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| ENTRY ONE,TWO AND THREE: AUTUMN TERM | | | | | |
| Topic/ Unit | Learning objectives | Activity / methodology | AC | Resources | Equality and Diversity / and Risk Assessment notes |
| **Personal Progress**  Unit 11 = 3 credits  Developing Independent Living Skills | **By the end of the Unit students will be able to:**   * Take part in making choices about aspects of their own life * Take part in decision-making about how they spend their time   **Assessment mode?**   * Targeted Q&A * Discussion of the course requirements. * Written answers to open questions. | **Starter**:  **Discussion:**  **Main activity**:   * vocalising or gesturing in response to a person, object or event to indicate like or dislike * indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity) * using actions, gestures or single words to indicate choice between two given options  listening to options communicated by others  identifying two options that they might take in a given situation (share a room/have own room)  speak or otherwise communicate to indicate a choice from options The choices should relate as far as possible to lifestyle and should range from the very simple to the more complex (e.g. about where to live, who to live with, how much support they need, how to spend their money) according to the stage on the Achievement Continuum at which the learner is workingvocalising or gesturing in response to a person, object or event to indicate like or dislike  showing consistent preferences (e.g. for a type of music or a particular texture)  indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)  requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)  using actions, gestures or single words to indicate choice between two given options (e.g. a trip to the shops or to the cinema)  listening to options communicated by others  identifying two options that they might take in a given situation (e.g. stay at home or go to a swimming session at the leisure centre)  speaking or otherwise communicating to indicate a choice from options which they have identified themselves (e.g. go with one friend to the pub rather than to a restaurant with a group of friends) The decisions should relate as far as possible to how the learners spend their time and should range from the very simple to the more complex (e.g. about learning options, using community facilities, involving others or doing something alone) according to the stage on the Achievement Continuum at which the learner is working.   **Plenary**:  **Activity**: | 1.1  2.1 |  | Ensure that the possible choices can be accessible to everyone in the group. Especially because there are new students.  Literacy support for students identified with dyslexia.  Ensure all resources are at least font size 16 and in comic sans.  Multi sensory learning throughout. |
| **Personal Progress**  Unit 10  = 3 credits  Understanding What Money is used for | **By the end of the Unit students will be able to:**       **Assessment mode?**   * Targeted Q&A * Discussion of the course requirements.   Written answers to open questions. | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | If we were out walking around the college site, would we have to modify our route if someone was a wheelchair user?  If using the college, shopping etc check the lift works.  Multi sensory learning throughout. |
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| **Entry 2**  Unit 1  = 2 credits  Working Towards Goals | **By the end of the Unit students will be able to:**       **Assessment mode?**   * Targeted Q&A * Discussion of the course requirements.   Written answers to open questions. | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | How would a person who was blind know there was a creek filled with water on the route of a college walk?  How would someone who is blind know if a football was coming towards them? |

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| **Entry 2** Unit 10 = 2 credits  Managing Own Money | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Religious/ family consideration?  Literacy support for students identified with dyslexia.  Ensure all resources are at least font size 16 and in comic sans. |
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| **Entry 3** Unit 11 = 2 credits  Working Towards Goals | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Are there organizations and charities that can help?  Literacy support for students identified with dyslexia. |
| **Entry 3** Unit 20 = 2 credits  Managing Own Money | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | How could we change this traffic light system so a person who was blind…. would be able to tell if a food was high in salt, fat or sugar for example?  Literacy support for students identified with dyslexia.  Multi sensory learning throughout. |

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| Topic | Learning objectives | Activity / methodology | AC | Resources | Equality and Diversity / and Risk Assessment notes |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | How would someone who is deaf be able to listen to the music and dance?  Some students with cerebral palsy may need to have regular breaks.  Some students may be reluctant to do dance as it is not on their timetable. Make sure they are reminded of the changes by their tutor. |
| ***Half term*** | | | | | |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  | Completed and approved risk assessment for walk.  Radio, wheelchairs, car driver on standby if needed. | The completed practice walks around the college site will have enabled the teacher to assess ability and road safety awareness.  Ensure regular breaks by stopping and asking questions throughout walk. |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Ensure that everyone can access photos on the VLE and knows how to download photos.  Save photos on memory stick to upload onto student desktop if VLE is not working.  Literacy support for students identified with dyslexia. |
| Topic | Learning objectives | Activity / methodology | AC | Resources | Equality and Diversity / notes |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Multi sensory learning approach. Literacy support as required. |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  |  |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Multi sensory learning approach. Literacy support as required |

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| Topic | Learning objectives | Activity / methodology | AC | Resources | Equality and Diversity / and Risk Assessment notes |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  |  |
|  | **By the end of the Unit students will be able to:**  **Assessment mode?**   * Targeted Q&A * Observation of discussion * Written evidence | **Starter**:  **Discussion:**  **Main activity**:  **Plenary**:  **Activity**: |  |  | Literacy support as required. |
| ***Christmas Holidays*** | | | | | |

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| Learning Outcomes | Assessment Criteria | Learning Outcomes | Assessment Criteria |
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