



Forest Way School
Post 16 Key Stage 5 Wider Curriculum Map
2025-2026
Oaks 12

Post 16 Key Stage 5 Vocational Pathway 2025/2026	Autumn 1 2025	Autumn 2 2025	Spring 1 2026	Spring 2 2026	Summer 2026	Summer 2026
Functional Maths	Intent: Assess pupils to see which Entry Level or Level is suitable Begin work on appropriate level. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: - To assess and begin Functional Skills in Maths - To be able to transfer some skills to real life situations with emphasis on budget, time and measures	Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: - To be able to achieve relevant level functional skills award in Maths.	Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: - To add in from Functional Skills modules - See below for each group	Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: - To add in from Functional Skills modules See below for each group	Intent: To continue to build on functional skills knowledge and to begin to understand how to answer test questions. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: To take the Functional Skills test and pass where appropriate.	Intent: To take mocks to be able to put knowledge but into test situations. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: To take the Functional Skills test and pass where appropriate.
Functional English	Intent: To assess student's current ability to be able to target work at the correct level. To introduce the language and skills of testing and assess gaps in this knowledge. Implementation: Have lessons on all 3 areas of functional English (speaking and listening, reading and writing) to assess ability and understanding in each area. Give students mock tests to see how well they understand the language of testing and assess level of independence in work. Impact: Assessment will help to determine who is likely to take a qualification this year and find what the gaps are for each individual in order that lessons can be tailored for maximum impact for the individual. Throughout – weekly spelling homework.	Intent: Read correctly words designated for Entry Level 2 and 1. Understand the main points in texts. Understand organisational markers in short, straightforward texts. Look at reading comprehension, differentiated to help answer questions from texts. Implementation: pupils discuss the meaning of words and there spelling patterns. They will use look, cover, write and check. Look at different texts and their purposes. They will be able to compare them. Through reading comprehension, they will be able to retain some information from reading comprehension. Impact: pupils become confident readers of simple texts. They can understand the purpose/genre of texts. Throughout – weekly spelling homework.	Intent: To develop pupils writing. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks). Form regular plurals. Use the first and second letters to sequence words in alphabetical order. Spell correctly words designated for Entry Level 1. Extend into passages of writing for Entry level 2. Implementation: compare simple and complex sentences. To edit text and add punctuation, grammar as appropriate. Pupils to write in response to a question asking their opinion. To plan and draft writing. To understand narrative. Impact: Pupils will confidently write simple sentences and know how to extend them to complex. Throughout – weekly spelling homework.	Intent: Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spellchecker). Read and understand sentences with more than one clause. Implementation: Pupils will practise spellings and handwriting. Pupils will use dictionaries and become familiar with their layout. They will use illustrations, images and captions to locate information Impact: Pupils will be able to read short pieces of information and understand their meaning. They will be able to use and understand features of texts. Throughout – weekly spelling homework.	Intent: To develop pupils writing Using words and phrases appropriate to audience and purpose. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth). Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect Clauses. Use adjectives and simple linking words in the appropriate way. Implementation: to practise giving and writing personal information on a variety of forms. To write compound sentences in response to a topic. They will use adjectives to enhance their writing. Impact: pupils will confidently know and write their personal information. They will write simple sentences and use adjectives appropriately. Throughout – weekly spelling homework.	Intent: To take mocks to be able to put knowledge but into test situations. Implementation: Through weekly lessons and embedded into other curriculum areas. Impact: To take the Functional Skills test and pass where appropriate. Throughout – weekly spelling homework.
PE	Gym Intent: - To feel more comfortable in a gym environment. Implementation: Attending the gym weekly, starting to get a routine.	Gym Intent: To understand how a range of machines and weights work Implementation: Attending the gym weekly, starting to get a routine.	Invasion Games/Net and Wall games Intent: To explore and experience a range of team games to identify skills gained from these like improved fitness, fun and team working.	Striking Games/ Athletics Intent: To explore and experience a range of athletic events to identify skills gained from these like improved fitness, fun and team working.	Gym Intent To understand different types of exercise and its benefits. Implementation: Attending the gym weekly, starting to get a routine.	Gym Intent: To understand different types of exercise and its benefits. Implementation: Attending the gym weekly, starting to get a routine.



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	To be introduced to a gym environment and understand the social and personal expectations and standards of using a public gym are. Impact: To apply the knowledge of warmup and cool downs into individual workout practises. To safely explore a wide variety of gym equipment and to understand what gym equipment works what muscle/muscle groups. To work and focus as an individual and to work towards personal goal settings. To work in pairs and understand the process of how to ‘spot’ safely in a range of contexts. To practise and implement good hygiene practise before and after gym training.	Impact: To be able to use a wide range of gym equipment safely. To accurately record workouts each week and show progress each week.	Implementation: To carry out games on the mugger like tennis, badminton, football. Impact: To take different in the teams e.g. participant and referee. To work in different teams To identify rules of the games and explain them.	Implementation: To carry out athletic events like discuss, running, javelin, etc. Impact: To take part in a range of different events. To record distances and to try and identify skills to improve. To link skills to commonwealth games this year in 2026 and in previous Olympic/ commonwealth games.	To explore the benefits of weight training and it’s effect on the body. Impact: To monitor and individually record long term effects on the body (increase in stamina, increased confidence and/or positive body changes). To practise and explore a range of weight-based equipment in the gym. To develop self – persistence and intrinsic motivation, to push themselves for maximum success. To continue to practise and implement good hygiene practise before and after gym training.	To explore the benefits of cardio training and the affects it has on the body. Impact: To monitor the short term effects on the body (heart rate, sweat and fatigue). To monitor and individually record long term effects on the body (increase in stamina, increased confidence and/or positive body changes). To practise and explore a range of cardio-based equipment in the gym (treadmills, cross trainers, and bikes). To develop self – persistence and intrinsic motivation, to push themselves for maximum success. To continue to practise and implement good hygiene practise before and after gym training.
Community Skills	Intent: To be able to recognise safe travel for pedestrians. Implementation: See scheme of work - section 4 safe travel unit. Impact: To have a greater understanding about travelling safely as a pedestrian and public transport user.	Intent: To be able to recognise and use social signs effectively. Implementation: Students will learn about social signs in their immediate environment and in the community. They will recognise their purpose and will be able to begin using them effectively in the community. Impact: Students will be able to use social signs in the community, with support where necessary, to enhance their safety and social integration when out of school.	Intent: To plan for and undertake a local journey safely Implementation: Students will research local bus travel, destinations, costs, journey times, timetables and will undertake a supervised journey, awareness of road safety. To understand more about behaving appropriately in a public place. Develop or nurture relationships with local places to offer help and support (community action SoW) Impact: To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. Evidence required: Show all of the above – see scheme of work for assessment criteria. Scheme of work reference: Preparation for a visit and independent travel. See also community action SoW.	Intent: To plan for and undertake a local journey safely Implementation: Students will research local bus travel, destinations, costs, journey times, timetables and will undertake a supervised journey, awareness of road safety. To understand more about behaving appropriately in a public place. Develop or nurture relationships with local places to offer help and support (community action SoW) Impact: To develop confidence and knowledge of travel in local area. To maintain or develop relationships with others in the local area. Evidence required: Show all of the above – see scheme of work for assessment criteria. Scheme of work reference: Preparation for a visit and independent travel. See also community action SoW.	Intent: To explore the wider community and visit a local town or attraction Implementation: To identify places of interest. Research the best method of reaching the location and work out the costs, time taken and entry fee etc Impact: Student will be using their travels skills to organise their own visit to a place of interest. Walking - Intent: To explore the outdoors and local community. Students to plan local walks using a map Implementation: Students to learn to use a OS map of the local area Impact: Students exercising outdoor, exploring the local area and experiencing map reading skills To use various apps to help identify walks. To plan a walk for the class thinking about all needs.	Intent: To carry out a journey in a familiar environment independently/ small group setting Implementation: Students to be set a task to carry out a journey for a purpose. To use a mobile phone as a form of communication in a emergency. Impact: Students confident in carrying out a familiar journey as independently as possible.



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					To carry out the walks and then evaluate them afterwards.	
PSHE/RSHE - Change	<u>Marriage and commitment</u> Intent: To understand more about what it means to be in a committed relationship Implementation: That there are different types of committed stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered. • the characteristics and legal status of other types of long-term relationships Impact: Pupils have a greater understanding about committed relationships and how this might impact them now and in the future. <u>Teams and Triumphs</u> Intent: To learn about the positive with teamwork and how working together can achieve. Implementation: - the role of teams and how people can work together to achieve more. - strengths and weaknesses of other people. - empathy. -teamwork and team building- small group work within the class with activities and challenges. -the sense of being proud when you have achieved something. -famous teams such as the Lionesses and the Euros/World cup, other teams. Impact: To work within a team and show pride in their work.	<u>Healthy relationships</u> Intent: To learn more about the features of a positive relationship. Implementation: the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. Impact: Pupils have a deeper understanding about respectful relationships and can use this info to behave appropriately towards others and to expect respect from others. <u>The effects and risks of unhealthy foods</u> Intent: To understand further how an unhealthy diet can affect our body. Implementation: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Impact: To make healthy food choices (with support).	<u>Safe Sex and STI’s</u> <i>CG4 Intimate relationships, consent and contraception</i> Intent: To be aware of what sexual intercourse is and how to keep safe and give consent. Implementation: -to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships. -how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) -how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment. Impact: To be able to make an informed decisions regarding their own sexual health and have awareness to maintain safety. <u>Drugs and the Effects</u> Intent: To understand what illegal substances are and how to say no to them. To understand how the use of alcohol and drugs can lead to risky behaviour. Implementation: -to manage alcohol and drug use in relation to immediate and long-term health. -to understand how alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking. -the impact of alcohol and drug use on road safety, work-place safety, reputation and career. -the risks of being a passenger with an intoxicated driver and ways to manage this. Impact: To understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<u>Reality v’s fantasy</u> Intent: To learn about the ‘fantasy’ of some online content. To cover online safety i.e. chat rooms, online gaming (Roblox, Minecraft), YouTube videos, social media. Implementation: violence against women and girls • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) •pornography that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media. Impact: Pupils have a deeper understanding that things online may not always be ‘real’ and how this can affect them. <u>Gambling</u> Intent: To understand what gambling is and the implications it can have, including debt and addiction. Implementation: Pupils understand the different types of gambling from Bingo to Poker. To also include online gaming and spending of ‘virtual	<u>My Body – Signs and Symptoms</u> Intent: To learn about how to prevent and cure ill health. Implementation: To learn about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. Impact: Recognise signs and symptoms of ill health. Avoid illness or cure illness through action. <u>Who can help me? (Community support)</u> Intent: To know who can help in times of need and how to make contact. Implementation: how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed. How to get further advice and treatment where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	<u>Safe sex and STI’s</u> <i>CG1 – Puberty</i> Intent: To continue to learn about how to be safe, consent and STI’s. Implementation: That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Impact: Pupils have a greater understanding about the risks associated with sexual activity and how to protect themselves.



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				money’. To understand the risks related to online gambling including the accumulation of debt. Impact: To know how to gain support and help and to play games safely.	How and when to seek support including which adults to speak to in school if they are worried about their health how to make a clear and efficient call to emergency services if necessary. Impact: Pupils begin to know that there are different services and professionals they can turn to for different things, but that ultimately, school can help with most things in the first instance.	Healthy body = healthy mind Intent: To understand further about the links between healthy living and a healthy mind. Implementation: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. •how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. Impact: Pupils begin to understand that there are physical things they can do to positively impact their mental health.
Enterprise	Enterprise will be working towards selling items at Coalville Can Intent: Start up a mini business to run as a supervised team. Implementation: To gain ideas about what enterprise the students could run. To look at their own strengths. To choose teams or roles for students to ensure that they all have an impact on business and that it is managed. To think about an idea that is lucrative as well as interesting. Impact: To prepare for enterprise project and assess the skills needed to run it for a successful launch. To understand their own strengths that can contribute to the enterprise	Enterprise will be working towards selling items at Christmas Fayre Intent: To start up mini enterprise as a supervised team. Implementation: To recognise any teething problems and address any issues as a team. To work on identifying a business name. Students’ roles in the company. To identify ways of raising money to help launch the company Impact: To prepare for enterprise project and assess the skills needed to run it for a successful launch. To understand their own strengths that can contribute to the enterprise.	Enterprise will be working towards selling items at Coalville Can Intent To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable. Implementation To work weekly on a chosen enterprise. To meet with a business adviser external to the school to discuss progress of the project. Impact To begin to recognise what it takes to run a successful business, recognising terms such as costs, profit and loss. To understand that most businesses require a certain amount of error before getting the right model.	Enterprise will be working towards selling items at Coalville Can Intent To put chosen ideas in to practise. To think about costs, profit and loss in order to ensure business is viable. Implementation To work weekly on a chosen enterprise. To meet with a business adviser external to the school to discuss progress of the project. Impact To begin to recognise what it takes to run a successful business, recognising terms such as costs, profit and loss. To understand that most businesses require a certain amount of error before getting the right model.	Enterprise will be working towards selling items at Coalville Can Intent: To review the enterprise. To look at if the enterprise is making loss or profit Implementation To look at the enterprise and it success and failures. To make changes and improve the enterprise. . To look at academic year profits of the business. To wind up the business and pay shareholders. To pay Enterprise fees. Impact Students will have a knowledge and confidence to run a small business with e the support of staff and an external business adviser. Students will understand the requirements of running a small business. They will understand the role of a business adviser. They will understand why some	Enterprise will be working towards selling items at Coalville Can Intent: To review the enterprise. To look at if the enterprise is making loss or profit Implementation To look at the enterprise and it success and failures. To make changes and improve the enterprise. To look at academic year profits of the business. To wind up the business and pay shareholders. To pay Enterprise fees. Impact Students will have a knowledge and confidence to run a small business with e the support of staff and an external business adviser. Students will understand the requirements of running a small business. They will understand the



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					meeting have a formal agenda and how to converse with people in formal business settings. They will reflect on what went well and how things could be done better.	role of a business adviser. They will understand why some meeting have a formal agenda and how to converse with people in formal business settings. They will reflect on what went well and how things could be done better.
Careers	Careers- Preparing for Adulthood. Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. Implementation: To cover the following topics: - Travel training introduction. - Budgeting basics. - Community services visit. - Managing personal wellbeing. - Independent living skills. - Planning future goals. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.		Careers- Enterprise & Next Steps Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To receive input from outside agencies such as industry tours, career talks and meet unfamiliar people from workplaces and colleges. Implementation: To cover the following topics: - Run a small business project - Employer-led sessions on workplace rights - Transition planning meetings with parents/carers- Transition Evening- February. - Visit local Post 19 provisions- educational and social care. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.		Careers- Work Placement/ Unbox Your Future/ Work Experience. Intent: To discuss careers and life after Forest Way School. To look at colleges and what is available after school. To complete an Unbox your Future whole class work experience. Implementation: To cover the following topics: Extended supported work experience/ Unbox Your Future, or voluntary work. Weekly progress reviews and reflective journals. 1:1 Careers Guidance- Level 7 Qualified Careers Advisor. Impact: For pupils to have an understanding about their future and the skills needed.	
Skills Builder	Problem solving Intent: To develop vital problem-solving skills. Implementation: Students will be able to explain a simple problem they may have and recognise they may need help. Once learners can identify problems, they begin learning how to use strategies to solve simple problems. Impact: To develop their skills and apply to multiple real-world situations.	Creativity Intent: To develop vital creative skills to apply to their adult life. Implementation: To understand what being creative is including imagination and role play. Impact: To apply skills to real-world situations.	Staying Positive Intent: To develop key strategies to cope with adult life including problem solving, understanding instructions and seeking support. Implementation: Through whole class learning and small group work. Impact: To be able to apply skills to real-world situations.	Aiming High Intent: To develop skills for pupils to make their own informed decisions and strive to achieve to the best of their ability. Implementation: Through whole class learning and small group work. Impact: For pupils to be proud of their own achievements and strive for the best.	Teamwork Intent: To work on Teamwork. Pupils should show they are able to contribute towards a bigger task as part of a group. Implementation: Through whole class learning and small group work. Impact: To Understand that a big task can be broken down into smaller tasks. To demonstrate they can contribute to a team by taking on a smaller task as part of the bigger task.	Leadership Intent: To develop empathy, awareness of emotions and feelings. For pupils to support in decision making and ensuring tasks are completed. Implementation: Through whole class learning and small group work. Impact: For pupils to show how they feel through communications and their body language. To identify other people’s feelings.
Cook and Eat	Food Hygiene Intent: For students to be able to identify for to make food safely and hygienic Implementation: Weekly Cook and Eat sessions and possibly take food hygiene exam Impact: To understand the importance of personal hygiene To know how to store foo safely.	Food Hygiene Intent: For students to be able to identify for to make food safely and hygienic Implementation: Weekly Cook and Eat sessions and possibly take food hygiene exam Impact: To understand the importance of cleaning, waste disposal, and awareness of pests and allergens.	Healthy Diets Intent: For students to know about a healthy diet and the importance of this. Implementation: Weekly Cook and Eat sessions Impact: To continue to show understanding of 5 and day and the healthy plate To develop understanding that we need a variety and balance of food (and	Healthy Diets Intent: For students to know about a healthy diet and the importance of this. Implementation: Weekly Cook and Eat sessions Impact: To develop healthy snacks, make healthy choices on menus for different restaurants	Different foods/ Diets Intent: For students to understand why people may choose to follow a different diet. Implementation: Weekly Cook and Eat sessions Impact: To understand different types of diets and why people might follow them.	Different foods/ Diets Intent: For students to understand why people may choose to follow a different diet. Implementation: Weekly Cook and Eat sessions Impact: To understand different types of diets and why people might follow them.



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	To know how to ensure temperature is controlled, To prevent contamination	To know the "4Cs" of food hygiene (Cleaning, Cooking, Chilling, and preventing Cross-contamination) To identify how this is used in commercial kitchens and in job roles.	drinks) to stay healthy, as depicted in the Eatwell Guide To continue to work on naming different food groups and their importance	To develop understanding of calories, sugar content and nutritional values of food To understand that Food (and some drinks) provide energy for the body so we can be active and stay healthy To understand where our food comes from and about food miles.	To experience and taste vegetarian, vegan, halal diets.	To experience and taste vegetarian, vegan, halal diets.
Life Skills	<u>Food Hygiene – Link to cook and eat</u> Intent: To learn about food hygiene and the importance at home and at work. Possibly to take food hygiene certificate. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: a. To understand the importance of personal hygiene b. To know how to store food safely. c. To know how to ensure temperature is controlled. d. To prevent contamination.	<u>Design Technology Passport</u> Intent: To know how to use workshop equipment safely and to carry out risk assessments to identify risks and reduce them. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: a. To use hand tools to make a simple decoration or keyring. b. To identify risks and know how to reduce them. c. To student careers that use these skills. d. To identify jobs in the home that may use these skills.	<u>Care of myself and pets</u> Intent: To learn about how to keep a house well, including what to do if things break and how to look after pets. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: a. Dressing – how to dress myself properly, buttons, zips, shoelaces b. Choosing clothing for the weather / occasion c. Different types of pets and their needs. d. Advantages/ disadvantages of pets. To look at various pets that can be kept and identify their needs. e. To plan in detail how to look after one pet for a year. f. To visit an animal charity e.g. RSPCA.	<u>Design Technology Sewing: Upcycle</u> Intent: To know how to use sewing equipment safely and to carry out repairs to mend items. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: a. To identify risks involved in sewing and how to use equipment safely. b. To look at items of clothing that can be research how they can be mended e.g. slow stitching/ Sashiko. c. To design and plan how to mend or alter an item of clothing. To carry out the alterations/ amendments.	<u>Care of myself – money, bills and budgets</u> Intent: To learn about earning money and paying bills. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project. Impact: a. To visit a bank and possibly have a chat with workers there. b. To look at different types of bank accounts and how to access money. c. To look at payslips and tax. To identify bills/ spending that might need paying and to plan a budget for these.	<u>Design Technology Woodwork: Recycle shop</u> Intent: To know how to use workshop equipment safely and to carry out risk assessments to identify risks and reduce them. Implementation: Half the class at a time will study this every other week (this will be alternated with DT life skills project Impact: a. To build on workshop safety knowledge and implement this. To plan and make decorations to sell at Coalville C.A.N in the Forest Way stall.
RE one or two lessons a half term	Embedded through whole school workshops, community skills visits and music and drama	Embedded through whole school workshops and community skills trips. October – Diwali December – Christmas/ Winter workshops	Embedded through whole school workshops and community skills trips. January – Chinese New Year February – Valentines Day	Embedded through whole school workshops and community skills trips. March- St Patrick’s Day April – Easter/Spring Workshop	Embedded through whole school workshops and community skills trips. May – Eid workshop	Embedded through whole school workshops and community skills trips. End of year activities