Sixth Form One Curriculum Overview Spring 2 2024

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| **DAY** | **SUBJECT** | **26/02/24** | **04/03/24** | **11/03/24** | **18/03/24** | **25/03/24** |  |  |
| **Monday** | **Key Skills - ICT** | Inset | Use hardware effectively and safely, use switches or touch screen to operate different software or tech items, communicate using technology, e-safety |  |
| **Vocational Studies - enterprise** | Inset | MEP Participating in a mini enterprise project.Easter | MEP Participating in a mini enterprise project.Easter | MEP Participating in a mini enterprise project.Easter | MEP Participating in a mini enterprise project.Easter |  |  |
| **Art** | Inset | NCA Engaging in new creative activities:PrintingString printing/line printing | NCA Engaging in new creative activities:PrintingLine printing | NCA Engaging in new creative activities:PrintingBlock printing (foam) | NCA Engaging in new creative activities:PrintingString/block/line printing  |  |  |
| **Tuesday** | **Community Visit** | **Community visit:**Glebe FarmSocial and money skills  | **Community visit:**Glebe FarmSocial and money skills  | **Community visit:**Glebe FarmSocial and money skills  | **Community visit:**Glebe FarmSocial and money skills  | **Community visit:**Glebe FarmSocial and money skills  |  |  |
| **Vocational Studies**  | Work skills in different groups - Café skills, gardening, recycling, work experience |  |
| **Wednesday** | **Recreation & Leisure: PE** | Hydrotherapy, Sensology, TACPAC, Road safetyVolleyball in College Sports Hall/ seated volleyball and sensory circuits onsite |  |
| **Thursday** | **Daily Living Skills** | **Shop, cook & eat:** **Stir fries with noodles or rice**To prepare dinks safelyTo Prepare snacks/ food safely | **Shop, cook & eat:** **Stir fries with noodles or rice**To prepare dinks safelyTo Prepare snacks/ food safely | **Shop, cook & eat:** **Stir fries with noodles or rice**To prepare dinks safelyTo Prepare snacks/ food safely | **Shop, cook & eat:** **Stir fries with noodles or rice**To prepare dinks safelyTo Prepare snacks/ food safely | **Shop, cook & eat:** **Stir fries with noodles or rice**To prepare dinks safelyTo Prepare snacks/ food safely |  |  |
| **PSHCE** | So Safe: RelationshipsBeing healthyLO: To recognise ways to keep healthyDiet/Exercise/Sleep | So Safe: RelationshipsBeing healthyLO: To recognise ways to keep healthyDiet/Exercise/Sleep | So Safe: RelationshipsBeing healthyLO: To recognise ways to keep healthyDiet/Exercise/Sleep | So Safe: RelationshipsBeing healthyLO: To recognise ways to keep healthyDiet/Exercise/Sleep | So Safe: RelationshipsBeing healthyLO: To recognise ways to keep healthyDiet/Exercise/Sleep |  |  |
| **Friday**  | **Maths** | EMPE1: PositionUnderstanding, following, and using positional language, signs and symbols **Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: ShapeLO: To demonstrate an awareness of shape**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: ShapeLO: To demonstrate an awareness of shape**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: ShapeLO: To demonstrate an awareness of shape**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: ShapeLO: To demonstrate an awareness of shape**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art |  |  |
| **English** | Key Skills: EnglishDWLAE1: Looking and acting the part**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | Key Skills: EnglishDWLAE1: Looking and acting the part**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | Key Skills: EnglishDWLAE1: Looking and acting the part**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | Key Skills: EnglishDWLAE1: Looking and acting the part**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art | Key Skills: EnglishDWLAE1: Looking and acting the part**Sensory group:** Sensoloy, sensory story, sensory trays and sensory art |  |  |
|  | **Tutorials**Upper school assemblyPhonics/ reading sessions. Discuss progress towards targets. Weekly jobs e.g., cleaning common room.Review week’s activities and how they feel about them or select and discuss pieces of work  |  |