

# PFA CURRICULUM

# EMPLOYABILITY

# OVERVIEW



# PfA CURRICULUM

## OVERVIEW



### CORE FUNCTIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – ASSISTIVE TECHNOLOGY		
TERM 1 – Assistive Technology Careers and Creativity		TERM 2 – Assistive Technology For Life	TERM 3 – Assistive Technology for Leisure	
Y E A R 1	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe Online</li> <li>• Big Potato Games – Big Inventor Challenge</li> </ul> <p><i>Pupils learn to use assistive technology to develop a game that is easy to learn and quick to play. They need to develop programming and designing skills, creative thinking and problem solving. Pupils also develop an understanding of the games industry and the career paths within this industry.</i></p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe Online – Downloading Apps</li> <li>• Accessibility</li> </ul> <p><i>Using Technology and apps to make tasks more accessible. Reading apps, VI apps voice to txt apps. Pupils will learn about ways that they can make learning accessible and how they can use these skills and apps in real life contexts.</i></p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe Online – Age restrictions and appropriate, inappropriate use of technology for media.</li> <li>• Film, Media, Social Media and Animation</li> </ul> <p><i>Pupils will look at the use of technology to create media content. They will look at film, blogs, vlogs, you Tube, Instagram and how this can be used in a positive way as a hobby or extend career opportunities. Pupil will also do a more in depth look at stop motion animation and develop the skills to produce their own animation.</i></p>	
	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe Online</li> <li>• Big Potato Games – Big Inventor Challenge</li> </ul> <p><i>Pupils learn to use assistive technology to develop a game that is easy to learn and quick to play. They need to develop programming and designing skills, creative thinking and problem solving. Pupils also develop an understanding of the games industry and the career paths within this industry.</i></p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe Online – Shopping Online</li> <li>• Getting About and Keeping Safe</li> </ul> <p><i>Pupils learn about how the use of Assistive technology can support them in getting about more independently. They will look at how we can use technology to solve problems when we are out and about and get help when its needed. Pupils will also look at using technology to plan routes and trips, organise transport and book events or activities.</i></p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Keeping safe online – My online profile and digital footprint.</li> <li>• Mindfulness</li> <li>• Digital Photography</li> </ul> <p><i>Pupils will look at how nothing they do online is deleted and how information they share online can shape people's perception of them and effect employment opportunities. Pupils will also look at how they can use assistive tech for mindfulness in their leisure time and the impact this can have on them personally. This is linked to the fact that pupils are in their transition year and may be feeling anxious about their next steps. Pupils will be taught basic skills in digital photography and use these to produce their own digital photo memory product that marks their time at PfA. They may make a printed canvas with a photo montage or item such as tote bag or t – shirt. Pupils will use editing and special effects techniques to produce their final product.</i></p>	
Y E A R 2				

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### CORE FUNCTIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA - communication	
	TERM 1 –	TERM 2 –	TERM 3 –
<b>Y E A R 1</b>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>WRITING IN DIFFERENT FORMATS</b></li> </ul> <p>Pupils will look at writing in different formats, establish its purpose and identify the conventions of different types of writing as well as recognising the differences. They will then use this knowledge and understanding to produce their own pieces of writing in different formats. This may take the form of a Poem, a formal letter such as a complaint, a blog or news article, a diary entry, a postcard etc.</p> <p>Pupils will look at the different types of writing they have covered and select the most appropriate one to use to make a request – again this could take the form of a range of different things and pupils must adjust their use of language appropriately to make it fit the format and context.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>UNDERSTANDING SHORT TEXTS</b></li> </ul> <p>Pupils will learn to understand short texts. They will look at the different formats and purposes of the texts and look for meaning and inferred meaning. Pupils will look at a range of different texts and how they use language and symbols to communicate to their audience. Pupils will look at Posters, advertisements, recipes, song lyrics, fiction and non fiction.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>COMMUNICATING IN A SMALL GROUP</b></li> </ul> <p>Pupils will learn about the use of language as part of an exchange with another person or small group. They will look at social expectations and how these might change depending on the reason for the exchange and who it is with.</p> <p>Pupils will engage in meaningful conversation with a range of people on a range of topics, these may include, music, TV, Films, Books etc, topics that interest them and are therefore accessible giving staff chance to focus on the expansion of vocab and the exchange itself.</p> <p>Pupils may also engage in topics that could evoke healthy debate and they can look at how they may need to adjust their use of language when there is a differing of opinion, this again maybe be about music etc or climate change etc.</p> <p>Pupils will look at the other ways we convey meaning during social interaction, body language, facial expressions, emphasis, intonation, tone and dynamics. They will look at all of these things and how they can affect social interactions, and perceptions.</p>
<b>Y E A R 2</b>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>EXPLORING JOB OPPORTUNITIES</b></li> </ul> <p>Exploring Job Opportunities / Careers and Aspirations Profile College application form Personal Statement</p> <p>Pupils explore their skills, knowledge, qualities and likes, dislikes and preferences in order to produce a Careers and Training portfolio.</p> <p>Pupils look at the options available to them for their Adult Life and life after Ravenshall and establish opinions and preferences around these options.</p> <p>Pupils learn about how to apply for courses, jobs and training and how to recognise whether it is safe to provide personal information.</p> <p>Pupils learn the types of information they can and should provide and in which situations.</p> <p>Pupils look at the practical task of completing forms and what the various acronyms or fields are and how they can find out information that they not be aware of.</p> <p>Pupils formulate a personal statement that best represents them and conveys key things about them.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>FILLING OUR FORMS / PROVIDING INFORMATION</b></li> </ul> <p>Exploring Job Opportunities / Careers and Aspirations Profile Pupils use their personal statement to contribute to the compilation of a full CV.</p> <p>The pupils CV should reflect all information gathered in Term one and build on their growing understanding of their goals and aspirations.</p> <p>Pupils should demonstrate that they can modify a CV and personal statement to best fit the Job, course or training they are applying for.</p> <p>Pupils learn how to find jobs, courses and training independently and how to extract key information.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li><b>ASKING QUESTIONS / SHARING INFORMATION</b></li> </ul> <p>Confident communicators – Pupils develop communication skills to make them more confident in approaching and talking to unfamiliar people in preparation for their next steps.</p> <p>Pupils learn to make requests and broaden their vocabulary.</p> <p>Pupils learn how they should adjust their use of language in different situations and with different people and what their choice of language and how they speak to people effect the way that people perceive them.</p> <p>Pupils look at body language and facial expressions and develop an understanding of how all of these elements, not only the words hey say communicate messages to the people they are communicating with.</p> <p>Pupils who find communication challenging will learn strategies and techniques to support them to overcome these barriers and ensure they have a voice and can make themselves understood.</p>

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### CORE FUNCTIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – NUMERACY		
	TERM 1 –	TERM 2 –	TERM 3 –	
Y E A R 1	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – BASELINE / SKILLS DEVELOPMENT / UNDERSTAINIG THE COURSE</b>	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – FOOD / COOKING</b>	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – LEISURE TIME</b>	
	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – INDEPENDENT LIVING / HOME</b>	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – HOBBIES AND INTERESTS</b>	<b>Overview – FUNCTIONAL NUMERACY</b> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Sequencing</li> <li>• Money</li> <li>• Working with measurement</li> <li>• Presenting information</li> </ul> <b>THEME – INDEPENDENT TRAVEL</b>	
<p><b>EACH AREA OF NUMERACY SHOULD BE COVERED IN A HALF TERM WHERE POSSIBLE, REVISTING PRIOR LEARNING AND EMBEDDING NEW. WHILST THE AREAS OF NUMERACY COVERED ARE THE SAME ON A HALF TERMLY BASIS THERE WILL BE A TERMLY THEME FOR APPLYING THESE SKILLS TO REAL LIFE CONTEXTS.</b></p>				
<p>The delivery of numeracy works through the focus areas above regularly revisiting prior learning. Number is alternated with the other areas as this is the area our young people need to focus on as a priority. OCR Units at Entry level 1 – 3 will be selected appropriately for each pupil and delivered in a personalised way within numeracy lessons using concrete ad abstract resources and applying all learning to real life contexts.</p>				

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### PREPARATION FOR ADULTHOOD

PATHWAY - EMPLOYABILITY		SUBJECT AREA – PSHCE		
	TERM 1 –	TERM 2 –	TERM 3 –	
Y E A R 1	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Healthy Lifestyle -</li> <li>• Making Informed Decisions</li> <li>• Peer Pressure / Drug / Alcohol and Substance abuse</li> </ul> <p>• Healthy Respectful Relationships – Making New Friends</p> <ul style="list-style-type: none"> <li>• Choosing Friends</li> <li>• Bullying</li> </ul>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Online Safety -</li> <li>• Fundamentals of online safety</li> <li>• What are the potential risks?</li> <li>• How do we minimise risks?</li> <li>• Who can help me?</li> <li>• What should we do if we are worried about our online safety?</li> <li>• Online shopping - risks / scams - how do we keep safe?</li> </ul> <p>• Keeping Safe – Solving Problems in everyday life.</p> <p>• Encountering Problems when out and about.</p> <p>• What are the risks of being out in the community? Do these risks differ depending on where you are? How can we minimise the risks? Who can help you?</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Health and Wellbeing –</li> <li>• Mental Health –</li> <li>• Who can Help me?</li> <li>• Its ok not to be ok.</li> <li>• Human Diversity - Stereotypes, individuality and identity.</li> <li>• Social Media and Mental Health</li> </ul> <p>• Environmental Awareness –</p> <p>• Sustainability – What impact do we have on the world around us?</p> <p>• Climate change - What is it? What can we do?</p> <ul style="list-style-type: none"> <li>• 6 R's of sustainability</li> <li>• Recycling</li> <li>• How can we protect our Natural World?</li> </ul>	
Y E A R 2	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Healthy Lifestyle -</li> <li>• Making Informed Decisions</li> <li>• Peer Pressure / Drug /</li> <li>• Alcohol and Substance abuse / Knife Crime / Gangs / Criminal activity and the law.</li> </ul> <p>• Healthy Respectful Relationships –</p> <ul style="list-style-type: none"> <li>• LGBTQ / Marriage / Commitment etc / Exploitation in relationships and consent</li> </ul>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Online Safety - What are the risks?</li> <li>• Pros and Cons of social media.</li> <li>• The risks associated with social media, how can we reduce these what do we need to look out for?</li> <li>• Risks of online gaming, what do we need to look out for? Who can help us?</li> <li>• Online gambling, what are the potential outcomes / effects of online gambling?</li> <li>• Who is effected? Who can help?</li> </ul> <p>• Health and Wellbeing –</p> <ul style="list-style-type: none"> <li>• Mental Health - Who can Help me?</li> <li>• Its ok not to be ok.</li> <li>• Dealing with stress and anxiety.</li> <li>• How can we help others and how can they help us?</li> <li>• Healthy Eating</li> <li>• Importance of sleep and good routines.</li> <li>• Body Image</li> </ul>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>• Human Rights / Citizenship /</li> <li>• British Values /</li> <li>• Rule of Law – How things change when we are 18.</li> <li>• Rights and Responsibilities</li> </ul>	

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### PREPARATION FOR ADULTHOOD

PATHWAY - EMPLOYABILITY		SUBJECT AREA – PERSONAL FINANCE	
	TERM 1 –	TERM 2 –	TERM 3 –
Y E A R 1	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>PERSONAL BUDGET NEEDS AND WANTS</li> </ul> <p>Understanding personal budget and needs vs wants Introduction to saving up and prioritising expenditure.</p> <p>Shopping for items you want and need – different ways to shop, online safety. Identifying scams or misleading information. Analysing offers and the legitimacy of offers. Knowledge is power – how to be informed and selective about decisions around spending money.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>LOOKING AFTER YOYR MONEY – SAVING</li> </ul> <p>How can you look after your money? Why is it important? Pupils learn about the different ways to look after their money. Where they can save money and address reasons why you might want to save money. Pupils can draw on prior learning to think of why you might want to buy or do. Pupils learn about the pitfalls of not looking after your money and the impact it can have on themselves and others.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>PERSONAL SAFETY</li> </ul> <p>Pupil look at personal safety and how to keep themselves safe. The unit of work should give pupils the knowledge and confidence to identify when they need help and know who to go to for that help. Pupils will know what harassment and bullying is with a specific focus on financial vulnerabilities and know what to do or who to go to in that situation.</p>
	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>HOUSEHOLD BUDGETS</li> <li>FINANCIAL COMITMENTS</li> </ul> <p>Household budgets and commitments. Pupils consider what it takes to run a house. What are the things that need buying. How much is rent or a mortgage. What are the essentials that we need to be able to pay for and how do we prioritise what is left?</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>ASSESSING, MANAGING AND REDUCING RISK</li> </ul> <p>Debt and Risks Bank accounts and loans Pupils look at the risks of getting into debt and the consequences of this. They learn how people get into debt and how it can be avoided. Pupils look at safe and controlled ways to borrow money and how to look out for scams or high-risk credit.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>MY RIGHTS</li> <li>GETTING HELP</li> </ul> <p>Rights and responsibilities What are you entitled to? What are the payments that you are entitled to that can support you in adult life, are there any circumstances in which this could change? Pupils look at consumer rights. What do you do if you buy something and it's not what you expect or it is faulty, especially with online shopping.</p>
Y E A R 2			

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### VOCATIONAL SKILLS

PATHWAY – EMPLOYABILITY / TI		SUBJECT AREA – VOCATIONAL OPTIONS - DUKE OF EDINBURGH	
	TERM 1 –	TERM 2 –	TERM 3 –
<b>V O C A T I O N A L S K I L L S</b>	<p><b>Overview –</b></p> <p><b>VOLUNTEERING SECTION</b>  <b>SENSORY GARDEN AT OAKWELL HALL - Pupils will participate in maintaining and improving the orchard area at Oakwell Hall. They will volunteer on a weekly basis completing a wide range of tasks including pruning, planting, litter picking etc.</b></p> <p><i>Volunteering is about giving time to do something meaningful, motivated by making a difference rather than making money. A participant's chosen volunteering activity must align with at least one of our outcomes.</i></p> <p><i>Participants should look for impactful opportunities around them – this can be in person or online. Meaningful volunteering is different for everyone. There are many people and organisations that are willing to provide participants with opportunities for volunteering. An opportunity could be found within your community, at social enterprises, charities, not-for-profit organisations and Volunteering Approved Activity Providers.</i></p> <p><i>Young people can also volunteer for social action causes, campaigns and within their Licensed Organisation (e.g., their school or youth group). Some commercial organisations can be considered, providing they can demonstrate that they offer volunteering opportunities in line with our outcomes and not as a financial benefit to themselves. Further guidance on commercial volunteering can be found in our FAQs on DofE.org.</i></p> <p><i>You can also volunteer in a team, which might be an easier way to find an activity if you can identify a local need you can help with.</i></p>	<p><b>Overview –</b></p> <p><b>SKILLS</b>  Pupils will be developing skills in the area of Art they will participate in workshops learning how to make Mosaics and ceramic flowers. Pupils learn about the structure of clay, the safe use of tools and adhesives, how to add texture and glaze.  <b>The things they make will then contribute to the renovation of the sensory garden at Oakwell hall.</b></p> <p><i>For your skills activity you need to choose an activity that will allow you to prove you have broadened your understanding and increased your expertise in your chosen skill. It should not be a physical activity, for example horse riding, as this counts towards your Physical section, however, you could choose to learn about caring for horses.</i></p> <p><b>EXPEDITION</b>  <b>Bradley Woods - Pupils plan a walking route from a pre-arranged drop off point to Bradley woods. Once there, pupils will make their own food, set up their sleeping area and plan their following activities. Pupils will then participate in a 3-night residential.</b></p> <p><i>For your Expedition section, you will need to plan, train for and complete an unaccompanied, self-reliant expedition with an agreed aim. You must do the correct training for your level and mode of travel, at least one practice expedition, a qualifying expedition (the one that is assessed) and a final presentation in order to complete the section. Your expedition must be completed by your own physical efforts (but you have loads of choices, not just on foot!) with minimal external intervention and without motorised assistance. Your route should also be a continuous journey</i></p>	<p><b>Overview –</b></p> <p><b>PHYSICAL</b>  Pupils will develop their skills or develop new skills in riding a bike and / or scooter. Pupils will develop motor skills, balance, hand eye coordination, self awareness, understanding of health and safety including PPE and basic knowledge of maintenance.</p> <p><i>For your physical activity you need to choose any sport, dance or fitness activity – in short, anything that requires a sustained level of energy and physical activity. For example, playing a sport regularly and showing personal improvement would count. However, learning to be a coach in the same sport would be a Skills section activity, whilst being a volunteer coach counts for the Volunteering section.</i></p>

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### CORE FUNCTIONAL SKILLS

PATHWAY – EMPLOYABILITY / TI		SUBJECT AREA – VOCATIONAL OPTIONS – PERFORMING ARTS	
	TERM 1 –	TERM 2 –	TERM 3 –
V O C A T I O N A L S K I L L S	<p><b>Overview –</b></p> <p><b>Performance Skills / Drama Techniques</b> Pupils work towards the development of performance skills. Pupils will develop skills and understanding in improvisation and working collaboratively to develop a piece of performance. Pupils develop their communication skills cooperating to write their own script for a piece of performance. Pupils will look at different ways of using their voice, how to project and convey meaning in what they are saying. Pupils begin to develop their understanding of facial expressions and body language; they will look at ways of creating a mood and communicating a story or narrative.</p>	<p><b>Overview –</b></p> <p><b>Pupils explore music and singing. .</b> Pupils explore the use of their voice and basic instruments to create sound and follow a melody. They will follow simple step instructions to create ensemble pieces as well as having an individual input into a final piece.</p> <p>Pupils develop an understanding of dynamics and how they can be affected to produce a particular effect.</p> <p>Pupils develop self-confidence and an enjoyment of another discipline within the performing arts sector.</p>	<p><b>Overview –</b></p> <p><b>Movement in the Arts</b> Pupils develop skills in dance and movement. They look at different positions, steps and sequences and learn to move in time with each other or to music or a rhythm. Pupils develop skills such as balance and strength and look at other artists learning to appreciate the work of others</p> <p>Pupils explore the notion of communicating through movement, changing how they move to create a mood or communicate an emotion or feeling.</p> <p>Pupils experience another discipline within the performing arts sector and therefore develop employability skills looking at ways they can use what they are learning and developing in the future.</p>



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### CORE FUNCTIONAL SKILLS

PATHWAY – EMPLOYABILITY / TI		SUBJECT AREA – VOCATIONAL OPTIONS – COMMUNITY PROJECTS	
	TERM 1 –	TERM 2 –	TERM 3 –
V O C A T I O N A L S K I L L S	<p><b>Overview – Oakwell Hall Sensory Garden – Community Growing Area</b></p> <p>Pupils learn a huge range of skills in the maintenance of an outside garden space.</p> <p>Tool Management Pruning Preparing a space and laying a gravelled area Designing to a brief Constructing planters and outside structures</p> <p>Pupils work with park rangers learning new outdoor maintenance skills and apply those in the transformation of two spaces, making them more attractive and accessible to the public.</p> <p>Pupils develop a huge range of transferable employability skills, team working, appreciation for the environment and the outdoors, communication, and cooperation.</p>	<p><b>Overview – Oakwell Hall Sensory Garden – Wildlife and Habitat Area</b></p> <p>Pupils continue to develop the skills they have started to develop in term one but expanding them as they will need to be applied to a different area of the community garden with different needs, jobs and requirements.</p> <p>Pupils continue to develop a huge range of employability skills interacting with different professionals.</p>	<p><b>Overview – Oakwell Hall Sensory Garden – Sensory Path and Willow Shelters</b></p> <p><b>Ravensthorpe in Bloom</b></p> <p>Pupils learn the skills necessary to prepare and lay a path using different materials. They will learn the techniques needed, the materials and the how to select and use the appropriate equipment and PPE.</p> <p>As well as working on the Oakwell Hall community project Pupils will work as part of a team contributing to Ravensthorpe in Bloom. They will learn to plant and maintain planters. Grow plants from seed. Bring on and nurture plugs and weed and water different planters. The planters will be in the community so they will also have to learn to travel safely identifying potential risks and hazards and implementing control measures.</p>

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### CORE FUNCTIONAL SKILLS

PATHWAY – EMPLOYABILITY / TI		SUBJECT AREA – VOCATIONAL OPTIONS – LITTLE DEERWOOD – ENVIRONMENTAL AWARENESS	
	TERM 1 –	TERM 2 –	TERM 3 –
V O C A T I O N A L S K I L L S	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>ENVIRONMENTAL AWARENESS</li> <li>HEALTH AND SAFETY</li> <li>CAMPFIRES / CAMPFIRE COOKING</li> <li>BUSHCRAFT</li> <li>CLIMBING</li> </ul> <p>Pupils complete and introduction to outdoor learning in an unfamiliar environment. They engage in a broad range of activities centred around bushcraft, cooking outdoors and health and safety in the outdoors.</p> <p>Pupils step outside of their comfort zones developing resilience and learning to be organised and prepared to participate in outdoor activities.</p> <p>Pupils also have lots of opportunities to develop fine and gross motor skills, teamwork and cooperation skills .</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>CONSERVATION</li> <li>HORTICULTURE</li> <li>FINDING YOUR WAY</li> </ul> <p>Pupils learn skills in horticulture and looking after the environment. They learn to plant and nurture seeds and small plants and then plant them on when they are strong enough. They learn skills in the maintenance of a wooded area, clearing areas making and repairing fencing and boundaries, maintaining paths and building habitats for local; wildlife.</p> <p>As well as this pupils complete an introduction to orienteering and the concepts behind using a map and problem solving. They learn to find things by using maps and also ways of getting from one place to another using maps. These are valuable transferable skills which help to build self-confidence and promote independence in all learners.</p> <p>These are also key skills in preparation for adulthood and keeping safe and solving problems in real life situations.</p>	<p><b>Overview –</b></p> <ul style="list-style-type: none"> <li>NEGOTIATING UNEVEN GROUND</li> <li>PROBLEM SOLVING</li> <li>ON THE WATER</li> </ul> <p>An important skills for life pupils learn how to be around water safely. They will learn to walk alongside water and operate a craft (canoe) on the water. They will learn safety skills and what to do if they are in trouble around water.</p> <p>Pupils will develop problem solving skills and self-confidence.</p> <p>Pupils will also look at negotiating uneven ground and how to walk safely in the countryside.</p> <p>They will look at how to ascend and descend inclines and how to problem solve if their routes are impassable.</p> <p>Pupils will learn the ‘STOP’ technique and how to apply this to different situations.</p> <p>Pupils will develop a broad range of skills for adulthood, resilience, confidence, teamwork, risk awareness, problem solving and a love and appreciation of the outdoors. They will have improved mental health and wellbeing and discover new ways to spend their leisure time in positive ways.</p>

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### VOCATIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – EMPLOYABILITY – CATERING AND HOSPITALITY	
	TERM 1 –	TERM 2 –	TERM 3 –
<b>Y E A R 1</b>	<p><b>Overview –</b> HEALTH AND SAFETY – FOOD SAFETY AWARENESS Just in Time Manufacturing - SEASONAL SOUP and PAKORAS ENTERPRISE</p> <p>Pupils complete the Purple Dog food safety awareness course developing a deep knowledge and understanding of how to operate safely in the kitchen, adhering to principles, processes and practices following food hygiene recommendations.</p> <p>Pupils then demonstrate this knowledge and skills through the running of a mini enterprise. Pupils run PfA 180 making high quality products to sell and deliver. In doing so they learn about budgeting, marketing, packaging, market research.</p> <p>Working in a production line fulfilling a role to produce consistently good products that meet a set of specifications.</p> <p>Pupils will also learn to review their products, collate feedback and refine their products based on their feedback.</p> <p>As well as the above pupils learn skills in the preparation of different ingredients and how to follow simple step by step instructions. They will use the hob, oven and a range of equipment safely.</p>	<p><b>Overview –</b> CUSTOMER SERVICES SEASONAL SOUP / TOASTIES / SAMOSAS</p> <p>Pupils continue to build on the skills developed in the previous term. They are going to add additional elements to the product they are selling with ‘upsell’ options. Pupils will also look at developing new and adapted recipes modifying them to meet the needs of the customer.</p> <p>Pupils continue to develop new skills in food preparation, the use of new equipment and the preparation of new ingredients.</p> <p>Pupils will change the role they are fulfilling to build on the understanding of running a mini enterprise.</p>	<p><b>Overview –</b> CUSTOMER SERVICE BUDDAH BOWLS</p> <p>Pupils continue to build on the skills developed in the previous term. They are going to add additional elements to the product they are selling with ‘upsell’ options. Pupils will also look at developing new and adapted recipes modifying them to meet the needs of the customer.</p> <p>Pupils continue to develop new skills in food preparation, the use of new equipment and the preparation of new ingredients.</p> <p>Pupils will change the role they are fulfilling to build on the understanding of running a mini enterprise.</p>

# PfA CURRICULUM

## OVERVIEW



### VOCATIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – EMPLOYABILITY – CATERING AND HOSPITALITY	
	TERM 1 –	TERM 2 –	TERM 3 –
<b>Y E A R 2</b>	<p><b>Overview –</b> FIRST AID BATCH PRODUCTION – CHRISTMAS CAKE ENTERPRISE</p> <ul style="list-style-type: none"> <li>• <b>Following Recipes</b></li> <li>• <b>Food Preparation</b></li> <li>• <b>Health and Safety</b></li> <li>• <b>Law</b></li> </ul> <p>Pupils develop food products for sale by completing market research tasks.</p> <p>Pupils work as a small business to produce, package and market their products.</p> <p>Pupils continue to develop their skills in food preparation, batch production and understanding how to maintain work standards. Pupils learn about profit and loss and the financial implications and costs on running an enterprise. Pupils learn about food labelling, the law and adhering to restrictions and regulations. Pupils learn about allergies and advice that they must provide customers and the consequences of not following these protocols.</p> <p>Pupils learn to interpret data and fulfil orders in a timely fashion.</p> <p>Pupils learn different cake decorating techniques and skills in the professional presentation of a product.</p>	<p><b>Overview –</b> MAINTAINING WORK STADARDS PLOUGHMANS BOX</p> <ul style="list-style-type: none"> <li>• <b>Following Recipes</b></li> <li>• <b>Food Preparation</b></li> <li>• <b>Health and Safety</b></li> <li>• <b>Law</b></li> </ul> <p>Pupils develop food products for sale by completing market research tasks.</p> <p>Pupils work as a small business to produce, package and market their products.</p> <p>Pupils continue to develop their skills in food preparation, batch production and understanding how to maintain work standards. Pupils learn about profit and loss and the financial implications and costs on running an enterprise. Pupils learn about food labelling, the law and adhering to restrictions and regulations. Pupils learn about allergies and advice that they must provide customers and the consequences of not following these protocols.</p> <p>Pupils learn to interpret data and fulfil orders in a timely fashion.</p>	<p><b>Overview –</b> CREAM TEA TAKEAWAY</p> <ul style="list-style-type: none"> <li>• <b>Following Recipes</b></li> <li>• <b>Food Preparation</b></li> <li>• <b>Health and Safety</b></li> <li>• <b>Law</b></li> </ul> <p>Pupils develop food products for sale by completing market research tasks.</p> <p>Pupils work as a small business to produce, package and market their products.</p> <p>Pupils continue to develop their skills in food preparation, batch production and understanding how to maintain work standards. Pupils learn about profit and loss and the financial implications and costs on running an enterprise. Pupils learn about food labelling, the law and adhering to restrictions and regulations. Pupils learn about allergies and advice that they must provide customers and the consequences of not following these protocols.</p> <p>Pupils learn to interpret data and fulfil orders in a timely fashion.</p>

# PfA CURRICULUM

## OVERVIEW



### CORE FUNCTIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – INDEPENDENT LIVING SKILLS	
	TERM 1 –	TERM 2 –	TERM 3 –
Y E A R 1	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><b>Basic Skills / Health and Safety</b></li> </ul> <p><b>Essential Knowledge –</b>            Food safety awareness – equipment safety            Cross contamination            Food Storage            Cooking Times – recognising when food is cooked            Cleaning products and processes            PPE            Preparing the work area            Seasonal Produce and ingredients</p> <p><b>Skills -</b>            Chopping            Grating            Taking things in and out of the oven            Safely using the hob            Mixing            Weighing            Loading and unloading the dishwasher</p> <p><b>Shopping -</b>            Safely navigating a supermarket            What to do if you become lost            What to do if you cant find something            What to do if you drop / break something or need assistance</p>	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><b>Healthy Lunch</b></li> </ul> <p><b>Essential Knowledge –</b>            Balanced Diet            Eatwell Plate            Healthy Eating            Food Safety Awareness Continued            Preparation of different ingredients            How does yeast work and what does the process of kneading and proving achieve.</p> <p><b>Skills –</b>            Rubbing in            Rolling out            Kneading            Baking            Using a hand blender</p> <p><b>Shopping –</b>            Know how items are categorised and how this can help you locate them in a supermarket.            Packing bags appropriately</p>	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><b>Dietary Needs</b></li> </ul> <p><b>Essential Knowledge –</b>            What are the reasons people need a special diet?            What are the different reasons for different dietary needs            What are the consequences of not following these needs            Where do we find information about ingredients in a product or safety information?            Understanding food labelling.</p> <p><b>Skills –</b>            Peeling            Using the Microwave            Using a hand whisk            Separating eggs            Boiling and simmering            Washing Aprons</p> <p><b>Shopping –</b>            Comparing items using price            Selecting quality fresh produce and discarding damaged items.</p>

# PfA CURRICULUM

## OVERVIEW



### CORE FUNCTIONAL SKILLS

PATHWAY - EMPLOYABILITY		SUBJECT AREA – INDEPENDENT LIVING SKILLS	
	TERM 1 –	TERM 2 –	TERM 3 –
Y E A R 2	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><i>Cultural Meals</i></li> </ul> <p><b>Essential Knowledge –</b></p> <p>Knowledge of different cultures and religions and how this impacts on food and catering            Ingredients and where they are grown            Traditional meals from around the world            Nutrients – Macronutrients and Micronutrients – what our bodies need, where do we get it from and what ingredients do we find it in?            Celebrations in different cultures – what traditional foods are associated with these.</p> <p><b>Skills –</b></p> <p>Using a food processor safely            Blind Baking – How do you do this process and why do we do this process            Using a pasta machine</p> <p><b>Shopping -</b></p> <p>What are the different shopping options and what are their advantages and disadvantages? Consider cost, sustainability, supporting the local community and economy etc</p>	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><i>Reducing Waste</i></li> </ul> <p><b>Essential Knowledge –</b></p> <p>Pupils will develop an awareness of resource management in order to reduce waste, save money, work to budget, reduce their carbon footprint and operate sustainably.            How can we use leftovers?            How can we reheat food safely?            Why is it important to re heat food safely?            Economical ways of buying ingredients – buying larger quantities and freezing some? Is it cheaper to buy and prepare a whole melon rather than a box of preprepared?</p> <p><b>Skills –</b></p> <p>Preparing and storing food            Portioning ingredients            Substituting ingredients and economic swaps</p> <p><b>Shopping –</b></p> <p>Looking for reduced items, can recipes be adapted to accommodate or make use of the cheaper ingredients</p> <p>Waste reducing companies who offer ‘lucky dip’ style ingredients. Can pupils use their knowledge gained to make a simple meal from a selection of given items.</p>	<p><b>OVERVIEW</b></p> <ul style="list-style-type: none"> <li><i>Catering for a group.</i></li> </ul> <p><b>Essential Knowledge –</b></p> <p>Pupils learn how to upscale a recipe.            Nutrition and Life Stages – What nutrition do we need to keep ourselves healthy into adulthood and where do we get this nutrition from.            What can happen if we don’t feed our bodies with the correct nutrition.</p> <p><b>Skills –</b></p> <p>Batch production            Quality Assurance            Maintaining work standards</p> <p><b>Shopping –</b></p> <p>Bulk buying ingredients.            Reading labels when buying ingredients            Locating items based on food storage – freezer section / tinned section etc            Independently locating items and completing a full shopping list. Pupils take it in turns in small groups to complete the shopping for a full recipe.            Store cupboard check, what have we got what do we need?</p>