Key stage 5 curriculum map – 2019-20

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Autum1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| Maths | Number: recognising numbers, sequencing, place value addition and subtraction of single digit numbers. | Shape: Recognising and matching shape. Sequencing activities. | Measure:  Size, capacity, weights, length, teach partly through practical lessons e.g. cooking. | Money:  What is money used for? Identifying coins, using money in the community Recognising own income. Using money in the community | Number:  Exploring the use of maths in the local community e.g. bus timetables, bus number, route planning (directions/ co-ordinates), use of money. | | Number:  Exploring the use of maths in the local community e.g. bus timetables, bus number, route planning (directions/ co-ordinates), use of money. |
| English | Employability skills: Understanding and presenting personal information in writing and verbally. | Employability skills: Using signs and symbols in a working environment. Writing a work experience diary. Key words in the | Writing skills:  Creating an Information booklet based on café and/or shop. | Writing skills:  Creating an Information booklet based on café and/or shop. | Healthy Eating: Developing functional English, reading ingredients on food labels | | Healthy Eating: Reading menus, creating menus. |
| Life-skills | Independent living: personal health, hygiene and safety. / emotions | Independent living: personal health, hygiene and safety. / emotions | Job/course application and interview skills | Job/course application and interview skills | Personal safety when travelling in the local community make links to use of different community facilities (how they support the area). | | Personal safety when travelling in the local community make links to use of different community facilities (how they support the area). |
| RE | Believing: Do we need to prove God’s existence? Christian, Buddhist and/or Muslim, non-religious worldviews (e.g. Humanist) | | Expressing: Should religious buildings be sold to feed the starving? Christians, Muslims and/or Sikhs. | | Living: Should Happiness be the purpose of life? Christian, Buddhist and non-religious e.g. humanist | | |
| Food Technology | Rice dishes | Pasta | Jacket potatoes | Food from other cultures | Picnics and lunch boxes | Entertaining others. | |
| Manufacturing | Health and Safety | Health and Safety | Understanding a production line | Understanding a production line | Quality control | Quality control | |
| PSHCE | Looking after our school/ Rules of the school – Class Charters Article 12, 28 & 29 | Caring For The Environment  Article 19 | Medicines and medication  Article 24 & 33 | Making compromises and conflict resolution  Article 12, 14 & 19 | Relationships and sex education  Article 17, 19 & 34 | Relationships and sex education  Article 17, 19 & 34 | |
| Health and Wellbeing | Yoga  Leisure  Fitness and nutrition  Taught on rotation. |  |  |  |  |  | |
| ASDAN Personal Progress | Reading  Shape (2)  Creating a mini enterprise project (4) | Reading  Shape (2)  Creating a mini enterprise project (4) | Writing (3)  Measure (2)  Preparing drinks/snacks (3) | Writing (3)  Measure (2)  Preparing drinks/snacks (3) | Reading Skills  Writing Skills  Personal enrichment l (2) | Reading Skills  Writing Skills  Personal enrichment l (2) | |
| ASDAN  Personal and Social Development (PSD) | **Personal safety** | **Personal safety** | **Healthy Living** | Healthy Living | **Managing own Money** | Managing own Money | |