples of the ways that people communicate in the workplace</p> <p><b>Be able to take an active part in exchanges about straightforward work topics</b></p> <p>Identify the main points of short explanations/instructions</p> <p>Make clear and appropriate contributions to exchanges</p> <p>ask relevant questions</p> <p>Respond appropriately to straightforward questions</p> <p>Learning Through Work Experience - PF</p>	<p>First Aid</p>	<p>Interview Techniques</p>
<p><b>Independence</b></p>	<p>Making the Most of Leisure Time</p> <p><b>Demonstrate an awareness of how you make use of your own</b></p>	<p>Working as a Group</p> <p><b>Demonstrate an awareness of how to work with others in appropriate</b></p>	<p>Managing Own Money</p>	<p>Collate portfolio for moderation</p>

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	<p><b>leisure time</b></p> <p>Identify an activity you take part in</p> <p>Identify the benefits to yourself of taking part in this activity</p> <p><b>Be able to take part in leisure activities</b></p> <p>Take part in an activity that you find relaxing</p> <p>Take part in an activity that you find challenging</p> <p><b>Demonstrate an awareness of your likes and dislikes about different activities</b></p> <p>Identify what you liked about the activities</p> <p>Identify what you did not like about the activities</p>		<p><b>ways</b></p> <p>Participate in setting ground rules for working with others</p> <p>Relate basic information about the work to be carried out</p> <p>Identify your role in the group</p> <p><b>Be able to demonstrate working as part of a group</b></p> <p>Carry out given tasks when working with others</p> <p>Ask for or offer help when required</p> <p>Identify what went well and what went less well</p>			
<b>PE</b>	<p>Sports leadership AQA</p> <p>Entry level: 110139</p>	<p>Sports leadership AQA</p> <p>Entry level: 110139</p>	<p>Sports leadership AQA</p> <p>Entry level: 77409 communication and</p>	<p>Sports leadership AQA</p> <p>Entry level: 77409</p>	<p>Sports leadership AQA</p> <p>Entry level: 1105512</p>	<p>Sports leadership AQA</p> <p>Entry level: 77409</p>



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	leadership in sport Level 1: 89883 Leadership in sport	leadership in sport Level 1: 89883 Leadership in sport	leadership Level 1: 84862 Leadership skills	communication and leadership Level 1: 84862 Leadership skills	becoming a younger leader unit 1 Level 1: 70940 student Leadership	communication and leadership Level 1: 84862 Leadership skills
<b>Sports Leadership</b>	AQA 110139 Leadership in sport		AQA 77409 Communication and Leadership skills		AQA 110512 Becoming a young leader unit 1	
<b>Travel Training</b>	Pupils work towards individual targets for travel training over the year to develop road safety, awareness and independence to get from one place to another.					
<b>RE</b>	Post 16 plan three RE days throughout the year on non college days where they find out about different religions. E.g. visiting a Mosque					