

Post 16 OCR Life and Living Skills 2018-2019 Curriculum overview

Commentary

Post 16 Education to pupils with moderate and severe learning difficulties. The course can vary in length and can continue to the end of the academic year in which the student reaches 19 years of age. Our aim is to develop each individual's maximum independent living skills, to provide a bridge between school and adult life, and help facilitate for life-long learning. We foster a team approach and encourage parents and outside agencies to work with us to provide a friendly and supportive environment in which students can learn and develop.

COURSE CONTENT

The curriculum covers a variety of subjects to enrich students knowledge of the communities around them, give them the skills to be independent adults and to continue to build upon their prior achievements. The core curriculum areas are listed below but the curriculum itself is ever evolving to meet the needs of the range of learners that study in The Link.

- Personal Skills
- Environment and Community
- Home Management
- Numeracy, ICT & Communication
- Enterprise
- Creative arts and PE
- Horticulture
- Retail

Accreditation

We participate in a range of external accreditation schemes used to support our curriculum and for monitoring the success of the course. Students complete modules of work at an appropriate level within each skill area. All students will leave school with an up to date Progress File. This provides a clear photographic record of their achievements, progress and certificates attained.

We offer a range of accreditation tailored to suit the needs of the individual learners. These include;

- Entry Level OCR Diploma in Life & Living Skills
- ABC Entry Level Award in Practical Horticulture
- Edexcel Functional Skills in Maths & English at Entry Level 1, 2,3 and Level 1
- Travel Training
- Duke of Edinburgh Award at Bronze and Silver

<p>Entry Level One <i>Communication, ICT, Environment and Community, World of Work</i></p>	
<p>Curriculum area and OCR module code: Communication – B5, B6, B7 ICT – F4, F5, F6 Environment and Community – C3, C4, C5 World of Work – N3</p>	<p><i>Module content:</i></p> <p>ICT – Obtaining information from an ICT based source, using creative software, identifying and using ICT equipment, responding to ICT enabled equipment</p> <ul style="list-style-type: none"> • Utilising a wide range of ICT equipment to include laptops, Ipad devices, digital camera/video camera • Manipulating and editing digital images for creative purposes • Information retrieval and editing • Word processing skills <p>Environment and Community- Using a community facility over a period of time, responding to community facilities, finding out about and using community facilities, travel within the community – 'going places'</p> <ul style="list-style-type: none"> • Forging and maintaining strong community links through frequent visits to establishments to include cafes, libraries, leisure centres and so on • Horticultural and art-related projects within the community • Utilising public transport to follow familiar and new routes, exploring maps and visiting new and diverse places within our local and wider community • Utilising memberships to reinforce community links <p>World of Work – Participating in a mini-enterprise project</p> <ul style="list-style-type: none"> • Experience of craft and the making of products designed to sell at targeted events throughout the academic year; including Christmas craft, Easter eggs, 'bath bombs' and so on • Planning for events, shopping for materials and resources, handling and managing a project budget • Holding in-class sales and stalls to sell products • Assisting with an annual 'car wash' event to raise funds for trips and outings <p>Communication – Engaging with the world around you, encountering experiences/ being part of things, developing communication skills</p> <ul style="list-style-type: none"> • Communication groups – using 'social use of language' approaches • Working in partnership to develop effective modes of communication • Utilising communication skills in and around the school, and within the community

<p>Entry Level Two/Three <i>Communication, ICT, Personal Skills, World of Work</i></p>	
<p>Curriculum area and OCR module code: Communication – B10, B12, B14 ICT – F7,F8, F9, F10, F11,F13,F14,F15 Personal Skills – M11, M12M14, M15, M16, M19,M27 World of Work – N3 Environment and community- C7 Individual responsibilities in the community C8 Community action C10 Increasing community involvement C11 Community action Literacy and Numeracy J7 Reading and recording time J9 Using coins and notes J10 Estimating and measuring B11 Understanding short texts and simple instructions Entry Level 3 B15 Contributing to discussions</p>	<p><i>Module content:</i> Communication – Presenting written information in different styles and formats, asking questions and making requests in everyday situations, providing personal information in writing, managing social relationships</p> <ul style="list-style-type: none"> • In-context learning opportunities relating to learning objectives such as visits to the job centre, making shopping lists/conducting shopping trips • Visiting a range of establishments in order to develop communication skills, ask questions and make specific requests, e.g. cafés, restaurant, library, leisure centre • Targeted mindfulness approaches to develop emotional wellbeing skills, engaging in social opportunities linked through our school to include youth groups, clubs and so on <p>ICT- Using ICT to change a creative composition, entering and editing text, using ICT to communicate</p> <ul style="list-style-type: none"> • Purposeful use of ICT for creative tasks – designing of Christmas cards and calendars, PowerPoint presentations and forms • Word processing skills • Utilising existing and new modes of ICT and technology to communicate, such as Soundbeam, Magic Carpet, Clicker 6, microphones and voice recording <p>Personal Skills – Dealing with problems in daily life, emotional wellbeing, healthy living, managing own money</p> <ul style="list-style-type: none"> • Devising and exercising problem solving strategies linked with personal/general experiences • Engaging in mindfulness approaches to enrich emotional wellbeing such as yoga, exercise and social opportunities • Cookery activities designed to promote healthy living and a balanced diet • Real-life encounters with money, budgeting and shopping trips for a range of purposes linked with money and expenditure management <p>World of Work – as with Entry Level One</p>

<p>Entry Levels Two and Three <i>Creative Arts</i></p>	<p><i>Module content:</i> Creative Arts – Creating and displaying an art or craft product, exhibiting an art or craft product</p>
<p>Curriculum area and OCR module code: Creating/displaying an art or craft product – Exhibiting an art or craft product -</p>	<p><i>Module content:</i> Creative Arts – Creating and displaying an art or craft product, exhibiting an art or craft product</p>

	<ul style="list-style-type: none">• Investing in creative practice through sustained engagement with a wide range of industries, galleries and 'real life' art experiences• Utilising opportunities provided through the Cultural Hub to engage with artists and degree students, collaboration with Summerwood campus in planning and executing an art exhibition to display all work undertaken• Large-scale exhibition to be held at Bournemouth Library (July 2019) to celebrate student achievements
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Curriculum area	Home Management (throughout the year)		Mini Enterprise (World of Work) (Students rotate jobs throughout the year)		Travel Training (Students rotate throughout the year)	Environment and Community
Household Cleaning	<p>To participate in using the washing machine</p> <p>To understand what a laundrette is.</p> <p>To understand washing instructions on clothing</p>	<p>To understand how to clean the home</p> <p>Recognise cleaning products</p> <p>To participate in carrying out household tasks</p> <p>Recycling and managing waste</p>	<p>To understand a working environment.</p> <p>To work as part of a team preparing and delivering sandwiches and snacks to customers.</p> <p>To work as part of a team collating orders.</p> <p>To understand profit and loss.</p>	<p>Look at order forms and check amounts required — tally sheet</p> <p>Butter bread ready for fillings. Prepare fillings. Prepare salad – vegetables Prepare fruit Prepare jacket potatoes</p> <p>Make sandwiches. Package and label sandwiches. Prepare and package fruit salads. Prepare and package salad boxes. Ensure working environment is tidy.</p> <p>Read orders and package lunches. Deliver to customers (staff).</p>	<p>Road Safety</p> <p>Bus Travel</p> <p>Understanding how to get to a destination safely</p>	<p>Recognise community groups</p> <p>Demonstrate how to participate in community activities</p> <p>Improve their own environment</p> <p>Raise money for their chosen community group</p>
Food Tech	<p>To work individually to make a cold drink</p> <p>To work individually to make a snack</p> <p>To work individually to prepare a convenience meal</p> <p>Food Hygiene and safety</p>	<p>To learn and practice kitchen skills</p> <p>To learn how to select a simple recipe</p> <p>Take part in planning a simple meal/snack</p> <p>Following a simple recipe</p> <p>Food safety and Storage</p>				
Shopping for Daily Living	<p>To plan and make shopping lists</p>	<p>To locate and identify items that need to be bought</p> <p>To be able to use local shopping facilities</p>				



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