

# Year 10 CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
<b>English</b>	<p><b>AQA Paper 1 Reading Exam Skills- non-fiction- Prisons</b></p> <p>Language Paper 1 The purpose of this unit is to analyse a variety of fictional extracts and investigate the key feature of narrative and descriptive pieces of writing. This includes, analysing and evaluating writer's structural and linguistic choices and the impact they have on the reader. Introduction to paper 1- go through questions 1-4 on PPT Reading skills: describe; explain; analyse; evaluate using a range of fictional extracts Understanding Structure The purpose of this is to build student knowledge, progress and confidence in their extended writing tasks. <b>Write an interview in correct format</b></p>	<p><b>Functional Skills Exam practice. Functional Skills level 1 Exam</b></p> <p>AQA Paper 1 Writing Exam Skills- <b>Xmas Carol Reading skills:</b> describe; explain; analyse; evaluate in A Xmas Carol extracts Recap on beginnings and endings Introduction to descriptive writing/ creative writing/ use of the senses/sentence starters. Spag Students will develop their essay skills on their studied text, while exploring content, meaning, message and craft. The main purpose of this unit is to build on student's ability to comment on the writer choice of methods and comment on these methods using relevant texts to support them. <b>The key focus includes, themes, characterisation, and context, pupils will be assessed on this</b></p>	<p><b>AQA Paper 2 Section B Exam Skills Introduction to paper 2</b></p> <p>Writing in different forms- Speech writing/Article/ Newspaper writing/ letter/essay Writing to persuade/explain/ argue Questions relating to paper 1 are created to improve student's skills and understanding. Students will annotate the above extracts, labelling language and structural features. Text will be evaluated critically through the use of questioning and exam style questions. At the end of each text, <b>students will create a piece of writing, with the main focus being the form/layout of the text.</b></p>	<p><b>AQA Paper 2 Section B Exam Skills- Gothic/ dystopian-</b> Recap on Victorian language A workshop to be given, where students are reminded of language and vocabulary that they may have touched upon during KS3. <b>Revise reading skills:</b> describe; explain; analyse; evaluate using a range of non-fiction extracts Mock paper 1 section B P1 Q1, Q2, Q5 P2 Q1, Q2, Q4 The purpose of this unit is to build on the skills that students have secured throughout KS3 and apply their language analysis skills to learning the key features. <b>Students will compare texts in relation to the messages or intentions.</b></p>	<p><b>AQA Paper 1 and 2 Exam Skills revision / R and J</b></p> <p>To consolidate all the key exam skills learnt so far for both Papers 1 and 2 Getting to know the mark schemes for the papers Language Paper 2 – Fact and Opinion, Inference and Summary Writing. The purpose of this unit is for students to select key information from two texts related to exam questions, analyse these two texts for language techniques and how the writers use them. <b>Assessment-to analyse Romeo's speech</b></p>	<p><b>AQA Paper 1 Section A using AQA Exam Skills- mock style practice. Mock exam</b></p> <p><b>To retrieve key information from a text to answer exam-style questions. To learn how to write a summary</b></p> <p>To analyse the writer's bias in an editorial piece. This unit will teach learners to articulate their sophisticated ideas and choose language and persuasive devices that is appropriate to a formal setting.</p>
In year10, students will build upon their skills of analysing unseen fiction and non- fiction texts. Texts/ extracts will range from the 20th and 21st century. Students will continue to appreciate a variety of text forms (novella, plays and short stories).						

	Throughout the year, students will develop a greater understanding of the writer's craft and perspectives, implicit and explicit meaning, structure, comparison of texts and reader response. Students will also develop their fiction creative and transactional writing using their developing skills.					
<b>Maths</b>	<b>Place value</b> Apply the four operations Check calculations using approximation Scale drawing <u>Interpreting maps and scale drawings</u> Use of bearings Angles HCF and LCM Product of Primes prime factor decomposition find HCF and LCM of two numbers	<b>Fractions:</b> Addition Find a fraction of an amount Multiplication and division Rounding Construct tables, charts and diagrams <u>Use frequency tables to collect data</u> Construct pictograms Construct bar charts Construct simple pie charts	<b>Straight line graphs</b> Work with co-ordinates in all four quadrants Plot graphs of equations that correspond to straight line graphs in the co-ordinate plane Identify and interpret gradients and intercepts of linear functions graphically Interpret the equation of a line in the form $y = mx + c$ <u>Interpret real-life graphs</u> Area and Perimeter Calculate the area of compound shapes Calculate the area of a rectangle Calculate the area of compound shapes made up from rectangles	<b>Ratio</b> Use ratio notation, including reduction to simplest form Express the division of a quantity into two parts as a ratio Divide a given quantity into two parts in a given ratio Polygons Derive and apply the properties and definitions of special types of quadrilaterals Deduce and use the interior angle sum in any polygon Deduce and use the exterior angle sum in any polygon Indices	<b>Scatter diagrams</b> Draw and interpret line of best fit Plot and interpret distance time graphs Plot and interpret graphs from real data Probability Use two-way tables/sample spaces <u>Record, describe and analyse the frequency of outcomes</u> <u>Transformations</u> Rotations Reflections Translations Enlargements	<b>2D representation of 3D shapes</b> Interpret plans and elevations of 3D shapes Construct plans and elevations of 3D shapes Complete ELC <u>Solving equations</u>
<b>PHSE</b>	<u>Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module.</u> <u>Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module</u>					
	Termly Theme: <b>Healthy Lifestyles</b> The aim of this unit is to provide learners with the skills and knowledge to be able to know about the importance of a balanced diet and how this contributes to a healthy lifestyle Understand the importance of a balanced diet for a healthy lifestyle. Know about the importance of exercise and how it contributes to a healthy lifestyle	Termly Theme: <b>E-safety</b> The aim of this unit is to provide learners with the knowledge to be able to use devices and the internet correctly and safely. Understand the risks when using the internet Understand how to work safely online, safeguarding self and others. Know about digital footprints and data security	Termly Theme: <b>Understanding Body Image</b> The aim of this unit is to provide learners with knowledge to know -what is meant by body image. Learners should be able to state what body image is and list some of the factors that have an influence on body image. Understand factors affecting body image Understand how feelings and emotions expressed in the media and social	Termly theme: <b>Stress Awareness</b> The aim of this unit is to provide learners with the knowledge to be able to understand what is meant by stress and also some of the symptoms of stress Understand what is meant by 'stress'. Understand the possible causes of stress Understand the effects of stress on an individual. Understand how stress can be managed	Termly Theme: <b>Alcohol Awareness</b> The aim of this unit is to provide learners with the knowledge to know about recommended safe limits of alcohol and also the unit strength of different alcoholic drinks Know about unit strengths and safe limits of alcohol Understand the possible causes of alcohol misuse and its effects Understand the effects that alcohol misuse can have on others. Understand the effects of withdrawing from alcohol	Termly Theme: <b>Smoking / Vaping Awareness</b> The aim of this unit is to provide learners with the knowledge and understanding of the reasons why people smoke and/or vape and also be able to define addiction Understand why people smoke/vape Know about the different types of smoking and vaping products Understand the effects and risks of smoking and vaping. Understand laws about smoking and vaping

	Know how to improve own lifestyle	Know about appropriate online behaviour and the law	media might influence body image		Know some of the agencies offering help and information about alcohol misuse	
<b>P. E</b>	<b>Basketball</b> <b>Introductions to basketball</b> Dribbles lay-ups jump shots defensive work offensive team work <b>Match</b>	<b>Badminton</b> <b>Introductions to badminton</b> Serves Smash overhead clear drop shot target hitting doubles <b>Match singles/doubles</b>	<b>Short Tennis</b> <b>Introductions to short tennis</b> Serves overhead smash volleys forehands backhands <b>Match singles/doubles</b>	<b>Cricket</b> <b>Introductions to cricket</b> Bowling Batting Catching Throwing Fielding positions <b>Games of cricket</b>	<b>Football</b> <b>Introductions to football</b> Defending Attacking Passing Shooting All techniques <b>Match</b>	<b>Athletics</b> <b>Introductions to athletics</b> Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved) 100m (timed 1 <sup>st</sup> and last)
<b>Hair and Beauty</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, An introduction to the Hair &amp; Beauty Sector text book for each module.</b>					
	Unit: <b>HB5: Finding out about the hair and beauty industry</b> Learners will have the opportunity to develop skills and explore the services and treatments offered in the hair and beauty industry. In this unit students will be: Finding out and researching different roles and career opportunities in the hair and beauty industry Identifying skills required in hair and beauty roles Developing and communicating ideas about findings through a presentation Producing information about	Unit: <b>HB9: Carrying out a treatment</b> Learners will have the opportunity to develop and practise, under supervision, practical skills used in hair and beauty in a salon environment. In this unit students will: Consulting appropriately with customers Carrying out preparation techniques Carrying out hair and beauty task Being professional Practising safe and hygienic working practices <b>Assessment evidence include:</b> Record of customer consultation Logbook of preparation stages for tasks Leaflet listing hair and beauty tasks	Unit: <b>HB8: Looking after customers</b> Learners will have the opportunity to develop and practise skills in providing customer service while working in a salon environment. In this unit students will: • Communicating appropriately with customers • Being proactive and flexible, responding to customers in a salon environment • Providing customer service in a salon environment • Being professional • Practising hygienic working Practices <b>Assessment evidence include:</b>	Unit: <b>HB12: Demonstrating hair styling</b> Learners will have the opportunity to develop and practise skills in hair management and styling. In this unit students will: • Developing and communicating ideas for hair styles • Communicating appropriately with customers • Working with others, customers and hairdressers, in a simulated salon situation to prepare for and provide hair treatments • Reviewing own work and identifying how to improve <b>Assessment evidence includes:</b>	Unit: <b>A1: Being organised</b> Learners will develop key techniques to help organise their work and priorities and manage their time effectively In this unit students will: • Organisational skills • Time management • Use of ICT management Tools <b>Assessment evidence includes:</b> • A planner for a two-week period. • Supporting documentation that demonstrates the techniques used.	Unit: <b>HB6: Responding to a hair and beauty theme</b> Learners will develop the skills and techniques needed to produce a mood board and an image that communicate their hair and beauty ideas in response to a brief. In this unit students will: • Sourcing products and materials to use to come up with ideas • Experimenting with products, materials and techniques, e.g. practising to drawing the image and presentation • Developing and communicating ideas for final image linked to mood board • Producing final mood board and image • Communicating ideas <b>Assessment evidence includes:</b> • Mood board in line with given brief • Image presented which replicates mood board design and brief • Record of skills and techniques used to create the mood board and image ideas

	<p>skills and career routes in the hair and beauty industry</p> <p>Working with others to identify roles within a team</p> <p>in the hair and beauty industry</p> <p>Assessment evidence include:</p> <p>Small team presentations with individual contribution identified</p> <p>Poster showing variety of venues for salons</p> <p>Organisation charts for salons</p> <p>Lists of skills and treatments advertised in a handout or poster</p> <p>Advert created for senior role in either hair or beauty, describing skills and experience required</p> <p>Job description for the job advertised</p>	<p>Feedback record from client</p> <p>Recording/video of task being carried out</p>	<p>Guidelines for customer care</p> <p>Lists of communication techniques to use in different scenarios</p> <p>Role-play recordings of communication scenarios</p> <p>Handout on presenting a professional image</p> <p>Leaflet/poster on safe and hygienic working practices</p> <p>Record of carrying out customer service activities</p>	<p>Leaflet on different shampoo, conditioners and pH impact</p> <p>Poster showing variety of hair styles</p> <p>Mood boards</p> <p>Handout on preparation techniques</p> <p>Record of techniques and client care being demonstrated</p> <p>Logbook of styles and procedures carried out</p> <p>Leaflet/poster on safe working practices</p> <p>Role play of client consultation</p>		
<b>Occupational Studies</b>	<p><b>Tools and Equipment</b></p> <p>Be able to demonstrate good practice in preparing and maintaining the work area</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to demonstrate good practice in preparing and maintaining the work area</p>	<p><b>Preparing Work Area</b></p> <p>Be able to use and maintain tools and equipment appropriately</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to paint an area</p> <p>Be able to clean work area and equipment</p> <p>Know the personal protective equipment (PPE) used in basic bricklaying processes</p> <p>Be able to apply safe working practices to</p>	<p><b>Know the personal protective equipment (PPE)</b> used in basic bricklaying processes</p> <p>Be able to apply safe working practices to produce half-brick walling</p> <p>Be able to work responsibly with others</p> <p>Be able to seek and respond to guidance when working as part of a team</p> <p>Why – Pupils will now have a good understanding of how to</p>	<p><b>Carpentry</b></p> <p>Know about hand tools used in carpentry</p> <p>Be able to use face and edge marks</p> <p>Be able to saw to a line</p> <p>Be able to plane timber</p> <p>Be able to use a chisel</p> <p>Why – Pupils will have developed lots of skills and a strong understanding of working with tools and as part of a team.</p> <p>Reading – How to use materials and equipment</p>	<p><b>Propagate Plants</b></p> <p>Be able to grow and care for plants grown from seed</p> <p>Know how to control weeds</p> <p>Why – This is the best time of year for pupils to work on the horticulture because of weather and sowing times.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p><b>Complete Outstanding Units</b></p> <p>Completing any outstanding theory or practical work required to achieve certification</p> <p>To help the pupils complete the units so they can gain qualification.</p>

	<p>Be able to use and maintain tools and equipment appropriately</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to paint an area</p> <p>Be able to clean work area and equipment</p> <p>Why – To give the pupils an introduction into working as part of a team and how to use tools safely.</p> <p>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>produce half-brick walling</p> <p>Be able to work responsibly with others</p> <p>Be able to seek and respond to guidance when working as part of a team</p> <p>Why – So the pupils can continue to build on skills learnt in previous unit and develop their understanding of safe work practices.</p> <p>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>stay safe in the workshop so will begin to use more challenging equipment.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>correctly. Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>		
<b>Art</b>	<p><b><u>Identity – Introduction to GCSE Art</u></b></p> <p>During the first Year of GCSE Art Year 10 students will learn to work independently, come up with their own ideas and build on the skills learnt in Key Stage 3. Students will be responding to the theme 'Identity'.</p> <p>Practising creating work using the 8 basic technical terms – line, form, shape, tone, value, pattern, texture, colour (2 /3 weeks).</p> <p>Students will learn how to explore a theme and how to present this.</p>	<p><b><u>Identity – Independent learning</u></b></p> <p>Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine</p>	<p><b><u>Identity – Independent learning</u></b></p> <p>Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine</p>	<p><b><u>Identity – Independent learning</u></b></p> <p>Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine</p>	<p><b><u>Identity – Building a portfolio and looking towards Year 11.</u></b></p> <p>Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 &amp; 2 in Year 11 amounts to 60% of their GCSE Art grade.</p> <p>Reading – reading texts associated with identity and using subject keywords from sheet.</p> <p>Assessment – Continual assessment of work produced by pupils.</p>	<p><b><u>Identity – Building a portfolio and looking towards Year 11.</u></b></p> <p>Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 &amp; 2 in Year 11 amounts to 60% of their GCSE Art grade.</p> <p>Reading – reading texts associated with identity and using subject keywords from sheet.</p> <p>Assessment – Continual assessment of work produced by pupils.</p>

	Students will be introduced to artists like Jean Michel Basquiat, Andy Warhol and Grayson perry. <b>Reading – reading texts associated with identity and using subject keywords from sheet.</b> <b>Assessment – Continual assessment of work produced by pupils.</b>	their skills in preparation for year 11. <b>Reading – reading texts associated with identity and using subject keywords from sheet.</b> <b>Assessment – Continual assessment of work produced by pupils.</b>	their skills in preparation for year 11. <b>Reading – reading texts associated with identity and using subject keywords from sheet.</b> <b>Assessment – Continual assessment of work produced by pupils.</b>	their skills in preparation for year 11. <b>Reading – reading texts associated with identity and using subject keywords from sheet.</b> <b>Assessment – Continual assessment of work produced by pupils.</b>	<b>Assessment – Continual assessment of work produced by pupils.</b>	
<b>Food Tech</b>	<b>Unit 1</b> <b>Preparing to Cook:</b> Safe and hygienic working practices to prepare self for cooking Safe and hygienic working practices to prepare the cooking environment Potential risks and hazards in the cooking environment Practical's involving the demonstration of: Safe and hygienic working practice <b>How to follow recipes</b> Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment	<b>Unit 1</b> <b>Preparing to Cook</b> The use of different cooking equipment and utensils How to prepare equipment and utensils for cooking The safe cleaning and storage of equipment and utensils Practical's involving the demonstration of: Safe and hygienic working practice <b>How to follow recipes</b> Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment	<b>Unit 1</b> <b>Preparing to Cook</b> The purpose of a recipe The stages of recipes The purpose of different ingredients in a recipe Cooking skills (description) Practical's involving the demonstration of: Safe and hygienic working practice How to follow recipes Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment	<b>Unit 2</b> <b>Understanding Food</b> The main food groups <b>Sources of food from each main food group</b> The effect of seasons on food availability Practical's involving the demonstration of: <b>Informing choice of recipes for given dishes</b> Apply choice of ingredients to make given dishes <b>Evaluate completed dishes</b>	<b>Unit 2</b> <b>Understanding Food</b> How social factors affect food choice How environmental factors affect food choices How cost factors affect food choices How sensory factors affect food choices. Practical's involving the demonstration of: <b>Informing choice of recipes for given dishes</b> Apply choice of ingredients to make given dishes <b>Evaluate completed dishes</b>	<b>Unit 1,2 completion</b> Recap all points from unit 1 and 2- Complete unfinished coursework tasks <b>BTEC level 2 award (not every pupil will complete this a decision will be made on an individual basis)</b> <b>Plan and make a two course meal</b> <b>Demonstrate food safety and hygiene</b> <b>Apply presentation skills</b> <b>Ways to economise when cooking at home</b> <b>Ways information about cooking meals at home from scratch can be passed on to others</b>
	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, Science Study Guide for each module.</b>					

<b>Science</b>	<p>Unit: <b>ASc6: Carrying out a scientific experiment</b></p> <p>Learners will develop the skills needed to plan for and carry out a scientific experiment and to present the results.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"><li>understand the stages involved in a scientific investigation</li><li>record data accurately and appropriately</li><li>understand the different methods of presenting data</li><li>develop experimental skills be able to analyse graphs.</li><li>Completing a plan considering safety issues</li><li>Identifying and selecting apparatus to measure quantities</li><li>Carrying out an experiment</li><li>Recording and presenting results</li></ul> <p>Assessment evidence will include:</p> <ul style="list-style-type: none"><li>Plan of how to conduct experiment.</li><li>Tutor observation statements.</li><li>Report to include results and conclusions.</li><li>unit assessment Booklet</li></ul>	<p>Unit: <b>Asc12: Investigating a crime scene</b></p> <p>Learners will find out about the procedures used in collecting and analysing crime scene evidence. They will use skills to search for, select and produce information.</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"><li>Procedures to collect and analyse crime scene evidence</li><li>Analysing crime scene evidence and drawing conclusions</li><li>Learning how to carry out procedures to analyse crime scene evidence</li><li>Producing information on procedures and own conclusions</li></ul> <p>Assessment evidence will include:</p> <ul style="list-style-type: none"><li>Notes/blog on the types of procedures used to collect and analyse crime scene evidence.</li><li>Presentation of a profile based on a simulated crime scene unit assessment Booklet</li></ul>	<p>Unit: <b>A2: Being organised</b></p> <p>Learners will develop key techniques to help organise their work and priorities and manage their time effectively.</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"><li>Techniques to improve organisation</li><li>Organisational skills</li><li>Time management</li><li>Use of ICT management tools</li></ul> <p>Assessment evidence will include:</p> <ul style="list-style-type: none"><li>A planner for a two-week period. Supporting documentation that demonstrates the techniques used unit assessment Booklet</li></ul>	<p>Unit: <b>ASc9: Practical ways to protect the environment</b></p> <p>Learners will demonstrate skills in planning, communication and working with others when developing practical ways to reduce the negative environmental impact of human activity.</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"><li>Key environmental issues, concerns and scientific impacts of human activity</li><li>Practical actions to protect the environment</li><li>Working with others to protect the environment</li></ul> <p>Assessment evidence will include:</p> <ul style="list-style-type: none"><li>Photo journal, video clips or blog of the practical actions taken.</li><li>Learners' planning logs supported by tutor observations of learner contributions in a team.</li><li>Report to summarise practical actions taken and the science behind them.</li><li>unit assessment Booklet</li></ul>		
<b>Princes Trust</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module.</b>					
	<p><b>Presentation Skills</b></p> <p>The aim of this unit is to support the learner to develop their understanding of the benefits and different purposes presentations have, as well as develop the skills needed to give a presentation. The unit requires the learner to prepare, deliver and review their own presentation.</p> <p>workbooklet</p>	<p><b>Career Planning</b></p> <p>The aim of this unit is to give the learner an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It is an opportunity for learners to think about careers they may wish to pursue, and reflect upon the training, education and</p>	<p><b>Teamwork Skills</b></p> <p>The aim of this unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.</p> <p>The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. This unit lends itself particularly well to being</p>	<p><b>Diet</b></p> <p>This unit enables learners to explore and understand the benefits of a balanced diet as part of a healthy lifestyle. It also encourages learners to develop independent living skills that they can take into the future.</p> <p>workbooklet</p>	<p><b>Time Management</b></p> <p>In this session, young people will explore the importance of managing and using their time in a positive, constructive way. They'll consider the value of free time in terms of their wellbeing, but also the different, practical ways of putting it towards activities and interests which can help them gain valuable skills and experiences.</p> <p>Understand how to structure time and use it well</p> <p>Plan and use time in a variety of differing roles and situations</p>	<p><b>Money Management</b></p> <p>The aim of this unit is to support learners to understand some of the basic principles around personal money management. Throughout this unit, learners will be given the opportunity to gain knowledge on how to budget and how to plan their own personal spending, while looking at wage slips and bank statements.</p> <p>learners will find out about the key money matters when in employment. They will explore the different ways they can be paid for work, national minimum wage, national living wage and what deductions are made from their earnings.</p> <p>workbooklet</p>

		experience required in that profession. With the high demand for jobs, learners need to be aware of where to search for suitable jobs and how to best present themselves both, using their CVs or applications, and in person when they get to the interview. <a href="#">workbooklet</a>	integrated with other aspects of the learner's wider programme. <a href="#">workbooklet</a>		Have an increased sense of the value of time and its importance in personal and professional life  Understand how to plan time to accomplish constructive activities and help other in their community <a href="#">workbooklet</a>	
<b>Duke of Edinburgh</b>	<b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module.</b>					
	<b>Volunteering Section</b> To inspire young people to make a meaningful contribution within their communities, influence change, and shape the world they want to live in. Volunteering can transform society. This section seeks to connect young people with opportunities to make a meaningful impact on issues they care about and have a positive social impact. Through volunteering, participants can: Increase community cohesion through a cause or social action. Support the well-being of members of their community and themselves. Feel empowered to lead change. Build empathy and make a positive impact on others.	<b>SKILLS</b> The Skills section is about discovering what pupils are really good at. Maybe they want to get better at something they already do, like playing a musical instrument, or learn something for the very first time, like how to design a website? The Physical section is a chance for you to focus on your health and fitness and have fun along the way. As long as you pick something that requires a sustained level of energy and physical activity, the possibilities are endless. Improve your football, rock climbing or dance skills or try a completely new sport or activity. Join a team or do it on your own. You don't have to be super fit or world class – with the DofE, it's about setting your own challenges, giving 100%	<b>Physical</b> The aim of the Physical section is to inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity. Participants must choose an activity and with your help, set an appropriate challenge. They must do their physical activity regularly, for at least an hour a week, for the planned time.	<b>SKILLS</b> Students will continue to build on their skills. The Skills section is about discovering what pupils are really good at. Maybe they want to get better at something they already do, like playing a musical instrument, or learn something for the very first time, like how to design a website?	<b>Expedition section:</b> To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition. Team Goal Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills Environment The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces. Accommodation: Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses. Mode of travel Participants must choose an appropriate mode of	<b>Expedition section:</b> To inspire young people to develop initiative and a spirit of adventure and discovery by planning, training for and completing an adventurous self-sufficient journey as part of a team. Participants choose where and how they want to do their expedition. Team Goal Expeditions must have a clearly defined team goal – this could be researching an area of interest, contributing to a community action project, or developing soft skills Environment The environment chosen must become progressively more challenging through the award levels – environments could include rural, urban or restricted spaces. Accommodation: Accommodation should be by camping or other simple self-catering accommodation e.g., bunkhouses. Mode of travel Participants must choose an appropriate mode of travel for the environment they'll

	Further understand their own goals by evaluating their progress and building confidence and self-esteem. Increase their employability chances and skills for life by developing teamwork and leadership abilities. Build confidence by being around people they may be unfamiliar with. Volunteering is about giving time to do something meaningful, motivated by making a difference rather than making money. Participants should look for impactful opportunities around them – this can be in person or online. Meaningful volunteering is different for everyone	and being the very best you can be.			travel for the environment they'll be journeying through. Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant. Food Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day). Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).	be journeying through. Journeying must be by participants' own physical effort, although mobility aids may be used where appropriate to the needs of the participant. Food Participants must plan an appropriate expedition menu, including cooking and eating a substantial hot meal each day (optional on the final day). Participants must behave responsibly with respect for their team members, Leaders, landowners, the public and animals, and must understand and adhere to the Countryside, Scottish Outdoor Access, Highway and Water Sports Codes (as appropriate).
<b>Child Development</b>	<p><b>Reading opportunities include:</b> research; articles; websites; informational booklets; PowerPoints, activities, worksheets, KS3 Science Study Guide for each module.</p> <p><b>Assessment Method:</b></p> <ul style="list-style-type: none"> <li>Portfolio of evidence - completion of an internally created and internally assessed, assessment booklet assessing if pupils meet required skills outcomes for each unit.</li> <li>Practical demonstration/assignment- A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</li> </ul>					
	<p><b>Unit: CBA207: Child Development</b></p> <p>This unit will enable the learner to understand child development. Understand the development of children from 0-1 year. Understand the development of children from 1-3 years. Be aware of a range of childcare provision. Understand the need to create a safe</p>	<p><b>Unit: CBA 209: Children's social and emotional development</b></p> <p>This unit will enable the learner to understand children's social and emotional development. Understand key elements of children's social and emotional development. Understand children's social and emotional needs.</p>	<p><b>Unit: CBA153: Team work skills in practice</b></p> <p>This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity. Understand the different roles and responsibilities within a team. Be able to contribute to the setting of team and own goals.</p>	<p><b>Unit: CBA208: Developing language and communication</b></p> <p>This unit will enable the learner to understand how to develop language and communication skills in children. Recognise the key elements of language development and communication in children Understand the importance of language</p>	<p><b>Unit: CBA219: Making and using story sacks</b></p> <p>This unit will enable the learner to make and use story sacks to support a child's development Understand the purpose and content of story sacks. Know how to produce a story sack Be able to use a story sack effectively. Know how to use a prompt card. Be able to evaluate the use of a story sack</p>	<p><b>Unit: CBA214; The role of play in child development</b></p> <p>This unit will enable the learner to understand how play impacts on child development. Understand the role of play in child development. Understand the purpose of play activities for children Understand the importance of planning for play activities Know how stereotyping can affect children's participation in activities.</p>

	environment for children.	Know how children acquire their behaviour patterns Understand how to encourage children to feel positive about themselves.	Be aware of others' rights to communicate within a team Recognise the importance of co-operation within a team. Be able to review team performance	skills development in children Understand the role of the child care worker in promoting language skills. Recognise the importance of children's needs in respect of language. Understand links between language and communication skills.		
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