



2012 - 2013

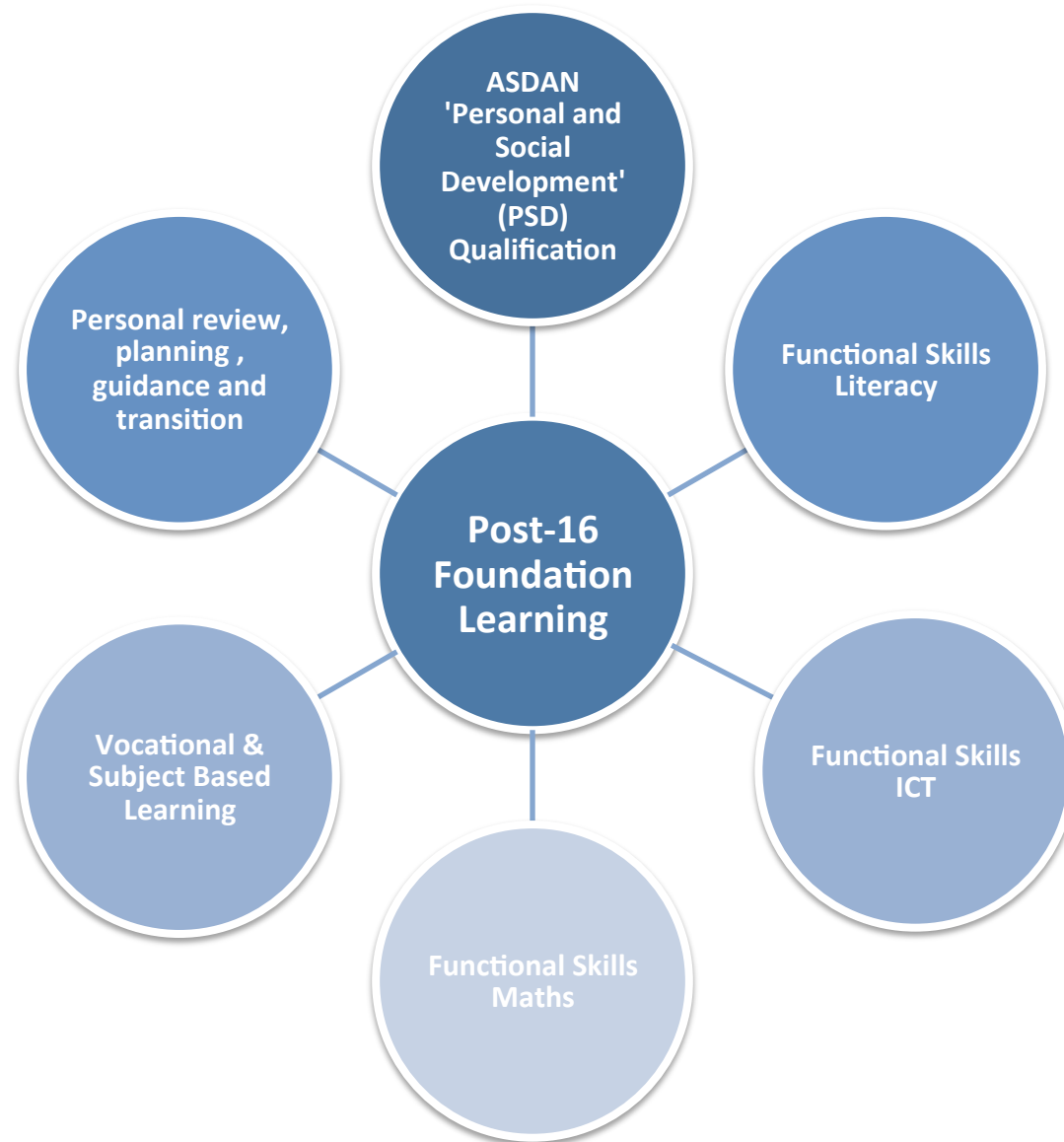
Post-16 Curriculum

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Chair of Governors; Stephen Ferguson

Foundation Learning Overview



Vocational & Subject-Based Learning Overview



Vocational & Subject-Based Learning

	Autumn Term	Spring Term	Summer Term
Team Enterprise	Consider team skills, problem solving, practical skills and creative thinking skills Projects: Making Calendars, Cards, Jewellery	Explore: why do people buy certain products/ services? Projects: Bird Boxes and Bat boxes	Identify one product. Look at ways you can improve the product, for example costs and packaging Projects: Planters
Music	Students will have the opportunity to listen, compose and perform. Topics will be based around classical music, popular music, world music and TV and film.		
Tourism	What is leisure and tourism? Leisure and tourism at home Planning a trip to a famous tourist attraction	Leisure and tourism out of the home Finding out about National Parks in Britain (Cheddar Gorge)	Leisure and tourism, tourism abroad
Work based learning	The sixth form has links with Action for Kids and offer us work based learning opportunities. AfK can accommodate a group of 4/5 students at the time to run a 12 week, 1 day a week, programme. As part of the curriculum, all students will part take in running the 6 th form's café. Work based learning opportunities and life skills are part our weekly sessions at the Scouts' camp.		
Cultures and Religions	All about culture Celebrating winter festivals and special events	All about culture Celebrating spring festivals and special events	All about culture Celebrating summer festivals and special events
Cooking	Throughout the year students will be taking part in planning and preparing a simple, every day meal. Students will discuss which meals/ snack will be cooked and draw up a plan for each term. Students will shop for the ingredients as part of their PSD curriculum		
Sports and Fitness	Sports skills and participation: Taking part in a range of outdoor and indoor activities	Fitness: With others, design a series of exercises that will test, balance, strength, flexibility and speed. Complete the exercises and record your results	Coaching and leading a game: Present the basic rules of a sport or game of your choice. Work within a group. Take it in turns to lead a small game. Give feedback to each other about

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Photography Option group	Introduction to photography Learning about different aspects of photography	Presenting the school and community through photography. Creating awareness of their surroundings through photography. Learning about different aspects of photography	Portrait of self through photography Awareness of self through photography Learning about different aspects of photography
Arts and crafts workshop Option group	Take part in a workshop that will help to develop your skills in arts and crafts	Create a piece of art using ceramics, jewellery, photography, textile or any other one, two or three dimensional image or object Provide evidence of planning and design of your work using an annotated sketchbook	Prepare to exhibit work that you have created. Give a talk/ presentation the work you have created.
Drama workshop Option group	Take part in a workshop that will help to develop your skills in drama Plan and share ideas for a drama performance.	As a group work on a drama performance. Create a short video diary, or collective film to record creative activities or contributions to a group production.	Taking part in a performance Give a talk/ presentation about your performance. Plan and design for the following; report/ advert or poster about the performance and props for the performance
Dance workshop Option group	Take part in a workshop that will help to develop your skills in dance Plan and share ideas for a drama performance.	As a group work on a dance performance. Create a short video diary, or collective film to record creative activities or contributions to a group production.	Taking part in a performance Give a talk/ presentation about your performance. Plan and design for the following; report/ advert or poster about the performance and props for the performance
Spanish workshop Option group	Leisure, Entertainment and Travel	Home, education and work	Health and Sport
Gardening Option group	Art in the garden Planting bulbs Winter preparation Christmas	Getting ready for spring Growing seeds Easter	Getting ready for summer First crop Flowers planting

	Autumn Term	Spring Term	Summer Term
Gateway Module Option group	The award encourages young people to gain new skills and experiences, become more independent, and active in the community. The 6 th form works in partnership with Westminster council and Frith Grange Scout Association to further develop community activities for our students		
Minibus maintenance Option group	Weekly maintenance and cleaning of the Oak Lodge School minibuses		

Personal and Social Development (ASDAN PSD)

Autumn Term	Spring Term	Summer Term
(CA) Community Action	(EA) Environmental Awareness	(PS) Personal Safety in the home and community
<p><u>Entry 1</u> Unit aim: To encourage learners to recognise and access local community advice centres and understand the importance of asking for help.</p> <ul style="list-style-type: none"> Identify who can give them help/advice in their centre or in their local community. Identify a situation where they might need help Demonstrate how to get help in their centre or in their local community 	<p><u>Entry 1</u> Unit aim: To encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.</p> <ul style="list-style-type: none"> Identify things that humans do that can spoil the environment Say what they could do to improve the environment 	<p><u>Entry 1</u> Unit aim: To develop an understanding of personal safety in the home and the community.</p> <ul style="list-style-type: none"> Demonstrate safe practices when using simple household utensils. Identify some of the risks that they might face when out and about. Demonstrate that they can make a simple journey to an agreed, familiar destination
<p><u>Entry 2</u> Unit aim: To encourage learners to participate in local community activities and understand the benefits of these activities for others.</p> <ul style="list-style-type: none"> Identify a community group in their local area and what it does Participate in a community activity that is relevant to them Identify how this activity benefits others 	<p><u>Entry 2</u> Unit aim: To encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.</p> <ul style="list-style-type: none"> Identify a human behaviour which harms the environment Identify a human behaviour which helps the environment Identify an environmental issue which is relevant to their life Say how this issue affects their life Agree with an appropriate person an activity that they can participate in to help the environment Participate in a given activity to help the 	<p><u>Entry 2</u> Unit aim: To further develop an understanding of personal safety in the home and the community.</p> <ul style="list-style-type: none"> Identify safety rules when using different items of home equipment. Demonstrate safe practices when carrying out simple household activities. Identify some of the risks that they might face when out and about. Show how they would keep themselves safe if they were faced with a risky situation. Demonstrate that they can travel safely and independently to a familiar destination using public transport. Identify safety rules when using different items of home equipment.

Autumn Term	Spring Term	Summer Term
<p><u>Entry 3</u> Unit Aim: To encourage learners to participate in local community activities and understand the benefits of these activities for themselves and the community.</p> <ul style="list-style-type: none"> Identify community groups in their local area and what they do Participate in activities within a local community group Identify how these activities benefit others Identify a benefit for themselves from participating in the activities 	<p>environment</p> <p><u>Entry 3</u> Unit Aim: Building on from EL2, at EL3 students will:</p> <ul style="list-style-type: none"> Identify two different types of environmental issue which are relevant to their life Identify the effects that these issues have on their life Identify an activity that they can carry out to improve the environment in their local area Take part in an activity to improve the environment in their local area 	<ul style="list-style-type: none"> Demonstrate safe practices when carrying out simple household activities. <p><u>Entry 3</u> Unit aim To further develop the learners' understanding of personal safety in the home and the community, with greater focus on skills needed for independent travel.</p> <ul style="list-style-type: none"> Recognise some of the risks that they might face when out and about. Demonstrate how they might deal with a situation in which their safety is threatened. Demonstrate that they can travel safely and independently to an unfamiliar destination using public transport. Identify safety rules for use in the home. Demonstrate safe practices when carrying out household activities.
Working Towards Goals (TG)	Rights and Responsibilities (RR)	(D L) Dealing with Problems in Everyday Life
<p><u>Entry 1</u> Unit aim: To support the learner develop their independent learning skills.</p> <ul style="list-style-type: none"> Recognise their skills, qualities and interests Identify some short-term goals they would like to work towards Carry out given activities to work towards the agreed goal 	<p><u>Entry 1</u> Unit Aim: To introduce the concept of students' rights and responsibilities as an individual.</p> <ul style="list-style-type: none"> Rights at school or at home Responsibilities at school or at home Who can help you if you have a problem? 	<p><u>Entry 1</u> Unit Aim: To introduce the concept of problem solving in familiar surroundings.</p> <ul style="list-style-type: none"> Explore problem solving activities for events part of learners' everyday routines/expectations Identify a way of dealing with the problem, with appropriate support
<p><u>Entry 2</u> Unit aim: To help the learner to understand how to identify and work towards goals appropriately.</p>	<p><u>Entry 2</u> Unit Aim: To further explore and raise awareness of the learner's individual rights and responsibilities.</p>	<p><u>Entry 2</u> To further develop skills enabling learners to tackle problems in every day life.</p> <ul style="list-style-type: none"> Identify a straightforward problem

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Recognise their skills, qualities and interests • Identify their strengths • Say what they could improve • Identify some short-term goals they would like to work towards • Agree a goal with an appropriate person • Carry out given activities to work towards the agreed goal • Identify what has been achieved 	<ul style="list-style-type: none"> • Learners to identify an individual right which is relevant to them • Identify a responsibility that they have for themselves • Say who could help if they have problems with their rights or responsibilities 	<ul style="list-style-type: none"> • Identify a way of tackling the problem, with appropriate support • Tackle the problem using a given procedure • Ask for advice or support if needed
<p><u>Entry 3</u> Unit aim: To help the learner to understand how to identify and work towards goals appropriately and to help the learner to review their progress. Building on from EL2, at EL3 students will:</p> <ul style="list-style-type: none"> • Identify what needs to be done to work towards the goal • Identify sources of support to help achieve their goal • Say what the deadlines are for achieving the goal • Carry out activities to achieve the goal • Review their progress towards achieving the goal • Identify whether the goal has been achieved 	<p><u>Entry 3</u> Unit aim: To further develop the learner’s awareness of their rights and responsibilities as an individual.</p> <ul style="list-style-type: none"> • Describe an individual right which is relevant to them • Identify sources of support or information about rights and responsibilities • Describe a responsibility that they have for themselves • Describe a responsibility that they have to others 	<p><u>Entry 3</u> Unit Aim: Learners begin to develop and demonstrate a more systematic approach to tackling problems. It involves the learner thinking about a problem and different ways to tackle it.</p> <ul style="list-style-type: none"> • Identify a straightforward problem that they can tackle • Share ideas on how to tackle the problem with an appropriate person • Identify a way to tackle the problem • Carry out activities to tackle the problem • Ask for appropriate advice • Review their progress in tackling the problem • Identify what went well and what did not go so well

Functional Skills Literacy

ASDAN Literacy in Everyday Life

An activity-based curriculum that has been written to support the Adult Pre-Entry Curriculum Framework for literacy and is used with students not (yet) working at Entry Level within the Functional Skills framework. Literacy in everyday life forms part of our overall curriculum and consists of the following modules: Music/Physical/Food Technology/ ICT/Community/Creativity/Shopping/Fashion/Design Technology/Mini Enterprise project/Carrying out a survey.

Functional Skills English (OCR) 2011-2012

Autumn Term	Spring Term	Summer Term
<p><u>Speaking and Listening Entry 1 and 2</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets</p> <p>Students will participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</p> <ul style="list-style-type: none"> • Understand and follow instructions • Respond appropriately to comments and requests • Make contributions to be understood • Ask simple questions to obtain specific information 	<p><u>Speaking and Listening Entry 1 and 2</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets</p> <ul style="list-style-type: none"> • Identify the main points of short explanation and instructions • Make appropriate contributions that are clearly understood • Express simple feelings or opinions and understand those expressed by others • Communicate information so that the meaning is clear • Ask and respond to straight forward questions • Follow the gist of discussions 	<p><u>Speaking and Listening Entry 1 and 2</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets</p> <ul style="list-style-type: none"> • Successfully deal with one-to-one and small group discussions and exchanges • Complete practise papers • Complete Test
<p><u>Reading Entry 1 and 2</u> Aim: To teach and reinforce reading strategies so that students can access material and make meaning Students to read and show understanding on short, simple text such as a set of directions, a recipe, or the text of a brief email message</p>	<p><u>Reading Entry 1 and 2</u> Aim: To teach and reinforce reading strategies so that students can access material and make meaning</p> <ul style="list-style-type: none"> • Understand the main events in chronological texts 	<p><u>Reading Entry 1 and 2</u> Aim: To teach and reinforce reading strategies so that students can access material and make meaning</p> <ul style="list-style-type: none"> • Successfully deal with reading and understanding short text • Complete practise papers

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Participating in 1:1, guided and shared reading • Completing phonic and sight vocabulary activities • Alphabet activities • Giving responses to open and closed questions, completing comprehensions and locating information using organisational feature 	<ul style="list-style-type: none"> • Read and understand high frequency words and words with common spelling patterns • Giving responses to open and closed questions 	<ul style="list-style-type: none"> • Complete Test
<p><u>Writing Entry 1 and 2</u> Aim: Support students in applying writing to real examples, situations and tasks.</p> <ul style="list-style-type: none"> • Write short simple sentences with full stops • Use words to present information • Spell correctly some personal or very familiar words 	<p><u>Writing Entry 1 and 2</u> Aim: Support students in applying writing to real examples, situations and tasks.</p> <ul style="list-style-type: none"> • Use written words and phrases to record and present information • Completing capital letter and basic punctuation activities 	<p><u>Writing Entry 1 and 2</u> Aim: Support students in applying writing to real examples, situations and tasks</p> <ul style="list-style-type: none"> • Produce short documents • Complete practise papers • Complete Test
<p><u>Speaking and Listening Entry 3/ L1</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets. Encourage students to review, assess and adapt</p> <ul style="list-style-type: none"> • Considering how to address different people • Studying non-verbal communication • Observing group talk behaviour • Studying persuasive language • Completing message taking behaviours • Consider how to address different people • Giving a presentation 	<p><u>Speaking and Listening Entry 3/ L1</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets. Encourage students to review, assess and adapt</p> <ul style="list-style-type: none"> • Take full part informal and informal discussions and exchanges that include unfamiliar subjects • Make relevant and extended contributions to discussions, allowing for and responding to others' input • Prepare for and contribute to the formal discussion of ideas and opinions • Make different kinds of contributions to discussions 	<p><u>Speaking and Listening Entry 3/ L1</u> Aim: Raising learners' awareness of the skills of speaking and listening, recognising personal skills and setting targets. Encourage students to review, assess and adapt</p> <ul style="list-style-type: none"> • Successfully participate in formal and informal exchange using appropriate language • Complete practise papers • Complete Test

Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Present information/points of view clearly and in appropriate language 	
<p><u>Reading Entry 3/L1</u> Aim: To read and understand a range of texts</p> <ul style="list-style-type: none"> • Participating 1-1 reading • Studying note taking techniques • Completing comprehensions • Using reading strategies such as re-reading, predicting, skimming and scanning • Studying questioning techniques • Studying different text and locating information using organisational features. 	<p><u>Reading Entry 3/L1</u> Aim: To read and understand a range of texts</p> <ul style="list-style-type: none"> • Read and understand a range of straightforward texts • Identify the main points and ideas and how they are presented in a variety of texts • Read and understand texts in detail • Utilise information contained in texts • Identify suitable responses to texts, in more than one type of text. 	<p><u>Reading Entry 3/L1</u> Aim: To read and understand a range of texts</p> <ul style="list-style-type: none"> • Read independently and understand and make inferences on a range of texts • Complete practise papers • Complete Test
<p><u>Writing Entry 3/L1</u> Aim: Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future.</p> <ul style="list-style-type: none"> • Plan, draft and organise writing • Studying formal and informal text • Writing a range of text • Sequence writing logically and clearly • Use basic grammar including appropriate verb-tense and subject-verb agreement • Check work for accuracy, including spelling 	<p><u>Writing Entry 3/L1</u> Aim: Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future.</p> <ul style="list-style-type: none"> • Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience • Use correct grammar, including correct and consistent use of tense • Ensure written work includes generally accurate punctuation, spelling and that meaning is clear, in more than one type of text 	<p><u>Writing Entry 3/L1</u> Aim: Support students in applying writing to real examples, situations and tasks preparing them for the challenges they will face in the future.</p> <ul style="list-style-type: none"> • Sequence writing logically, using appropriate format, correct spelling, grammar and language • Complete practise papers • Complete Test

Functional Skills Maths

ASDAN Numeracy in Every Day Life

An activity-based curriculum that has been written to support the Adult Pre-Entry Curriculum Framework for numeracy and is used with students not (yet) working at Entry Level within the Functional Skills framework. Numeracy in everyday life forms part of our overall curriculum and consists of the following modules:

Music/Physical/Food Technology/ ICT/Community/Creativity/Shopping/Fashion/Design Technology/Mini Enterprise project/Carrying out a survey.

Functional Skills Maths (AQA 2012-2013)

Autumn Term	Spring Term	Summer Term
Number	Shape/Space/Measure	Data Handling
<p>Entry 1</p> <ul style="list-style-type: none"> Understand and use numbers up to 10 Understand that a number is used to denote 'how many' Add single digit numbers up to 10 Understand mathematical signs +, -, = 	<p>Entry 1</p> <ul style="list-style-type: none"> Use everyday language to describe the properties of size and measurements and make simple comparisons Use everyday language to describe position Recognise and describe common 2D and 3D shapes 	<p>Entry 1</p> <ul style="list-style-type: none"> Sort and classify objects using a single criterion
<p>Entry 2</p> <ul style="list-style-type: none"> Understand and use whole number up to 100 and count reliable up to 20 items Understand and use addition/ subtraction in practical situations Complete calculations using whole numbers Understand the use of x in practical situations Understand the use of $\frac{1}{4}$ and $\frac{1}{2}$ of small number of items 	<p>Entry 2</p> <ul style="list-style-type: none"> Recognise and use familiar measures including time and money Recognise sequencing of numbers including odd and even numbers Read simple scales to nearest labelled division Use properties of simple 2D and 3D shapes 	<p>Entry 2</p> <ul style="list-style-type: none"> Extract information from simple lists Record results

Autumn Term	Spring Term	Summer Term
Number	Shape/Space/Measure	Data Handling
<p>Entry 3</p> <ul style="list-style-type: none"> • Understand and use whole numbers up to 1000 • Complete written calculations with 2 digit numbers • Add and subtract 3 digit numbers • Solve whole numbers problems involving multiplication and division • Use mental recall of x tables 2,3,4,5,10 • Understand simple fractions • Understand decimals to two decimal places in practical context • Round to nearest 10 or 100 	<p>Entry 3</p> <ul style="list-style-type: none"> • Understand, estimate, measure and compare length, capacity, weight and temperature • Complete simple mental calculations involving money and measure • Recognise, name and draw simple 2D and 3D shapes • Use metric and imperial units in every day situations 	<p>Entry 3</p> <ul style="list-style-type: none"> • Extract and use information from lists, tables, simple charts and graphs and make comparisons of this information • Check accuracy of calculations and results • Present findings to make sense to others
<p>Level 1</p> <ul style="list-style-type: none"> • Understand and use whole numbers and recognise negative numbers in practical contexts • Add, subtract, multiply and divide whole numbers by 10 and 100 using mental arithmetic • Add and subtract decimals with up to 2 decimal places 	<p>Level 1</p> <ul style="list-style-type: none"> • Solve problems requiring calculations with common measures including money, time, length, weight, capacity and temperature • Work out areas, perimeters and volumes in practical situations • Construct models and draw shapes, measuring and drawing angles and identifying line symmetry 	<p>Level 1</p> <ul style="list-style-type: none"> • Extract and interpret information from tables, diagrams, charts and graphs • Collect and record data and organise and represent information in different ways • Use probability to show that some events are more likely to occur than others • Understand outcomes, check calculations and explain results
<p>Managing own Money</p>	<p>Managing own Money</p>	<p>Managing own Money</p>
<ul style="list-style-type: none"> • Recognise/ count/ order/ compare/ calculate a range of coins and notes • Where does our money come from? - Look at different sources of income • Practising money skills through games and role play. • Using money in everyday situations: shopping / leisure/ team enterprise/ 	<ul style="list-style-type: none"> • Recognise/ count/ order/ compare/ calculate a range of coins and notes • Identify items you buy on a regular basis • Practising money skills through games and role play • Using money in everyday situations: shopping / leisure/ team enterprise/ travel/ paying for a meal or a drink 	<ul style="list-style-type: none"> • Recognise/ count/ order/ compare/ calculate a range of coins and notes • Using money in everyday situations: shopping / leisure/ team enterprise/ travel/ paying for a meal or a drink • Make simple calculations when paying for an item • Prepare a (simple) budget

Autumn Term	Spring Term	Summer Term
travel/ paying for a meal or a drink	<ul style="list-style-type: none"> • Make simple calculations when paying for an item 	<ul style="list-style-type: none"> • Looking at different ways to pay for items
Maths skills for everyday activities: Leisure	Maths skills for everyday activities: Domestic tasks	Maths skills for everyday activities: Maths for information
<ul style="list-style-type: none"> • Students will learn about using and applying maths skills in scoring, recording and measuring in games 	<ul style="list-style-type: none"> • Students will learn about using and applying maths skills for domestic task; measurement, sequencing, time 	<ul style="list-style-type: none"> • Students will learn about using and applying maths skills to help them gain information; timetables, lists, surveys, collecting and recording