



Curriculum Booklet

Post 16

Dear Parents/Carers

Post 16 follows a life skills based curriculum which provides students with opportunities to build independence, confidence and also consolidate skills they have learnt in KS3 and KS4 with a focus on using these in everyday situations.

This curriculum booklet will give you information about all subjects your son/daughter will participate in. As part of Post 16 curriculum we offer our students opportunity to take part in work experience either in a local shop or a café. Alternatively some students will undertake admin tasks around the school.

We encourage our students to become as independent as possible in all parts of their life. To challenge students even more we have organised a residential trip for everyone in Year 13 and 14. Our Post 16 residential trips aim to develop life skills and independence away from home and encouraged students to try activities they would not try otherwise.

This year's residential trip is to Little Canada on the Isle of Wight. More information will follow for those involved.

In Post 16, ICT is embedded throughout the curriculum. In particular, the students will be using the Mathletics programme as part of their Maths curriculum. During dedicated ICT lessons, students will be consolidating their ICT skills.

Homework

Students in Post 16 are not asked to do homework in its traditional sense. However we would like to ask parents to encourage their children to undertake simple tasks around the house to further promote their independence. These tasks can involve making a hot drink, keeping their bedroom clean and tidy, purchasing items in a shop etc.

Students will need to bring:

Diary (provided by school)

Pencil case with pens and pencils

Freedom pass/Oyster card (community days, work experience days, college days)

Money for community learning

Making Learning Visible

Making Learning Visible (MLV) is learning about learning for both the young people and adults at St Philips. It is based in the idea of the capable child “who delights in taking responsibility for his or her own learning”.

The overall goal of Making Learning Visible is to create and sustain powerful cultures of learning in and across our classrooms that nurture and make visible individual and group learning, moving on from the fixed mindset of ability towards seeing our young people, and to help them see themselves as capable of developing their intelligence.

The process we have been using is to gather lots of different data: videos, photos, diary notes of dialogues we have had with young people, questions and comments they have made, ideas they have had individually and in groups. We are collecting all those light bulb moments, the things we see that we want to share with each other. We are trying to work out precisely what our students are learning and how they are doing it.

We are trying to work out how what we do affects that. We create a document for classroom display “trying to show the process of learning, making public our thoughts on learning and planning together our next steps in carrying that learning forward” so over the year everyone should end up with a display documenting typical learning in their classroom.

Top 5 Learning Skills



STOP AND THINK
I make sure I know what to do



PLANNING
I make sure I have a plan BEFORE I start work



CHECK AND CHANGE
Mistakes are good as they help me learn
I look for mistakes and change them

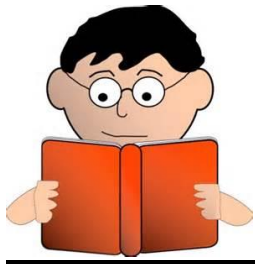
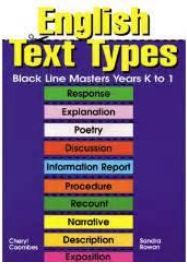
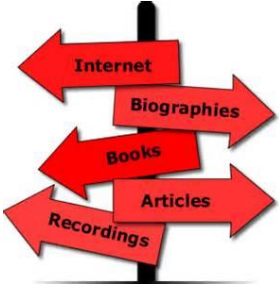


ASKING QUESTIONS
If something is confusing I use my skills to help make things clear, like asking questions







REMEMBERING
I use more than one piece of information at a time




English Reading

Unit of Work	Knowledge and Content
 <p>Module 1: Reading for pleasure</p>	<p>Students will read, listen and respond to texts of an appropriate level and of interest to them. Students will be able to</p> <ul style="list-style-type: none"> • Predict texts • Summarize content of the book • Locate specific information • Relate story to their own experience • Compare similarities/differences of characters/setting etc. • Provide explanation for events, information • Distinguish between fiction and non-fiction <p>Whole year focus on decoding high frequency words, spelling, grammar.</p>
 <p>Module 2: Reading and understanding different types of texts</p>	<p>Students will read, listen, comprehend and respond to different types of texts. Focus on:</p> <ul style="list-style-type: none"> • Newspapers • Websites • Online reviews • Blogs • Leaflets • Magazines
 <p>Module 3: Finding information</p>	<p>Students will read, listen, understand and find information in the following types of texts:</p> <ul style="list-style-type: none"> • Recipes • Menus • Instructions • Bills • Receipts • Flat packs




English Writing

Unit of Work	Knowledge and Content
 <p>Module 1: Writing instructions</p>	<p>Students will plan, draft and compose different types of instructional texts:</p> <ul style="list-style-type: none"> • Class rules • Recipes • Directions • Lists – e.g. shopping list • Cleaning manuals • Simple games
 <p>Module 2: Writing Reports</p>	<p>Students will plan, draft and compose different types of reports:</p> <ul style="list-style-type: none"> • Weekend reports • News round • Trips reports • Monthly school reports • Post 16 business reports – Beach Hut and Frothy Coffee • Current affairs
 <p>Module 3: Grammar focus</p>	<p>Students will learn/revise their grammar knowledge about capital letters and punctuation:</p> <ul style="list-style-type: none"> • Using capital letters for proper names. • Using full stops and capitals to demarcate sentences • Punctuating questions with question marks and sentences with full stops and exclamation marks. <p>Using grammatical terminology</p>
 <p>Module 4: Grammar focus</p>	<p>Students will revise their grammar knowledge about sentences:</p> <ul style="list-style-type: none"> • Sentence structure • Creating sentences • Simple sentences


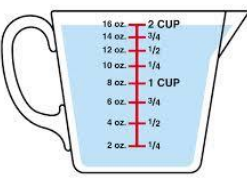

English Speaking and Listening

Unit of Work	Knowledge and Content Skills
 <p>Module 1 Verbal & Non Verbal Communication Rules of Conversation</p>	<p>Students will practice the following skills -</p> <p>Verbal & Non Verbal Communication:</p> <ul style="list-style-type: none">• Listening skills, Body Language/Facial Expressions, Eye Contact, Personal Space , Tone of Voice, Formal/informal – language for different situations, Assertiveness <p>Rules of Conversation:</p> <ul style="list-style-type: none">• Starting a conversation, Joining a conversation, Turn taking, Interrupting, Being Interrupted, Agreeing/disagreeing, Arguing
 <p>Module 2: Asking Questions</p>	<p>Students will practice their question asking skills including:</p> <ul style="list-style-type: none">• Formal and informal• Finding out specific information• Asking for clarification• Asking for additional information• Questions for social situations• Ice breakers• Appropriate and inappropriate questions• Open and closed questions
 <p>Module 3: Social Skills</p>	<p>Students will revise their knowledge of the following:</p> <ul style="list-style-type: none">• Asking for help, addressing people (names, titles), complimenting, criticising, jokes <p>Leavers will write their leaver's speeches and practice public speaking.</p>




Maths Numbers

Unit of Work	Knowledge and Content
 <p>Module 1: Read, write, order and compare</p>	<p>Students will focus on:</p> <ul style="list-style-type: none">• Writing numbers up to 20 in figures and words• Identifying smaller/larger number• Identifying smallest/largest numbers• Using correct terminology - equal to, more than, less than (fewer), most, least• Identifying 1 more, 1 less• Identifying 2 more, 2 less• Counting in 2s, 5s and 10s
 <p>Module 2: Calculation Using a calculator</p>	<p>All students will work on:</p> <ul style="list-style-type: none">• Additions• Subtractions <p>Some students will work on:</p> <ul style="list-style-type: none">• Multiplication <p>Students will use mental calculation skills, written calculation skills as well as working with a calculator for more complex tasks</p>
 <p>Module 3: Ordinal numbers Using numbers in practical activities</p>	<p>Students will work on:</p> <ul style="list-style-type: none">• Ordinal numbers from <i>first</i> to <i>tenth</i>.• Knowing the words and numbers• Being able to identify ordinal numbers in pictures, lists and practical situations <p>Students will work on:</p> <ul style="list-style-type: none">• using their knowledge of calculation to solve number word problems• Solving one-step and two-step number problem• Choosing and carrying out appropriate calculations when solving number problems• Using mental calculation skills to solve practical number problems




Maths Topic

Unit of Work	Knowledge and Content
 <p>Module 1: Money skills</p>	<p>Students will focus on:</p> <ul style="list-style-type: none">• Recognizing coins and notes• Making up simple amounts up to £5/£10• Finding the total costs• Using money in practical setting
 <p>2 cups = 1 pint</p> <p>Module 2: Measures and units</p>	<p>All students will work on:</p> <ul style="list-style-type: none">• Using metres and centimetres• Using kilograms, grams, litres and millilitres;• Using standard metric units and their abbreviations• Estimating• Measuring and recording length• Comparing – heavier, lighter, longer, shorter, taller, wider, narrower, bigger, smaller
 <p>Module 3: Data handling Sorting out</p>	<p>Students will learn about data handling and sorting out information by given criteria:</p> <ul style="list-style-type: none">• Identifying what data to collect• Using data in tables, diagrams, tally charts• Using ICT as appropriate• Organising and interpreting data in pictograms and bar charts, using ICT as appropriate• Comparing data collected




NOCN Household skills

Unit of Work	Knowledge and Content
 <p><u>Module 1:</u> Making a simple meal</p>	<p>Students will learn:</p> <ul style="list-style-type: none">• Basic hygiene rules of the kitchen• To select correct ingredients to make a meal• To cook simple meals• How to use kitchen utensils• How to use oven safely• How to serve a meal
 <p><u>Module 2:</u> Household cleaning</p>	<p>Students will learn:</p> <ul style="list-style-type: none">• To identify what needs cleaning• Use correct equipment for cleaning• Use correct products for cleaning• To identify when to clean
 <p><u>Module 3:</u> Household shopping</p>	<p>Students will learn:</p> <ul style="list-style-type: none">• About local shops and where to buy different items• Recognise shops in a wider community• How to plan a shopping trip• To understand the process of making a purchase• To understand basic money skills

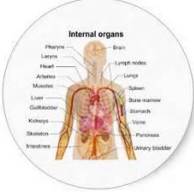


NOCN Leisure activities

Unit of Work	Knowledge and Content
 <p><u>Module 1:</u> Pet care</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know what animals make suitable pets• Understand how to handle a pet• Know equipment needed for pet care• Know appropriate food for a pet• Know about health of a pet
 <p><u>Module 2:</u> Team activities</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know why teamwork may be necessary• Recognise members of a team• Understand roles and responsibilities of a team• Cooperate as a member of a team• Review performance of team
 <p><u>Module 3:</u> Gardening</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know what a garden is• Be able to identify plants• Know what equipment to use for planting• Know where to plant• Know how to plant• Care for equipment




Community visit

Unit of Work	Knowledge and Content
 <p>Module 1: Road Safety</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know how to stay safe when out and about• Know how to travel somewhere safely• Identify road information signs and state their meaning• Identify things to watch out for on a journey• Cross a road safely using a designated pedestrian crossing• Participate in crossing a road safely where there is no designated crossing point
 <p>Module 2: Using public transport</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know how to prepare to travel by local bus service• Be able to state destination of journey.• Obtain information regarding local bus service routes• Identify a route for the journey• Identify departure point• Know how to prepare to travel on journeys by train or national bus service• Make a journey on public transport with increasing independence• Know about travelling safely
 <p>Module 3: Knowing your local community</p>	<p>Students will:</p> <ul style="list-style-type: none">• Know the location and use of buildings and facilities in own local area.• Name the place where s/he lives and outline some of its features• Identify local buildings and their uses• Identify public facilities in local area and when and how these might be used• Understand own responsibilities in the community




PSE/RSE

Unit of Work	Knowledge and Content
 <p><u>Module 1:</u> Human body</p>	<p>Students will learn about:</p> <ul style="list-style-type: none">• Skeleton, bones – names and their function• Muscles – names and their function• Heart and circular system• Lungs and respiratory system• Stomach and digestive system• Reproductive system, menstruation• Function of brain, liver, kidney and other vital organs• 5 senses
 <p><u>Module 2:</u> Healthy body/Healthy mind</p>	<p>Students will learn about:</p> <ul style="list-style-type: none">• Healthy eating – 5 food groups• Importance of exercise• Sleeping and its effect on human body• Importance of hygiene• Stress and relaxation techniques
 <p><u>Module 3:</u> RSE</p>	<p>Students will:</p> <ul style="list-style-type: none">• Types of relationships• Dating• Sexual activities• Consent• Contraception• STI• My relationships and the future







PE

Unit of Work	Knowledge and Content
 <p><u>Module 1:</u> Sport options</p>	<p>Students will:</p> <ul style="list-style-type: none">• Have the option of different sports/games <p>Option 1 – Multi sports</p> <p>Option 2 – Dance (Irish)</p> <p>Students are encouraged to try both options over the two half terms</p>
 <p><u>Module 2:</u> Sport options</p>	<p>Students will:</p> <ul style="list-style-type: none">• Have the option of different sports/games <p>Option 1 – Basket ball</p> <p>Option 2 – Gym</p> <p>Students are encouraged to try both options over the two half terms</p>
 <p><u>Module 3:</u> Sport options</p>	<p>Students will:</p> <ul style="list-style-type: none">• Have the option of different sports/games <p>Option 1 – Football</p> <p>Option 2 – Badminton</p> <p>Students are encouraged to try both options over the two half terms</p>

Creative Arts

Unit of Work	Knowledge and Content
<p data-bbox="236 371 480 439">Making creative choices</p> <p data-bbox="197 483 518 551">Advert for the coffee shop</p> 	<p data-bbox="552 371 1278 405">The key theme for the year will be making choices.</p> <p data-bbox="552 412 1414 517">The group discussed what options were available and what we wanted to do. We chose to make an advert for the coffee shop.</p> <p data-bbox="552 524 1434 629">We will explore adverts for coffee asking questions like who is the audience, what feeling do they have and what feeling do we want to create?</p> <p data-bbox="552 636 1414 842">Different strands that we will need teams working on include on the visual side: art work and images e.g. dinosaur gives a sense of fun, video of kitchen crew making coffee, video editing. On the sound side: finding a song that has the feel we want (think of genres), making our own from scratch, sound effects and (humorous) voice overs.</p> <p data-bbox="552 848 871 882">Working to a deadline.</p>
<p data-bbox="193 927 523 1032">Music video Stop frame animation Music for games</p> 	<p data-bbox="552 927 1414 1066">Music video: singers, musicians, dancers. Choosing a song. Finding and/or making good sets for filming. Video editing. Sound recording and editing. Exploring dramatic elements of music videos. Choreography.</p> <p data-bbox="552 1111 1398 1216">Stop frame animation. Free software available for windows. Story. (If we want examples of modelling clay figures, ask Olivia Muir.)</p> <p data-bbox="552 1261 1334 1328">Composing music for computer games. Could do a live drama of a game.</p>
<p data-bbox="197 1482 518 1550">'Stomp' performance in Summer Cabaret</p> 	<p data-bbox="552 1482 1142 1516">Everyone involved in actual performance.</p> <p data-bbox="552 1523 1302 1556">Composing rhythms and choreographing movement.</p> <p data-bbox="552 1563 1190 1597">Looking for sounds, found sounds, recycling.</p> <p data-bbox="552 1603 1078 1637">Designing and producing a stage set.</p>

NOCN - Gardening for Pleasure

Unit of Work	Knowledge and Content
<p data-bbox="245 371 639 407">1. Know what a garden is.</p> 	<p data-bbox="721 371 1374 443">Students will be able to state what they would like in a garden.</p>
<p data-bbox="229 649 655 685">2. Be able to identify plants.</p> 	<p data-bbox="721 649 1326 685">Students will be able to identify two plants.</p>
<p data-bbox="201 927 683 999">3. Know what equipment to use for planting.</p> 	<p data-bbox="721 927 1382 999">Students will be able to identify a garden tool and state the purpose of the tool.</p>
<p data-bbox="261 1205 624 1240">4. Know where to plant.</p> 	<p data-bbox="721 1205 1342 1240">Students will be able to identify a container.</p>
<p data-bbox="277 1482 608 1518">5. Know how to plant.</p> 	<p data-bbox="721 1482 1390 1554">Students will be able to choose a plant to plant and participate in planting.</p>
<p data-bbox="271 1760 616 1796">6. Care for equipment.</p> 	<p data-bbox="721 1760 1334 1832">Students will be able to clean tools and put them away.</p>

Team Tuffnel

Unit of Work	Knowledge and Content
Introduction to HTT FUTURES	Young people will initiate their own personal development plans and develop a greater understanding of what career they would like to get into and why
Communication AQA	Young people learn about the different types of communication and why these are important within their own social lives, in a sports team and also the work place.
Team work AQA	Young people will have a greater understanding about why team work is very important within the workplace and will start to develop to skills required to work effectively within a team.
Goal setting and managing your time AQA	Young people will work with coaches to set their own personal short term goals and create their own actions. This will start to give them a sense of control over their own future Young people will learn the importance of managing their own time effectively and why this is important for the work place.
Leadership skills AQA	Young people learn about what exactly leadership is and how they can develop their own leadership skills and style. They will learn how you can implement this within a sports team and the work place.
Presenting skills	Young people will learn through practical and creative learning how to present themselves or a product. They will learn about the initial stages of a job interview and the correct way to conduct yourself.
Work Experience taster day	Sky Skills Studio/Coca-Cola
Problem solving	Young people learn about the importance of effective team work when trying to solve a problem together. They will also learn about how to break a problem down and come up with solutions. This session will help them develop vital life and employability skills.
Introduction to sports coaching	Young people will learn about the basics of sports coaching including the theory behind the practice. They will learn how to control a group, keep young children engaged and how to create a safe environment.
Sports coaching	Young people develop their own coaching skills and will learn how to develop a game so that it is inclusive, fun and educational.
Personal development and reflection	Young people reflect on their first 10 weeks on the programme and document what they have learnt, what they feel they have improved on and what they would like to improve. They will re-assess their goals their coaches and will have a one-on-one mentoring session.
Health and wellbeing	Young people learn about what makes up a healthy balanced diet as well the importance of exercise and general health.
Design your own business	Young people develop an idea for their own business. This will include budgeting skills as well as creative design.
Interviewing technique	Young people will learn about the correct interviewing technique including self-presentation, speaking, listening and body language. They will learn and practice about how to pitch there business idea.
Mock interviews	Young people practice their interviewing technique and develop a greater understanding of the interview process. They will also have the chance to pitch there business idea to staff.
Introduction to independent travel	Young people learn about the various techniques about how to get around using public transport.
Independent travel	Young people put the skills that they have learnt about into practice.
Sports event management project	Young people learn about the basic principles of sports event management. They will develop ideas on a sporting event that they would like to run.
Sports event management project	Young people learn about the basic principles of sports event management. They will develop ideas on a sporting event that they would like to run.
Hit the Top FUTURES festival of sport celebration	Young people take part in running a multi-sport's festival for younger children at the school or a sister school as a celebration of their achievements.

IT

Unit of Work	Knowledge and Content
Using Word Processing Software	This unit is designed to enable the learner to use a range of basic word processing software tools to produce straightforward documents.
Presentation Software	This unit is designed to enable the learner to use a range of basic presentation software tools to produce straightforward slide presentations.