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| A group of trees with yellow text  Description automatically generated | **Skills for Employability Pathway Form 6 Spring Term 2025**  **Curriculum Overview** | |
| * Sandhill View Academy » Skills Builder | Key Information   * Work experience is Monday & Thursdays- date to be confirmed. * Snack is £2 per week-students will be shopping for snack in the community * If you would prefer to send in your own snack that is ok. * Fitness & Wellbeing sessions are on a Monday afternoon. Please could students wear suitable clothing. * Independent travel sessions Mondays & Fridays for Will, Joel and Loghan! |

Please read through the information below to find an overview of what your son/daughter will be learning about over the coming term until April 2025.

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| **Functional English** | **Functional Maths** | **Careers/Employability** | **Preparation for Adulthood** |
| **Creating an Interest** **Books including Traditional Tales**  Read correct words designated for Entry Level 1  SoS9 Read simple sentences containing one clause  SoS10 Understand a short piece of text on a simple subject | **Number- Using numbers**  Count reliably up to 100 items 2 Read, write, order and compare numbers up to 200  3 Recognise and sequence odd and even numbers up to 100  4 Recognise and interpret the symbols +, –, x, ÷ and = appropriately  5 Add and subtract two-digit numbers  6 Multiply whole numbers in the range 0x0 to 12x12 (times tables)  7 Know the number of hours in a day and weeks in a year. | **Exploring the World of Work**  Exploring occupations and occupation development  Explore different types of work  recognising the different types of work such as paid, unpaid, and voluntary work; full-time, part-time or casual work; permanent or temporary work  exploring the links between types of work and workplace environments such as indoor/outdoor  indoor/outdoor workplaces, eg retail outlets, council parks and gardens  individual or team workplaces, eg train station, fast food outlet  voluntary and paid work, eg volunteer roles at a hospital; packer in a factory. | **Road Safety**  Watch road safety videos/songs.  Explore high-vis clothing.  Make a community visit to spot key road safety signs and symbols.  Practise crossing the road on college crossings.  Compare high-vis clothing with other clothes and discuss differences.  Make a road safety or safety awareness video/ report aimed at young people  Discuss how to get help in the event of an accident |
| **Personal Development** | **Vocational** | **Creative** | **Fitness & Wellbeing** |
| **European Culture**  **Focus on 1 country** – learn about their language, culture, traditions, food, festivals, art, music etc.  Food tasting  Explore cultural artefacts  Experience cultural traditions and celebrations  Research and create a tourist brochure for a famous site/ landmark/ place of interest | **Leisure & tourism**  **Using the local area**  Identifying Local Landmarks  Understanding Community Places  Navigating the Local Area  Exploring Neighbourhood Features | **Performing art skills & 3D Art**  Acting out emotions  3D Art Project | **Physical Health**  Sport in the Community   * Sport in the community * Using Local Facilities * for Health. * Understand what living in the community * means to them. * Outline some things about their community they like * Know about facilities and services are in their community * Know what the leisure service is for * Be able to use the leisure service * Know how to find out about the service |
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**Curriculum Skills at Home**

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| *Why not make time and use our curriculum skills to learn more at home? Take a photo or video & upload it to Evidence for Learning!* | | | | | | |
| **Reading** | | **English** | | | **Maths** | |
| Reading labels & instructions  Reading recipes  Reading simple signs and directions  Reading shop flyers/catalogues  Reading simple schedules  Reading game instructions  Reading phone numbers and addresses  Reading text messages/social media  Reading books  Reading menus  Reading weather forecast/subtitles on TV | | Writing shopping lists  Creating a daily routine/schedule  Writing an email/letter  Writing a thank you note  Labelling household items  Role playing daily situations  Listening to stories  Making a phone call  Reading google maps | | | Counting everyday objects  Money practice (coins and notes)  Going shopping, working out change, reading price labels  Reading digital clocks  Cooking and measuring ingredients  Using a calendar  Measuring, height, length and weight  Sorting & organising clothes | |
| **Preparation for Adulthood (related to EHCP Outcomes)** | | | | | | |
| **Cognition & Learning** | **Social, Emotional & Mental Health** | | **Speech, Language & Communication** | **Sensory/Physical** | | **Preparing for Adulthood** |
| Reading a magazine  Writing a shopping list  Using money to pay for shopping  Using a bank card  Reading a timetable  Reading the opening times of a shop  Setting the washing machine  Crosswords  Video/iPad games  Memory games  Social activities | Going for a walk in the fresh air  Exercise  Listen to music  Chat to parents  Go outside  Visit the Youth Zone  Visit the Wolf club  Colouring/drawing  Meeting friends/family  Doing jobs around the house  Lego  Calming activities | | Playing board games  I spy  Card games  Listening to sounds in the community  Using talkers/AAC  Simple discussions of topics of interests  Playing games with family members  Meeting friends and family  Engaging with supermarket/shop staff | Bouncing on a trampoline  Balancing  Climbing stairs  Sensory stories  Star jumps  Crawling  Jumping  Baking  Eating cereal  Bubbles  Playdough  Collecting leaves and other nature items | | Putting washing away  Hanging out the washing  Doing the dishes  Cleaning  Taking a dog for a walk  Shopping in the supermarket  Tidying the bedroom  Making breakfast before college  Putting the dishwasher on  Taking care of pets  Cleaning the bathroom  Researching Post 19 colleges/jobs/careers |