

2018/2019

Post 16 Curriculum

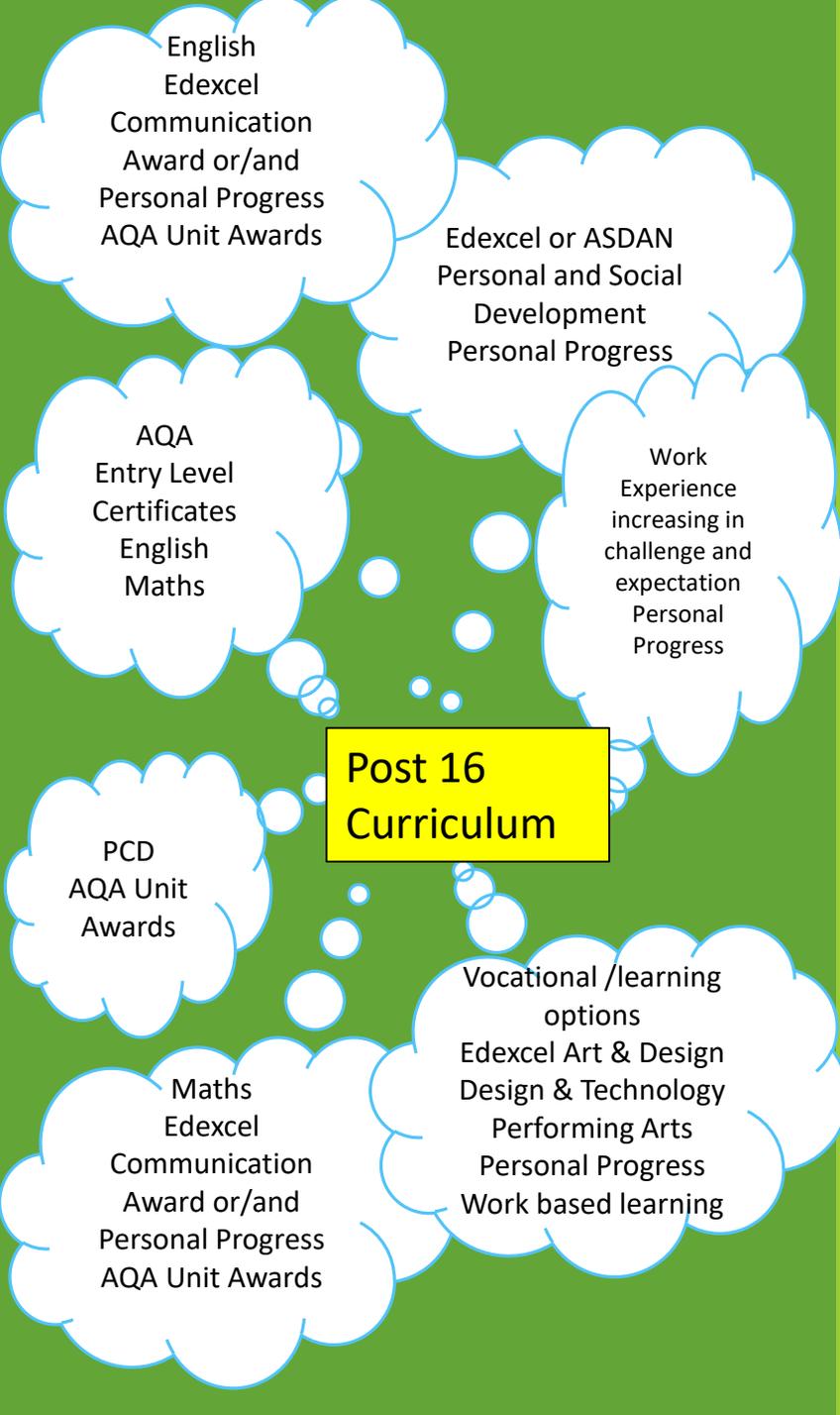
OVERLEY HALL SCHOOL

WELLINGTON

TELFORD

TF6 5HE

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Our post 16 curriculum offers programmes at pre-entry levels, Entry 1-3 and Levels 1 and 2.

Our students are offered personalised learning opportunities and follow programmes tailored to their individual needs and interests.

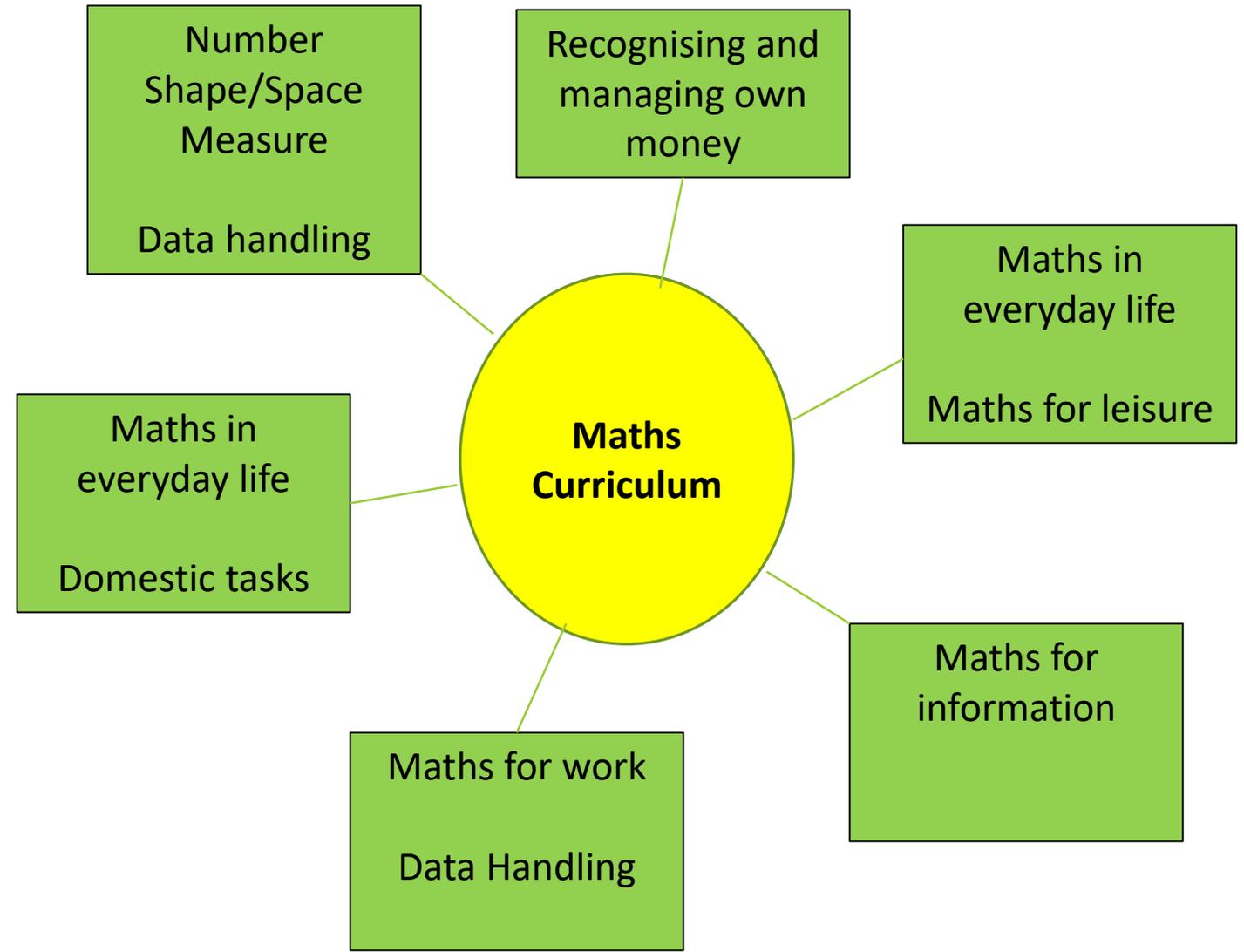
Our learning programmes include:

- Pre entry developmental programmes tailored to develop skills to improve attention, interactive skills, communication and needs dependent
- Personal and Social Developmental Learning
- Vocational Skills linked to Performing Arts, Hospitality, Art & Design, supported by work placement opportunity
- Opportunities to develop subject knowledge and understanding linked to aspiration, strengths and interests
- Community living skills such as shopping, using money, road safety, awareness of danger and signs, learning to use public transport, learning how to access leisure & health/fitness facilities
- Independent thinking
- Functional Literacy and Numeracy
- Physical fitness development
- Active Citizenship programmes
- Careers

Post-16 Maths Curriculum

Baseline assessments are updated three times annually and challenging but realistic targets are set for each student. Maths is taught during PCD sessions and is very much embedded into our PSD, Vocational and work programmes. Students not yet working at Entry level Certificate or Functional Skills level will work towards Personal Progress and/or will work towards achieving AQA Unit Awards. Students will be fully supported to progress. It is hoped that students will progress from:

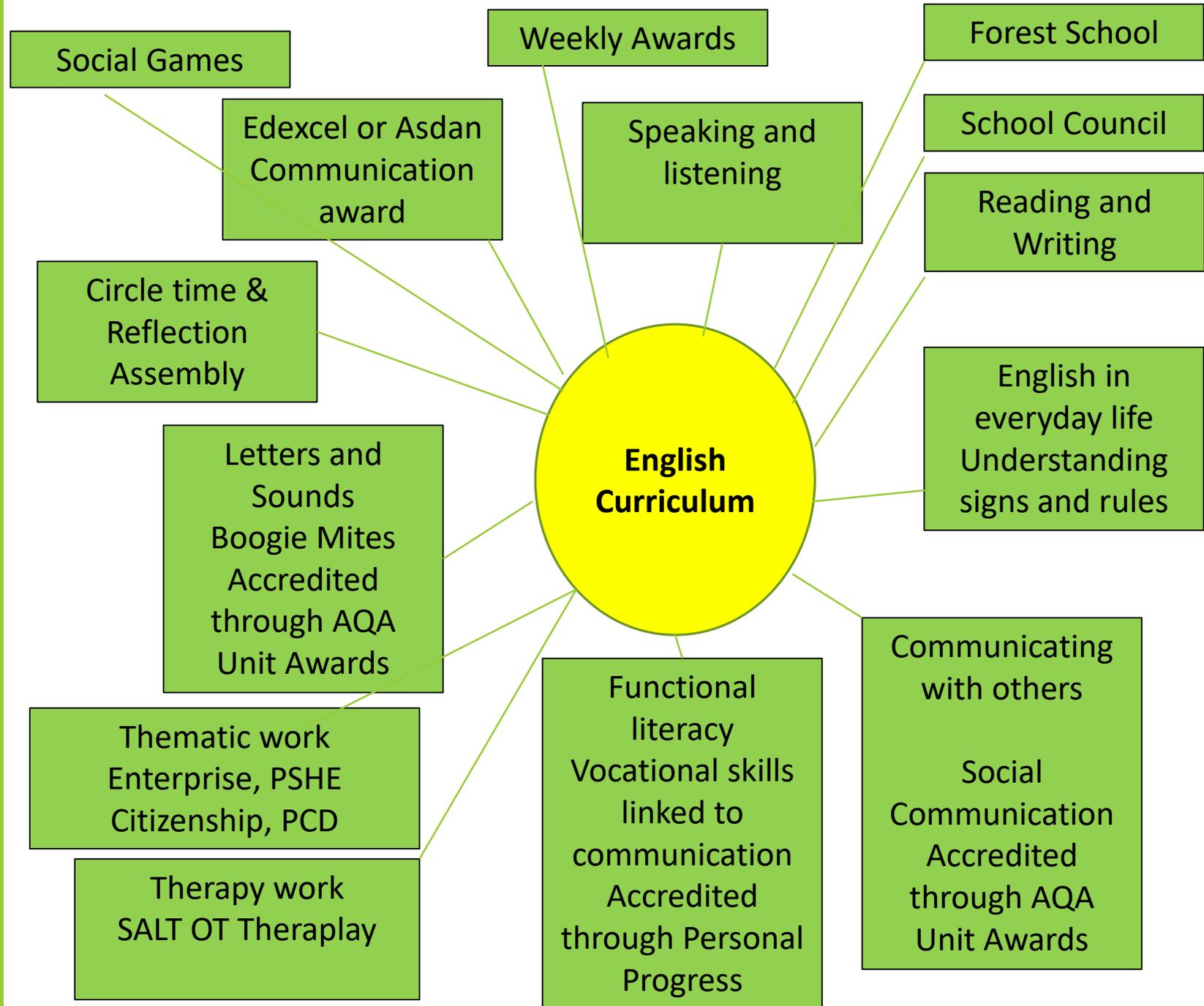
AQA Unit Award to work towards the Maths Award in Personal progress to Functional



Post-16 English Curriculum

Baseline assessments are updated three times annually, measured against P Levels and challenging but realistic targets are set for each student. English is taught during PCD sessions and Communication sessions and young people are taught in groups which enable them to progress well. In addition English is very much embedded into our PSD, Vocational and work programmes.

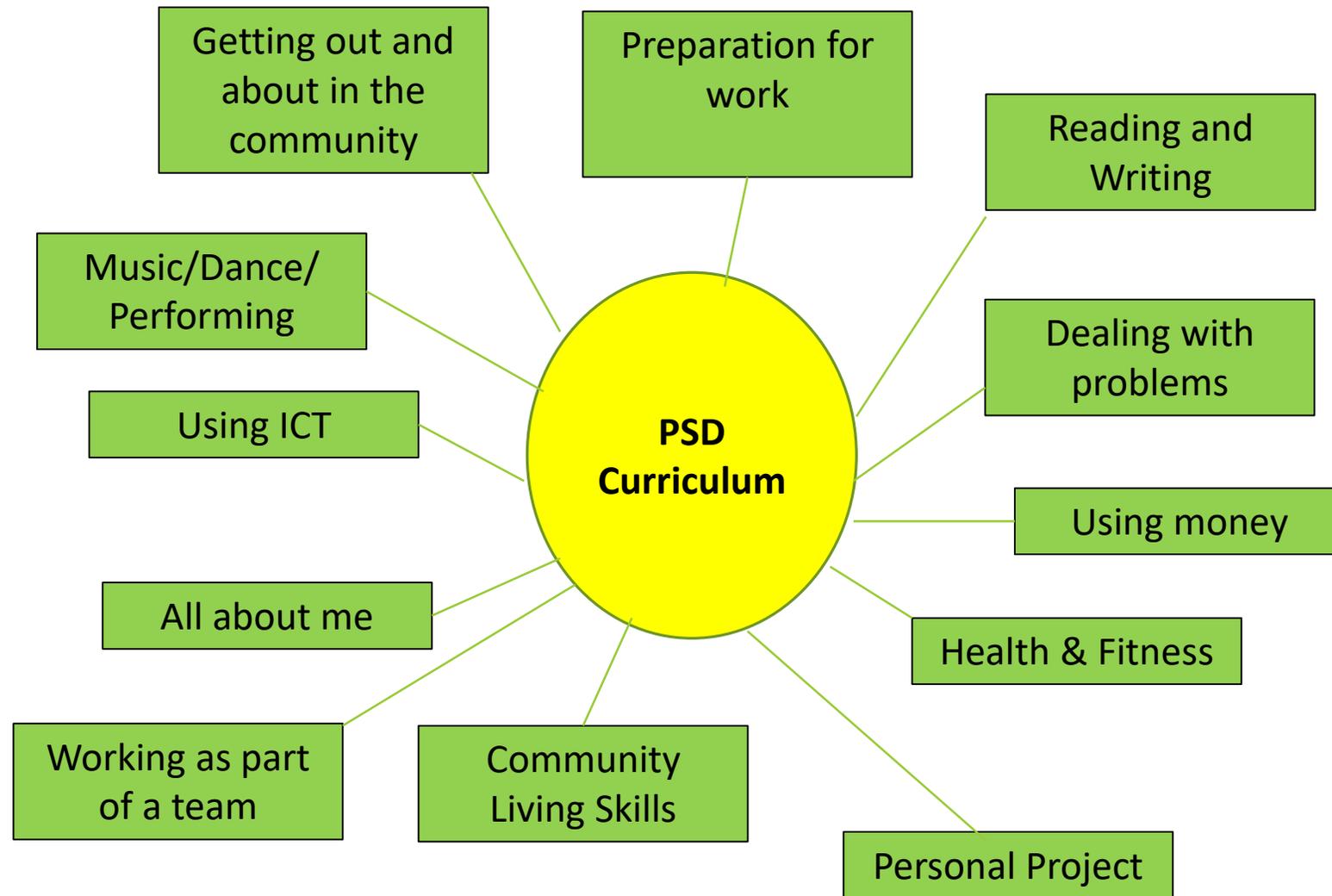
Students not yet working at Entry level Certificate or Functional Skills level will work towards Communication Award and/or will work towards achieving AQA Unit Awards. Students will be fully supported to progress. It is hoped that students will progress from: AQA Unit Award to work towards Communication Award as part of Personal Progress to Functional skills/ ELC/ GCSE.



Post-16 Personal and Social Development (PSD) Curriculum and Personal Progress (PP) Curriculum

Personal Progress is a qualification which enables young people to work towards programmes of learning linked to their aspirations, strengths and needs. It provides opportunity for students to develop their vocational skills, literacy and numeracy skills. The programmes focus on further developing everyday life and community living skills.

Throughout their post 16 studies, students will be working on a wide range of specified units and will build a portfolio of all their work. This will be sent off for external moderation towards the end of their final year and they will be accredited with their PSD and/or PP qualification.

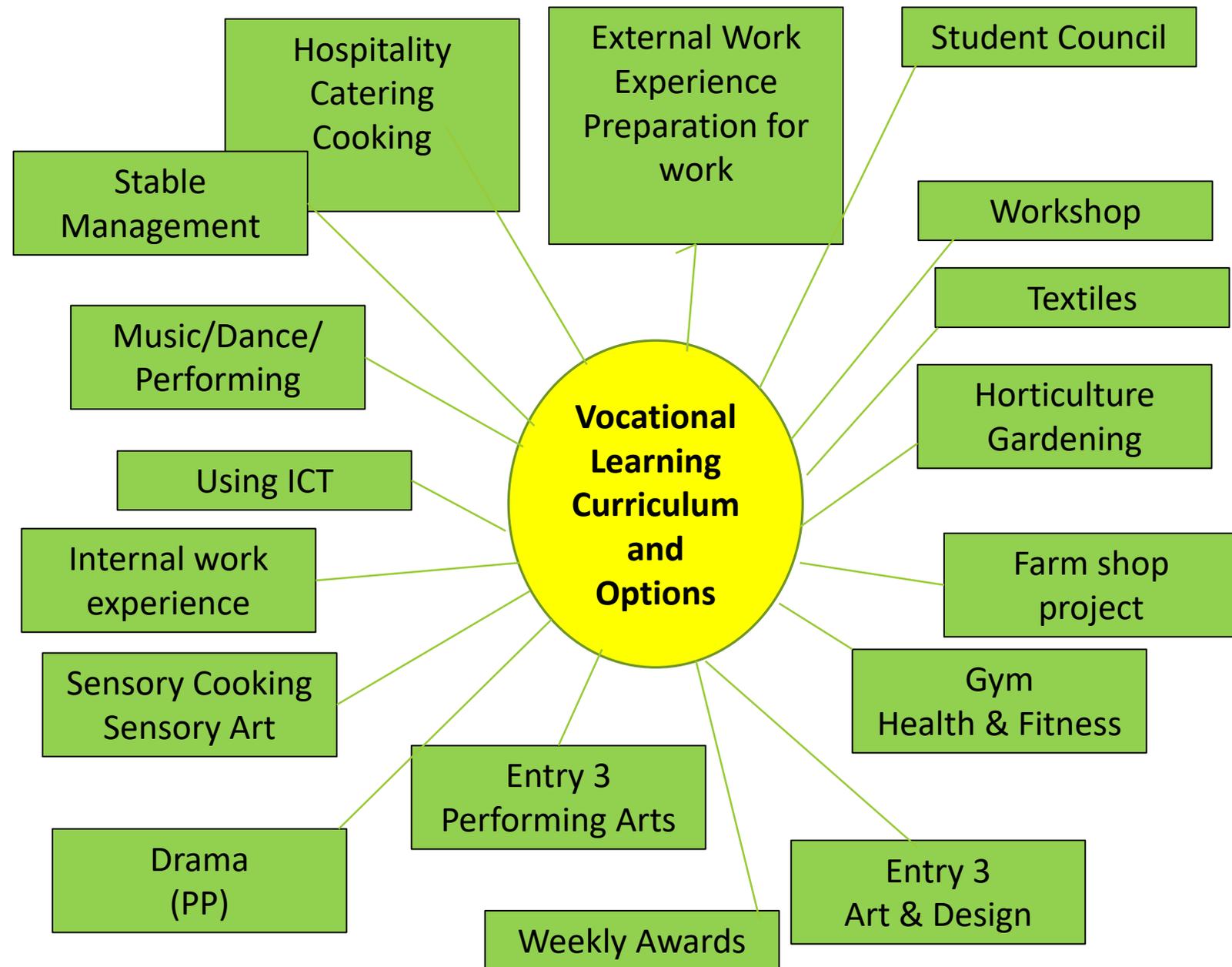


Post-16 Vocational Learning Overview

Our Vocational learning and option programmes aim to provide our students with the opportunity to explore a range of vocational areas and supporting them to further develop their skills and interest.

All students follow a careers programme to introduce them to the world of work and all have opportunity to take part in weekly or fortnightly work experience placements. This may start in-house and as skills develop may extend to external work placements with increasing challenge and expectation.

Students are encouraged to choose which programmes they would like to take part in.



Personal and Social Development (A possible plan)

Autumn Term

Using Technology in the Home and Community

Aim: To encourage students to use technological equipment safely and correctly in the home and in the community.

<p>Entry 1</p> <ul style="list-style-type: none"> Identify technology in the home and at school Demonstrate safe practices when using a piece of technology equipment in your home and at school: computer, photocopiers, scanner ,games consoles etc.
<p>Entry 2</p> <ul style="list-style-type: none"> Identify different situations where technologies is used in your local community Identify how technology is being used in the home and community
<p>Entry 3</p> <ul style="list-style-type: none"> Identify different technologies used in the home and community and for each say what the advantages are and disadvantages Show how you can safely use a variety of different technologies, write a list of safety tips Show that you know what to do if something goes wrong

Spring Term

Working as Part of a Group

Aim: To develop skills to become active contributors when working with others on group activities

<p>Entry 2</p> <p>Students need to plan their tasks before they start, collect evidence of what they do and review what they did. For each group task, students need to identify what went well and what didn't go to plan. They need to:</p> <ul style="list-style-type: none"> Demonstrate an awareness of how to work with others in an appropriate way Participate in setting ground rules fro working with others Identify their role in the group Carry out given tasks when working with others Take part in a group activity to improve the local environment
<p>Entry 3</p> <p>For each group task, students need to identify:</p> <ul style="list-style-type: none"> What went well and what went less well Know how to work with others Review your work with others Identify how you contributed and recognise how you could improve

Summer Term

Preparation for Work

Aim: To encourage students to look at their own skills and qualities in relation to those needed at work

<p>Entry 1</p> <ul style="list-style-type: none"> Students will discuss and record their personal skills and qualities Students will investigate different types of work
<p>Entry 2</p> <p>In addition to the tasks set at Entry 1, at Entry 2 students have to show that:</p> <ul style="list-style-type: none"> They can identify key information needed for such a job role
<p>Entry 3</p> <p>In addition to the tasks set at Entry 1 and Entry 2:</p> <ul style="list-style-type: none"> Students will contribute to work on tasks to help them further develop their identified areas Prepare a CV and/or job application showing their understanding of identifying key personal information needed for a job application

Personal and Social Development (A possible plan)

Autumn Term

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Spring Term

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<p>Entry 3</p> <p>For each group task, students need to identify:</p> <ul style="list-style-type: none"> What went well and what went less well Know how to work with others Review your work with others Identify how you contributed and recognise how you could improve

Summer Term

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<p>Entry 3</p> <p>In addition to the tasks set at Entry 1 and Entry 2:</p> <ul style="list-style-type: none"> Students will contribute to work on tasks to help them further develop their identified areas Prepare a CV and/or job application showing their understanding of identifying key personal information needed for a job application

Post 16 Maths Curriculum

Personal Progress and AQA Functional Skills Maths

Autumn Term Number	Spring Term Shape/Space/Measure	Summer Term Data Handling
<p>Personal Progress Entry 1 This unit aims to provide learners working within Entry 1 (but not yet able to access the functional skills in Mathematics at Entry 1) with the opportunity to have recognised their achievements in relation to number</p> <ul style="list-style-type: none"> Engage in activities relating to counting in whole numbers Recognise the use of numbers in familiar contexts 	<p>Personal Progress Entry 1 This unit aims to provide learners working within Entry 1 (but no yet able to access Functional skills in Maths Entry 1) with the opportunity to have recognised their achievements in relation to shape, space and measure</p> <ul style="list-style-type: none"> Demonstrate an awareness of position, shape and common measures 	<p>Personal Progress Entry 1 This unit aims to provide learners working within Entry 1 (but not yet able to access Functional Skills Entry 1 in Mathematics with the opportunity to have recognised their achievements in relation to sequencing and sorting</p> <ul style="list-style-type: none"> Recognise aspects of a sequence Engage in sorting activities by single criterion
<p>AQA Entry 1</p> <ul style="list-style-type: none"> Understand and use numbers up to 10 Understand that a number is used to denote 'how many' Add single digit numbers up to 10 Understand mathematical signs +, -, = 	<p>AQA Entry 1</p> <ul style="list-style-type: none"> Use everyday language to describe the properties of size and measurements and make simple comparisons Use everyday language to described position Recognise and describe common 2D and 3D shapes 	<p>AQA Entry 1</p> <ul style="list-style-type: none"> Sort and classify objects using a single criterion Extract simple information from lists Construct simple representations or diagrams, using knowledge of numbers, measures or shape and space
<p>AQA Entry 2</p> <ul style="list-style-type: none"> Understand and use whole numbers up to 100 and count reliably up to 20 items Understand and use addition/subtraction in practical situations Complete calculations using whole numbers Understand the use of 'x' in practical situations Understand the use of $\frac{1}{4}$ and $\frac{1}{2}$ of small number items 	<p>AQA Entry 2</p> <ul style="list-style-type: none"> Recognise and use familiar measures including time and money Recognise sequencing of numbers including odd and even numbers Read simple scales to nearest labelled division Use positional vocabulary 	<p>AQA Entry 2</p> <ul style="list-style-type: none"> Sort and classify objects using two criteria Extract information from lists, tables, simple diagrams and block graphs Represent information so that it makes sense to others
<p>AQA Entry 3</p> <ul style="list-style-type: none"> Understand and use whole numbers up to 1000 Complete written calculations with 2 digit numbers Add and subtract 3 digit numbers Solve whole numbers problems involving multiplication and division Use mental recall of x tables 2, 3, 4, 5, 10 Understand simple fractions Understand decimals to decimal places in practical context Round to nearest 10 or 100 	<p>AQA Entry 3</p> <ul style="list-style-type: none"> Understand, estimate, measure and compare lengths, capacity, weight and temperature Compare simple mental calculations involving money and measure Recognise, name and draw simple 2D and 3D shapes Use metric and imperial units in everyday situations 	<p>AQA Entry 3</p> <ul style="list-style-type: none"> Extract and compare information from lists, tables, simple charts and graphs and make comparisons of this information Check accuracy of calculations and results Present findings to make sense to others
<p>Managing own Money Personal Progress</p> <ul style="list-style-type: none"> Recognise/count/order/compare calculate a range of coins and notes Where does money come from? Look at sources of income Practice money skills in role play Using money in everyday situations 	<p>Managing own Money Personal Progress</p> <ul style="list-style-type: none"> Recognise/count/order/compare/calculate a range of coins and notes Identify items you buy on a regular basis Practicing money skills through role play Using money in everyday situations shopping/leisure/enterprise activities/travel Make simple calculations when paying for an item 	<p>Managing own Money Personal Progress</p> <ul style="list-style-type: none"> Using money in everyday situations shopping/leisure/enterprise activities/travel Make simple calculations when paying for an item Prepare a (simple) budget Looking at different ways to pay for items

Post 16 English Curriculum

Personal Progress and AQA Functional Skills Maths

Autumn Term

Spring Term

Summer Term

<p>Personal Progress Entry 1 Speaking and Listening This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English Entry 1) with the opportunity to have recognised their achievements in relation to developing communication skills</p> <ul style="list-style-type: none"> • Showing understanding in their response to what they have heard • Use words/signs/phrases/objects to communicate • Share ideas or preferences with others 	<p>Personal Progress Entry 1 Speaking and Listening This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English Entry 1) with the opportunity to have recognised their achievements in relation to developing communication skills</p> <ul style="list-style-type: none"> • Showing understanding in their response to what they have heard • Use words/signs/phrases/objects to communicate • Share ideas or preferences with others 	<p>Personal Progress Entry 1 Speaking and Listening This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English Entry 1) with the opportunity to have recognised their achievements in relation to developing communication skills</p> <ul style="list-style-type: none"> • Showing understanding in their response to what they have heard • Use words/signs/phrases/objects to communicate • Share ideas or preferences with others
<p>AQA Speaking and Listening Entry 1 and 2 Aim To raise learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets Students will participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</p> <ul style="list-style-type: none"> • Understand and follow instructions • Respond appropriately to comments and requests • Make contributions to be understood • Ask simple questions to obtain specific information 	<p>AQA Speaking and Listening Entry 1 & 2 Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets</p> <ul style="list-style-type: none"> • Identify the main points of short explanation and instructions • Make appropriate contributions that are clearly understood • Express simple feelings or opinions and understand those expressed by others • Communicate information so that the meaning is clear • Ask and respond to straight forward questions • Follow the gist of discussions 	<p>AQA Speaking and Listening Entry 1 & 2 Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets</p> <ul style="list-style-type: none"> • Successfully deal with one-to-one and small group discussions and exchanges • Complete practice tests • Complete test
<p>Personal Progress Entry 1 Reading</p> <ul style="list-style-type: none"> • Demonstrate an interest in text • Demonstrate some understanding of what is being read • Match object to symbols, letters or words 	<p>Personal Progress Entry 1 Reading</p> <ul style="list-style-type: none"> • Demonstrate an interest in text • Demonstrate some understanding of what is being read • Match object to symbols, letters or words 	<p>Personal Progress Entry 1 Reading</p> <ul style="list-style-type: none"> • Demonstrate an interest in text • Demonstrate some understanding of what is being read • Match object to symbols, letters or words
<p>AQA Entry 1 & 2 Reading Aim To teach reinforcement reading strategies so that students can access material and make meaning. Students to read and show understanding on short, simple text such as a set of directions, a recipe, or the text of a brief email message</p> <ul style="list-style-type: none"> • Participating in 1:1, guided and shared reading • Completing phonic and sight vocabulary activities • Alphabet activities • Giving responses to open and closed questions and completing comprehensions 	<p>AQA Entry 1 & 2 Reading Aim To teach and reinforce reading strategies so that students can access material and make meaning</p> <ul style="list-style-type: none"> • Understand the main events in chronological order • Read and understand high frequency words and words with common spelling patterns • Giving responses to open and closed questions 	<p>AQA Entry 1 & 2 Reading Aim To teach and reinforce reading strategies so that students can access material and make meaning</p> <ul style="list-style-type: none"> • Successfully deal with reading and understanding short texts • Complete practice tests • Complete test

Post 16 English Curriculum

Personal Progress and AQA Functional Skills Maths

Autumn Term

Spring Term

Summer Term

<p>Personal Progress Entry 1 Writing This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English at Entry 1) with the opportunity to have recognised their achievements in relation to developing skills</p> <ul style="list-style-type: none"> • Be aware that marks, symbols, signs or words have meaning • Be able to use marks, symbols, signs or words to communicate 	<p>Personal Progress Entry 1 Writing This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English at Entry 1) with the opportunity to have recognised their achievements in relation to developing skills</p> <ul style="list-style-type: none"> • Be aware that marks, symbols, signs or words have meaning • Be able to use marks, symbols, signs or words to communicate 	<p>Personal Progress Entry 1 Writing This unit aims to provide learners working within Entry 1 (but not yet able to access the Functional Skills English at Entry 1) with the opportunity to have recognised their achievements in relation to developing skills</p> <ul style="list-style-type: none"> • Be aware that marks, symbols, signs or words have meaning • Be able to use marks, symbols, signs or words to communicate
<p>AQA Writing Entry 1 and 2 Aim Support students in applying writing to real examples, situations and tasks</p> <ul style="list-style-type: none"> • Write short simple sentences with full stops • Use words to present information • Spell correctly some personal or very familiar words 	<p>AQA Writing Entry 1 & 2 Aim Support students in applying writing to real examples, situations and tasks</p> <ul style="list-style-type: none"> • Use written words and phrases to record and present information • Completing capital letter and basic punctuation activities 	<p>AQA Writing Entry 1 & 2 Aim Support students in applying writing to real examples, situations and tasks</p> <ul style="list-style-type: none"> • Produce short documents • Complete practice papers • Complete Test
<p>AQA Writing Entry 3/Level 1 Aim Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future</p> <ul style="list-style-type: none"> • Plan, draft and organise writing • Studying formal and informal text • Writing a range of text • Sequence writing logically and clearly • Use basic grammar including appropriate verb-tense 	<p>AQA Writing Entry 3/Level 1 Aim Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future</p> <ul style="list-style-type: none"> • Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience • Use correct grammar, including correct and consistent use of tense • Ensure written work includes generally accurate punctuation, spelling and that meaning is clear, in more than one type of text 	<p>AQA Writing Entry3/Level 1 Aim Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future</p> <ul style="list-style-type: none"> • Sequence writing logically, using appropriate format, correct spelling, grammar and language • Complete practise papers • Complete test

Post 16 English Curriculum Pre-entry level

Autumn Term

Spring Term

Summer Term

<p>AQA Unit Award Pre-entry 1 Speaking and Listening This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of expression and reception Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award – Engaging in communication • AQA Unit Award 83745 - Initiating and responding to interaction • AQA Unit Award 72574 – Musical interaction 	<p>AQA Unit Award Pre-entry 1 Speaking and Listening This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of expression and reception Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 72320 – Speaking and listening skills • AQA Unit Award 84720 – Social interaction: Turn taking 	<p>AQA Unit Award Pre-entry 1 Speaking and Listening This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of expression and reception Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 82529 – Social interaction Unit 1 • AQA Unit Award 84720 – Social interaction: Turn taking
<p>AQA Unit Award Pre-entry Reading This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of reading Examples include:</p> <ul style="list-style-type: none"> • AQA Unit award 86864 – Multi-sensory reading • AQA Unit Award 83084 – Early reading: response to a story with assistance 	<p>AQA Unit Award Pre-entry Reading This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of reading Examples include:</p> <ul style="list-style-type: none"> • AQA Unit award 83084 – Early reading • AQA Unit award 98426 - Early reading: responds to a story 	<p>AQA Unit Award Pre-entry Reading This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of reading Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 98426 - Early reading skills
<p>AQA Unit Award Pre-entry 1 Writing This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of writing Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 81829 - Pre-writing skills: Mark making 	<p>AQA Unit Award Pre-entry 1 Writing This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of writing Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 70625 – Matching marks to pictures • AQA Unit award 70766 – Making leaf prints 	<p>AQA Unit Award Pre-entry 1 Writing This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of writing Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 83080 – Early writing: Tracing lines

Post 16 Maths Curriculum Pre-entry level

Autumn Term

Spring Term

Summer Term

<p>AQA Unit Award Pre-entry 1 Number This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of number Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 75349 – Signed days of the week • AQA Unit Award 74867 - Sorting and matching • AQA Unit Award 85312 – Sorting and matching colour 	<p>AQA Unit Award Pre-entry 1 Number This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of number Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 71856 – Showing an awareness of number activities and counting 	<p>AQA Unit Award Pre-entry 1 Number This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of number Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 75349 – Days of the week • AQA Unit Award 75189 – Telling the time unit 1
<p>AQA Unit Award Pre-entry Shape/space/Measure This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of shape/space/measure Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award81826 Using objects of reference to indicate need or desire • AQA Unit Award41948 – Patterns in everyday life: shape, space & colour 	<p>AQA Unit Award Pre-entry Shape/space/Measure This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of Shape/space/Measure Examples include:</p> <ul style="list-style-type: none"> • AQA Unit award 74620 – Exploring 2D shapes with support 	<p>AQA Unit Award Pre-entry Shape/space/Measure This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of Shape/space/Measure Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award CE3938 - Using a touch screen with random touches
<p>AQA Unit Award Pre-entry 1 Data Handling This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of handling data Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 83142 – Problem solving Unit 1 • AQA Unit Award 866765 Money: Handling coins with support 	<p>AQA Unit Award Pre-entry 1 Writing This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of data handling Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 87704 - Recognising coins with support • AQA Unit Award 74850 – Using a shopping list with support 	<p>AQA Unit Award Pre-entry 1 Writing This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of data handling Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 87765 Money: Handling coins • AQA Unit Award 80095 – Shopping with support • AQA Unit Award 77448 – Producing a bar chart with support

Post 16 PSD & Vocational Curriculum Pre-entry level

Autumn Term

Spring Term

Summer Term

<p>AQA Unit Award Pre-entry 1 PSD This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of personal, social, health and economic wellbeing</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 81826 – Using objects of reference to indicate need or desire • AQA Unit Award CE3915 - Sense of smell • AQA Unit Award 73684 - Self awareness with support • AQA Unit Award 91630 - Walking as part of a group • AQA Unit Award 84768 - Personal hygiene 	<p>AQA Unit Award Pre-entry 1 PSD This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of personal, social, health and economic wellbeing</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 88145 Teeth cleaning with gestural prompts • AQA Unit Award 72394 - Music with assistance • AQA Unit Award 86348 - Walking in a group for pleasure • AQA Unit Award 86711 – Experiencing different countryside environments 	<p>AQA Unit Award Pre-entry 1 PSD This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of personal, social, health and economic wellbeing</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 70507 – Using a café with support • AQA Unit Award 80095 – Shopping with support • AQA Unit Award
<p>AQA Unit Award Pre-entry 1 Vocational This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of vocational skills</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 74636 – Washing up with support • AQA Unit Award 86471 – Horse riding with physical prompts • AQA Unit award 87464 – Developing independence skills in the kitchen 	<p>AQA Unit Award Pre-entry 1 Vocational This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of vocational skills</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 82375 – Performing a non-verbal part in a play • AQA Unit Award LE5286 - Supported work experience 	<p>AQA Unit Award Pre-entry 1 Vocational This unit aims to provide learners working towards Entry 1 (but not yet able to access the Foundation learning (Personal Progress) Entry 1) with the opportunity to have recognised their achievements in relation to developing skills in writing by completing an AQA Unit Award set at pre-entry level to help develop their understanding of vocational skills</p> <p>Examples include:</p> <ul style="list-style-type: none"> • AQA Unit Award 71705 - Introduction to selecting a job • AQA Unit Award 77450 - Taking part in work experience