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:  Printing  String printing/line printing | | NCA Engaging in new creative activities:  Printing  Line printing | NCA Engaging in new creative activities:  Printing  Block printing (foam) | NCA Engaging in new creative activities:  Printing  String/block/line printing | |  |  |
| **Tuesday** | **Community Visit** | **Community visit:**  Glebe Farm  Social and money skills | **Community visit:**  Glebe Farm  Social and money skills | | **Community visit:**  Glebe Farm  Social and money skills | **Community visit:**  Glebe Farm  Social and money skills | **Community visit:**  Glebe Farm  Social and money skills | |  |  |
| **Vocational Studies** | Work skills in different groups - Café skills, gardening, recycling, work experience | | | | | |  | | |
| **Wednesday** | **Recreation & Leisure: PE** | Hydrotherapy, Sensology, TACPAC, Road safety  Volleyball 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 safely  To Prepare snacks/ food safely | **Shop, cook & eat:**  **Stir fries with noodles or rice**  To prepare dinks safely  To Prepare snacks/ food safely | | **Shop, cook & eat:**  **Stir fries with noodles or rice**  To prepare dinks safely  To Prepare snacks/ food safely | **Shop, cook & eat:**  **Stir fries with noodles or rice**  To prepare dinks safely  To Prepare snacks/ food safely | **Shop, cook & eat:**  **Stir fries with noodles or rice**  To prepare dinks safely  To Prepare snacks/ food safely | |  |  |
| **PSHCE** | So Safe: Relationships  Being healthy  LO: To recognise ways to keep healthy  Diet/Exercise/Sleep | So Safe: Relationships  Being healthy  LO: To recognise ways to keep healthy  Diet/Exercise/Sleep | | So Safe: Relationships  Being healthy  LO: To recognise ways to keep healthy  Diet/Exercise/Sleep | So Safe: Relationships  Being healthy  LO: To recognise ways to keep healthy  Diet/Exercise/Sleep | So Safe: Relationships  Being healthy  LO: To recognise ways to keep healthy  Diet/Exercise/Sleep | |  |  |
| **Friday** | **Maths** | EMPE1: Position  Understanding, following, and using positional language, signs and symbols  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: Shape  LO: To demonstrate an awareness of shape  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | | EMSHE1: Shape  LO: To demonstrate an awareness of shape  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: Shape  LO: To demonstrate an awareness of shape  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | EMSHE1: Shape  LO: To demonstrate an awareness of shape  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | |  |  |
| **English** | Key Skills: English  DWLAE1: Looking and acting the part  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | Key Skills: English  DWLAE1: Looking and acting the part  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | | Key Skills: English  DWLAE1: Looking and acting the part  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | Key Skills: English  DWLAE1: Looking and acting the part  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | Key Skills: English  DWLAE1: Looking and acting the part  **Sensory group:**  Sensoloy, sensory story, sensory trays and sensory art | |  |  |
|  | **Tutorials**  Upper school assembly  Phonics/ 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 | | | | | |  | | |