Key stage 5 curriculum map – 2019-20

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| **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 EnvironmentArticle 19  | Medicines and medicationArticle 24 & 33 | Making compromises and conflict resolution Article 12, 14 & 19 |  Relationships and sex educationArticle 17, 19 & 34 | Relationships and sex educationArticle 17, 19 & 34 |
| Health and Wellbeing  | YogaLeisureFitness and nutrition Taught on rotation. |  |  |  |  |  |
| ASDAN Personal Progress | ReadingShape (2)Creating a mini enterprise project (4) | ReadingShape (2)Creating a mini enterprise project (4) | Writing (3)Measure (2)Preparing drinks/snacks (3) | Writing (3)Measure (2)Preparing drinks/snacks (3) | Reading SkillsWriting SkillsPersonal enrichment l (2) | Reading SkillsWriting SkillsPersonal enrichment l (2) |
| ASDANPersonal and Social Development (PSD) | **Personal safety** | **Personal safety** | **Healthy Living** | Healthy Living | **Managing own Money** | Managing own Money |