

# Year 11 CURRICULUM MAP

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spiritual, moral, social and cultural development	- Healthy living British Values	Equality and diversity	Careers guidance	Citizenship	Preparation for next stage
English	<p><b>AQA Paper 1 Recap Reading Exam Skills/Miss Peregrine's Home for Peculiar Children-fiction/ Jack the Ripper- non-fiction</b></p> <p>Recap on paper 1- Section A Developing <b>Reading skills</b>: Exploring the text of choice through language skills to engage with text. Describe; explain; analyse; evaluate using a range of fictional extracts. <b>Numeracy</b>: sequencing events; plot on map murder sites; measure a crime scene; fill in tables; Interpreting solutions in context of problem Developing analytical skills on structure of texts and critical evaluation of texts. Evaluate writers structural and linguistic choices and the impact they have on the reader. <b>In class assessment: Reading Q.2</b></p>	<p><b>Functional Skills Revision and Creative Writing past papers.</b> Sit <b>Functional Skills Exam</b> AQA Paper 1 Recap Writing Exam Recap on paper 1- Section B Revise the key differences between narrative writing and descriptive writing. Complete descriptive and narrative tasks developing openings/endings/ sophisticated vocabulary and literary devices Walking talking mock and peer/self-marking. <b>Use relevant good extracts for pupils to read and see how techniques work.</b> Speaking and Listening Endorsement- students will 'complete' their speech which some had begun in previous term. It gives the opportunity for new learners to complete their research and speech here too. <b>Numeracy</b>: Thinking logically; Predicting &amp; checking; Breaking down problems into smaller parts</p>	<p><b>Read, analyse and build upon and build on writing skills.</b> This purpose of this term is to dive into the 19th century Students to focus on P2, Q3 AQA Paper 2 Section A and B Exam Skills <b>Revise reading skills</b>: describe; explain; analyse; evaluate using a range of non-fiction extracts Practice writing summaries / newspaper articles/ reports/letters/ essays to develop language techniques and Spag for effect <b>Numeracy</b>: Thinking logically; Predicting &amp; checking; Breaking down problems into smaller parts; using data in own writing for a purpose <b>Speaking and Listening assessment</b>- to be presented before the end of this term.</p>	<p><b>Practice Mock papers</b> <b>Use past papers and example papers from AQA materials and resources</b> Complete walking-talking mocks Pupils to understand the mark scheme and have opportunities to self/ peer assess. <b>Numeracy</b>: Use mathematical questioning to help expand answers - How could you sort these.....? How many ways can you find to ..... ? What happens when we ..... ? How many different ..... can be found? What is the same/different? Can you group these ..... in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why? Is there a way to record what you've found that might help us see more patterns? What would happen if....? <b>Mock paper 1 section B Exam Practice Tasks</b> This unit will focus on Q5 of both papers and going</p>	<p><b>Practice Mock papers,</b> <b>reading</b> and writing components and timings. Use past papers and example papers from AQA materials and resources Complete <b>walking-talking mocks Numeracy</b>: Use mathematical questioning to help expand answers - How could you sort these.....? How many ways can you find to ..... ? What happens when we ..... ? How many different ..... can be found? What is the same/different? Can you group these ..... in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why? Pupils to understand the mark scheme and have opportunities to self/ peer assess.</p>	

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				through students' mocks. We will focus key areas that students have proven to show some difficulty in		
Maths	<u>Area/Circum of Circle</u> Solve problems by applying formula for circumference of a circle Solve problems involving the volume of a cylinder Solve problems by applying formula for area of a circle Solve problems involving the surface area of a cylinder Frequency Polygons Recognise trends from a frequency polygon Revise averages and range Identify trends in data over time (e.g. from a graph) Algebraic equations Solve equations with brackets	<u>Enlargements</u> Reflect shapes in a given mirror line. Initially line parallel to the coordinate axes and then $y = x$ or $y = -x$ Enlarge shapes by a given scale factor from a given point Substitution Functional skills practise Angle properties Know that the sum of the exterior angles of any polygon is 360 degrees Find the size of each exterior/interior angle of a regular polygon	<u>Pythagoras</u> Identify the hypotenuse Apply $a^2 + b^2 = c^2$ to find the length of the hypotenuse Apply $a^2 + b^2 = c^2$ to find the length of a shorter side Functional skills exams Frequency tables Bearings Averages Find the modal class interval and estimate for the mean of a grouped frequency distribution by using the mid-interval value Finding median vales from tables of data Discuss bias	GCSE- Revision for exam	GCSE- Revision for exam	
Science	Reading opportunities include: understanding scientific texts, laboratory protocols, and safety guidelines. Learners also engage with case studies, data reports, and research articles to interpret information and apply it accurately in experiments.. Numeracy Opportunities: calculating measurements, concentrations, and reaction yields in experiments. Learners also apply skills in graphing, interpreting data, and performing calculations related to energy, forces, and statistical analysis. Assessment evidence will include: A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes such as: Learner notes/written work, Learner log/diary, Peer notes, Record of observation and Records of discussion.					
	Unit: <u>CBD695 Life Processes and Living Things</u>  This unit will enable the learner to understand the fundamentals of biological science.  In this unit, students will: 1.Understand cellular structure and functions. 2. Know about transport of nutrients and gases in plants.		Unit: <u>CBD698 Physical Processes</u>  This unit will enable the learner to understand fundamental physical processes.  In this unit, students will: 1. Understand energy transfer. 2. Understand electricity.		Unit: <u>CBD696 Materials and their Chemical Properties</u>  This unit will enable the learner to understand materials and their chemical properties.  In this unit, students will:	

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	3. Understand genetics and inheritance. 4. Understand how organisms interact with the environment and each other. 5. Understand what enzymes are and their role in living organisms and industrial processes.		3. Understand forces and motion. 4. Understand waves and radiation.		1. Understand atomic structure and bonding. 2. Know about the periodic table. 3. Understand the nature of chemistry and the main types of chemical reaction. 4. Understand rates of reaction.	
<b>Food Technology</b>	<b>Unit 3- Exploring balanced diets- What is meant by a balanced diet</b> The nutrients that make up a balanced diet Nutrient requirements for different groups of people Practical sessions focusing on: Assessing recipes in terms of contribution to healthy eating How can recipes be adapted to make them healthier Other factors which could affect the finished dish.  Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	<b>Unit 3- Exploring balanced diets-</b> Healthy eating advice How nutritional information of food labels can inform healthy eating Food diaries and recommendations Practical sessions focusing on: Assessing recipes in terms of contribution to healthy eating How can recipes be adapted to make them healthier Other factors which could affect the finished dish  Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	<b>Unit 4- Plan and produce dishes in response to a brief</b> Assessing requirements of a set brief Selecting a menu of dishes for a brief Developing a plan of action for making the dishes Reviewing and revising plans based on feedback  Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	<b>Unit 4 Plan and produce dishes in response to a brief</b> Practical sessions will focus on: Demonstrating how to prepare the cooking environment Using plans to make dishes Demonstrating cooking skills Demonstrating safe and hygienic working practice Assess the strengths and weaknesses of a menu Assess strengths and weaknesses of completed dishes Evaluate own brief  Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	<b>Recap units 3 and 4- complete any unfinished coursework tasks</b>  Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	
<b>PHSE-Equality and Diversity</b>	Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module. Numeracy Opportunities: diagrams, recording results (tables), measurements, time, variables and presenting Data Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module					
	Termly Theme:	Termly Theme:	Termly Theme:	Termly Theme:	Termly Focus:	

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	<p><b>Unit 01 Equality and diversity in society</b> In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will develop an understanding of the effects of stereotyping, labelling, prejudice and discrimination and will start to understand the different characteristics that make us who we are.</p> <p>Debating current worldwide issues relating to Equality Pupils display their work using various diagrams and tables. Written Assessment. Researching and writing a report.</p>	<p><b>Unit 01 Equality and diversity in society</b> In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will develop an understanding of the effects of stereotyping, labelling, prejudice and discrimination and will start to understand the different characteristics that make us who we are.</p> <p>Statistics. Reading of Case Studies Learner report or presentation Role play/sketch Written or oral questioning</p>	<p><b>Unit 02 Equality and diversity in the community</b> In this unit the learner will consider the extent and the value of diversity within a chosen community. As part of this they will develop an understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained.</p> <p>Reading news reports Presenting information in charts Learner report or presentation Role play/sketch Written or oral questioning</p>	<p><b>Unit 02 Equality and diversity in the community</b> In this unit the learner will consider the extent and the value of diversity within a chosen community. As part of this they will develop an understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained.</p> <p>Annotated case studies Learner report or presentation Role play/sketch Written or oral questioning</p>	<p><b>Unit 03 Equality and diversity in the workplace</b> In this unit the learner will develop an understanding of the meaning of equality and diversity in the workplace. This will include how equality and diversity is monitored in the workplace and how the rights of individuals are protected.</p> <p>Rights- order of importance. Sequencing. Written Assessment Researching and writing a report.</p>	
King's Trust	<p><b>Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module</b>  <b>Numeracy Opportunities: Labelling, diagrams, recording results (tables/graphs), Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data</b></p>					
	<p><b>Presentation Skills</b> 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. Workbook</p>	<p><b>Career Planning</b> 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 experience required in that profession.</p>	<p><b>Career Planning</b> 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 experience required in that profession.</p>	<p><b>Teamwork</b> This unit helps learners develop team working skills by understanding the roles and ways of working in a team to achieve a shared goal. Learners will have the opportunity to work in a team and practise using the key skills needed to be a valuable team memb</p>	<p><b>Healthy Eating</b> 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. workbook</p>	Catch Up

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		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. workbook	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. workbook			
<b>P. E</b>	<b>Short Tennis</b> Introductions to short tennis Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves overhead smash volleys forehands backhands Match singles/doubles	<b>Badminton</b> Introductions to badminton Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash overhead clear drop shot target hitting doubles Match singles/doubles	<b>Basketball</b> Introductions to basketball Numeracy- scoring of points; timings of game; time penalties; distance from hoop. Dribbles lay-ups jump shots defensive work offensive team work Match	<b>Cricket</b> Introductions to cricket Numeracy- scoring of points; timings of game; distance between wickets; width either side of wickets Bowling Batting Catching Throwing Fielding positions Games of cricket	<b>Football</b> Introductions to football Numeracy- scoring of points; timings of game; added time; points in the league; reading tables Defending Attacking Passing Shooting All techniques Match	
<b>Occupational Studies</b>	<b>Unit 08 Performing brickwork operations</b>  In this unit the learner will understand the equipment used to perform brickwork tasks and the associated health, safety and welfare issues. The learner will be able to apply safe working practices to the construction of brickwork. Reading – Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – Understand measurements and dimensions when planning brickwork task	<b>Unit 36 Taking part in sport</b> In this unit the learner will understand a sporting activity, the importance of physical preparation and be able to improve performance in a sporting activity.  Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – relating tasks to time etc.	<b>Unit 23 Planning a multipage website</b> In this unit the learner will be able to investigate the purpose and features of websites and be able to plan a website to a specific brief.  Reading – Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – Understand how to use a computer programme.	<b>Unit 47 Working in a team</b> In this unit the learner will understand the advantages and disadvantages of team tasks and the behaviours needed for effective teamwork. The learner will also be able to recognise team skills, experience and agree roles and responsibilities for a given task. The learner will be able to work effectively as a team member and reflect on team performance. Reading – How to use materials and equipment correctly. Reading	<b>Unit 25 Communication skills for business</b> In this unit the learner will be able to write a formal letter, communicate effectively on the telephone and take part in a meeting.  Reading – Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – To be able to use the time and numbers to articulate yourself in a conversation.	<b>Completing any outstanding theory or</b>  <b>practical work required to achieve certification</b> To help the pupils complete the units so they can gain qualification.

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				learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – relating tasks to time etc.		
Art	<p><b>Personal project</b> where pupils are encouraged to develop their ideas, research work of other artists and experiment with different techniques and materials. Why – To encourage the pupils to work independently and cover each assessment criteria. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.</p>	<p><b>Personal project</b> where pupils are encouraged to develop their ideas, research work of other artists and experiment with different techniques and materials. Why – To encourage the pupils to work independently and cover each assessment criteria. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.</p>	<p><b>GCSE exam paper.</b> Research ideas connected to the theme and experiment with different techniques to develop a final piece. Art exam</p>	<p><b>GCSE exam paper.</b> Research ideas connected to the theme and experiment with different techniques to develop a final piece. Art exam</p>	<p><b>GCSE exam paper.</b> Pupils sit formal 10-hour exam based on their ideas from the previous term. Art exam</p>	
Hair and Beauty	Reading opportunities include: understanding client consultation forms, health and safety guidelines, and product labels. Learners also practice reading instructional materials and step-by-step treatment procedures to ensure accurate and safe service delivery. Numeracy Opportunities: measuring hair or skin treatments, mixing products in correct ratios, and calculating timing for services. Learners also apply basic maths skills to manage appointments, stock levels, and pricing for clients.					
	Unit: <b>HB10 Demonstrating Nail Art</b>  Learners will have the opportunity, under supervision, to develop and practise skills in using basic nail art techniques.  In this unit students will be: Factors influencing choice of		Unit: <b>A2 Developing a Personal Progression Plan.</b> Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.  In this unit students will be:		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	

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	<p>nail-art treatments Products, tools and equipment used in nail-art treatments Preparation procedures Design and application of 2D images and 3D surfaces Application techniques Client communication Safe and hygienic working Practices</p> <p>Assessment evidence include: Poster showing factors influencing treatment Mind map or leaflet on products, tools and equipment Handout on preparation techniques and 2D images Record of techniques and customer communication demonstrated Logbook of 2D designs and 3D treatments carried out Leaflet/poster on safe working practices for nail-art Role play of client consultation for</p>		<p>Benefits and purpose of developing a progression plan Finding out about progression opportunities Setting a progression goal Identifying the skills and behaviours needed to meet progression goal Reviewing own skills and behaviours against progression goal Creating a progression plan</p> <p>Assessment Evidence include: Audit of skills and behaviours. Personal progression plan.</p>		<p>communicate their hair and beauty ideas in response to a brief.</p> <p>In this unit students will be: Use of materials in response to requirements of a brief Development and application of skills and techniques Purpose of a mood board</p> <p>Assessment Evidence include: 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>	
<b>Working in Sport</b>	<p><b>Unit 1</b> <b>Participating in sport</b></p> <p>Students will be learning about what it takes to participate in sport and the barriers that some people have to overcome in order to take part.</p> <p>Students will also be looking at how to organise a sporting event.</p>	<p><b>Unit 2</b> <b>Understanding business in sport</b></p> <p>Students will be learning about what income opportunities there are in sports businesses.</p> <p>Review the performance of a selected sports business, identifying and evaluating strengths and areas for future development.</p>	<p><b>Unit 3</b> <b>Preparing to work in the sport and leisure industry</b></p> <p>Explain health and safety laws and regulations within the sport and leisure environment.</p> <p>Investigate the six pack regulations and make notes on their key features in the table below.</p>	<p><b>Unit 4</b> <b>Anatomy and Physiology for Exercise</b></p> <p>Students will be learning about bones, muscles, ligaments and tendons in the human body.</p> <p>The heart and its functions.</p> <p>Describe the function and structure of the respiratory system</p>	<p><b>Unit 5</b> <b>Introduction to healthy exercise and Nutrition</b></p> <p>What it means to be physically fit.</p> <p>What are the benefits of being active and eating healthy.</p> <p>What does Blood pressure mean and how it affects the heart.</p>	
<b>Business Studies</b>	<b>Reading opportunities include:</b> Research, reading briefs, quizzes, assessments, text books.					

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<p><b>Numeracy Opportunities:</b> Create a complex table, Work out timings in a schedule, Problem solving, Using online tools and software, Data analysis.</p> <p><b>Assessment methods:</b> All units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit</p>						
	<p><b>A1 Being Organised</b></p> <p>Learners will develop key techniques to help organise their work and priorities and manage their time effectively.</p> <p><u>Unit introduction</u></p> <p>How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college?</p> <p>Being organised and being able to manage your time is essential for success in your education.</p> <p>From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.</p>	<p><b>A2 Developing a Personal Progression Plan</b></p> <p>Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.</p> <p><u>Unit introduction</u></p> <p>What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.</p> <p>This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.</p>	<p><b>B8 Creating a Visual Display</b></p> <p>Learners will develop the skills needed to create a visual display for specific customers to promote products and increase sales.</p> <p><u>Unit introduction</u></p> <p>Each time you go shopping you will see visual displays, both in the windows and inside stores, which are designed to attract customers. You will have seen mannequins wearing the latest fashions and visual displays of handbags and jewellery, kitchen goods, perfume, sporting goods, computer games, the latest mobile phone handsets – the list is endless. A customer's first impression is said to be made in the first five seconds of shopping and so creating attractive, well-arranged visual displays really helps to make that first impression – not just good but great. There is an art to setting out visual displays in ways that customers will find interesting and that will increase sales.</p> <p>In this unit, you will create a visual display. You will consider health and safety and creative factors. You will create an attractive visual display that is appropriate for the space available using colour,</p>	<p><b>B9 Presenting a Business Idea</b></p> <p>Learners will develop the skills to present a business idea to an audience.</p> <p><u>Unit introduction</u></p> <p>Have you ever had an idea for a new business or an idea to make a current business better? Although the idea may be good, being able to present your idea to other people is key to the success of taking it forward. In this unit, you will develop the skills to prepare and present an idea to an audience. You will learn how important it is to be well prepared, making sure you know everything you need to and that you have covered the most important points in your presentation to ensure your business idea is convincing.</p>	<p><b>B10 Contribute to Running an Event</b></p> <p>Learners will develop the skills required to organise and contribute to running a small enterprise event to raise money for a cause.</p> <p><u>Unit introduction</u></p> <p>Do you enjoy going to events organised by other people? Perhaps you like organising activities and events for you and your friends? Businesses run events to raise money for different causes, for example a cake sale or flea market to raise money for a charity.</p> <p>In this unit, you will learn how to plan and contribute to the running of a small enterprise event such as a local fundraising activity or a vintage clothes sale. You will work with others to organise and plan the event and then take a role on the day to ensure the event is enjoyable and successful.</p> <p>You will develop skills in planning and working well with other people. You will learn how to work within a timeframe and manage the event budget by not spending more money than you have been allocated for the event. You will also learn to multitask and communicate with others during the running of the event.</p>	



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			light, space, product information and perhaps even smell, touch and sound. This unit will give you the opportunity to demonstrate some of the practical skills used to tempt customers into stores.			
Child Development	Reading opportunities include: understanding policies, care plans, and safeguarding procedures. Learners also read guidance documents and activity instructions to ensure they follow correct practices when supporting children. Numeracy Opportunities: calculating ratios for group activities, tracking attendance, and managing snack or medication quantities. Learners also apply basic maths skills when measuring resources, timing activities, and recording data for observations or reports. Assessment Method: • Portfolio of evidence - completion of an internally created and internally assessed, assessment booklet assessing if pupils meet required skills outcomes for each unit. • 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					
	Unit: <b>CBA156 Exploring Employment Opportunities</b>  This unit will enable the learner to be aware of different career options, identify a preferred career option and how to apply for job opportunities.  In this unit students will: Be aware of different career options and what is involved in job search. Be aware of different types of employment. Be able to complete a job application. Be able to create curriculum vitae (CV). Know how to conduct self at an interview.	Unit: <b>CBA219: Making and using story sacks</b>  This unit will enable the learner to make and use story sacks to support a child’s development  In this unit students will: 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	Unit: <b>CBA213 the Role of Play for Early Learning</b>  This unit will enable the learner to understand the importance of play for early learning.  In this unit students will: Understand the features of a positive learning environment. Understand how play can help children’s learning or development. Understand how play activities may prevent stereotyping and discrimination.			