

Alt bridge Post 16, Year 13 Personal Learning Curriculum Overview

	Band 1 – Higher ability learners Lead – Olivia Lomas	Band 2 – Middle ability learners Lead – Carla Rodgers	Band 1 – Lower ability learners Leads – Carol Michaels and Charlotte Burton.
<u>Learning outcomes and intentions</u>	<ul style="list-style-type: none"> ▪ To prepare learners for the wider world, enabling them to become good citizens. ▪ To develop basic life and living skills which will prepare our learners to live independently. ▪ To embed essential life skills and communication skills requires for employment. ▪ To support learners to develop analytical skills so that they can reflect upon and focus on achieving their personal development in line with outcomes decided in their EHCP. <p><u>Band 1 specific –</u></p> <ul style="list-style-type: none"> ▪ To provide elements of stretch and challenge to higher ability learner. 	<ul style="list-style-type: none"> ▪ To prepare learners for the wider world, enabling them to become good citizens. ▪ To develop basic life and living skills which will prepare our learners to live independently. ▪ To embed essential life skills and communication skills requires for employment. ▪ To support learners to develop analytical skills so that they can reflect upon and focus on achieving their personal development in line with outcomes decided in their EHCP. <p><u>Band 2 specific:</u></p> <ul style="list-style-type: none"> ▪ To enable our learners to gain insights into independent living (with some support.) 	<ul style="list-style-type: none"> ▪ To prepare learners for the wider world, enabling them to become good citizens. ▪ To develop basic life and living skills which will prepare our learners to live independently. ▪ To embed essential life skills and communication skills requires for employment. ▪ To support learners to develop analytical skills so that they can reflect upon and focus on achieving their personal development in line with outcomes decided in their EHCP. <p><u>Band 3 specific:</u></p> <ul style="list-style-type: none"> ▪ To enable our learners to master Essential life skills (with support.)
<u>Course content</u>	<p><u>Autumn Term:</u> (approximately 14 weeks)</p> <p><u>Personal development:</u></p> <ul style="list-style-type: none"> ▪ Individual learning hours - Working on outcomes from EHCP. (These tasks will be unique and individualised to each learner.) ▪ Planning for the future – What do you want for your future? Looking at next steps; celebrating achievements and setting goals and targets. 	<p><u>Autumn Term:</u> (aproximatley14 weeks)</p> <p><u>Independent living skills:</u></p> <ul style="list-style-type: none"> ▪ Food preparation – food safety and hygiene; How to make a basic meals (breakfast, lunch and dinner); how to make hot drinks; following a recipe to prepare a meal; how to clean the kitchen after you have cooked (including washing dishes); how to use a cooker, microwave, kettle, toaster, toasty maker etc. 	<p><u>Autumn Term:</u> (aproximatley14 weeks)</p> <p><u>Communication skills:</u></p> <ul style="list-style-type: none"> ▪ Communicating with others – do you know your personal info? Full name; date of birth; address including postcode; telephone number; email address. Making a phone call (formal and informal phone calls) how to send an email (formal and informal) how to

		<ul style="list-style-type: none"> ▪ Domestic sciences: How to live independently at home – How to use household appliances such as a washing machine/dryer, iron and dishwasher; How to make a bed; how to tidy and organise your space; sewing basics (buttons and small holes); how to fold and put away clothing. (For lower ability learners: how to tie shoe laces, how to dress/wash themselves etc. – this will be unique and individualised to learners in LA band 3.) 	<p>set up an account; how to write a letter (formal and informal.)</p> <ul style="list-style-type: none"> ▪ Keep yourself safe – Online safety; Highway Code; travel safety; stranger danger; keeping safe on a night out/day trip relationships and mental health, risk assessment.
	<p>Spring Term: (approximately 12 weeks)</p> <p>Communication skills:</p> <ul style="list-style-type: none"> ▪ Communicating with others – do you know your personal info? Full name; date of birth; address including postcode; telephone number; email address. Making a phone call (formal and informal phone calls) how to send an email (formal and informal) how to set up an account; how to write a letter (formal and informal.) ▪ Keep yourself safe – Online safety; Highway Code; travel safety; stranger danger; keeping safe on a night out/day trip relationships and mental health, risk assessment. 	<p>Spring Term: (approximately 12 weeks)</p> <p>Personal development:</p> <ul style="list-style-type: none"> ▪ Individual learning hours - Working on outcomes from EHCP. (These tasks will be unique and individualised to each learner.) ▪ Planning for the future – What do you want for your future? Looking at next steps; celebrating achievements and setting goals and targets. 	<p>Spring Term: (approximately 12 weeks)</p> <p>Independent living skills:</p> <ul style="list-style-type: none"> ▪ Food preparation – food safety and hygiene; How to make a basic meals (breakfast, lunch and dinner); how to make hot drinks; following a recipe to prepare a meal; how to clean the kitchen after you have cooked (including washing dishes); how to use a cooker, microwave, kettle, toaster, toasty maker etc. ▪ Domestic sciences: How to live independently at home – How to use household appliances such as a washing machine/dryer, iron and dishwasher; How to make a bed; how to tidy and organise your space; sewing basics (buttons and small holes); how to fold and put away clothing. (For lower ability

			<p>learners: how to tie shoe laces, how to dress/wash themselves etc. – this will be unique and individualised to learners in LA band 3.)</p>
	<p>Summer Term: (approximately 12 weeks) Independent living skills:</p> <ul style="list-style-type: none"> ▪ Food preparation – food safety and hygiene; How to make a basic meals (breakfast, lunch and dinner); how to make hot drinks; following a recipe to prepare a meal; how to clean the kitchen after you have cooked (including washing dishes); how to use a cooker, microwave, kettle, toaster, toasty maker etc. ▪ Domestic sciences: How to live independently at home – How to use household appliances such as a washing machine/dryer, iron and dishwasher; How to make a bed; how to tidy and organise your space; sewing basics (buttons and small holes); how to fold and put away clothing. (For lower ability learners: how to tie shoe laces, how to dress/wash themselves etc. – this will be unique and individualised to learners in LA band 3.) 	<p>Summer Term: (approximately 12 weeks) Communication skills:</p> <ul style="list-style-type: none"> ▪ Communicating with others – do you know your personal info? Full name; date of birth; address including postcode; telephone number; email address. Making a phone call (formal and informal phone calls) how to send an email (formal and informal) how to set up an account; how to write a letter (formal and informal.) ▪ Keep yourself safe – Online safety; Highway Code; travel safety; stranger danger; keeping safe on a night out/day trip relationships and mental health, risk assessment. ▪ 	<p>Summer Term: (approximately 12 weeks) Personal development:</p> <ul style="list-style-type: none"> ▪ Individual learning hours - Working on outcomes from EHCP. (These tasks will be unique and individualised to each learner.) ▪ Planning for the future – What do you want for your future? Looking at next steps; celebrating achievements and setting goals and targets.

<p><u>Prior and future/ Cross curricular links:</u></p>	<p><u>Prior links:</u> - Functional Skills maths and English, PSHE, Citizenship, life and living skills</p> <p><u>Future links:</u> - Functional Skills maths and English. Functional life skills. -Promoting independence and development of key life skills.</p>	<p><u>Prior links:</u> - Functional Skills maths and English, PSHE, Citizenship, life and living skills</p> <p><u>Future links:</u> - Functional Skills maths and English. Functional life skills. -Promoting independence and development of key life skills.</p>	<p><u>Prior links:</u> - Functional Skills maths and English, PSHE, Citizenship, life and living skills</p> <p><u>Future links:</u> - Functional Skills maths and English. Functional life skills. -Promoting independence and development of key life skills.</p>
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Units:

Unit 1: Independent living skills:

- **Food preparation** – food safety and hygiene; How to make a basic meals (breakfast, lunch and dinner); how to make hot drinks; following a recipe to prepare a meal; how to clean the kitchen after you have cooked (including washing dishes); how to use a cooker, microwave, kettle, toaster, toasty maker etc.
- **Domestic sciences: How to live independently at home** – How to use household appliances such as a washing machine/dryer, iron and dishwasher; How to make a bed; how to tidy and organise your space; sewing basics (buttons and small holes); how to fold and put away clothing. (For lower ability learners: how to tie shoe laces, how to dress/wash themselves etc. – this will be unique and individualised to learners in LA band 3.)

Unit 2: Communication skills:

- **Communicating with others** – do you know your personal info? Full name; date of birth; address including postcode; telephone number; email address. Making a phone call (formal and informal phone calls) how to send an email (formal and informal) how to set up an account; how to write a letter (formal and informal.)
- **Keep yourself safe** – Online safety; Highway Code; travel safety; stranger danger; keeping safe on a night out/day trip relationships and mental health, risk assessment.

Unit 3: Personal development:

- **Individual learning hours** - Working on outcomes from EHCP. (These tasks will be unique and individualised to each learner.)
- **Planning for the future** – What do you want for your future? Looking at next steps; celebrating achievements and setting goals and targets.

