



Post 16 Curriculum Overview

2024-2025

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	Autumn Term	Spring Term	Summer Term
GCSE English Language	<p>GCSE English is a core subject and is taken by those learners who have previously gained grade 3, or those learners who have achieved Functional Skills Level 2 English whilst studying in Post 16. GCSE emphasises the quality and accuracy of writing and core writing skills, such as spelling, punctuation and grammar. This allows learners to demonstrate their ability in functional English. This also offers opportunities to investigate and analyse language, experiment and use language creatively.</p> <p>At Entry Level 1 to Level 2 Edexcel Functional Skills English helps learners to build basic and relevant literacy skills and is suitable for learners in Key Stage 5.</p>		
	GCSE English Language		
	<p>Term 1: Language focus Paper 1: Q1 & 2 Paper 1: Q3 & 4 & 5</p> <p>Paper 2: Q1 & 2 Paper 2: Q3 & 4 & 5</p> <p>Assessment and analysing previous exam results Teach technique and skills required to select correct answers for paper 1 and 2.</p> <ul style="list-style-type: none"> ▪ Practice retrieval and inference skills in response to modern text ▪ Opportunities for non-fiction writing – letter writing, diary entries ▪ Textual analysis and annotation of language features e.g. metaphor ▪ Application of structural techniques 	<p>Term 2: Language focus Mock Exam Paper 1: Q 1 – 5</p> <p>Mock Exam: Paper 2: Q1 – 5</p> <ul style="list-style-type: none"> ▪ Continue to develop language analysis skills ▪ Complete mock papers and work through own areas for development 	<p>Term 3: Language focus</p> <ul style="list-style-type: none"> ▪ Evaluate effect of own creative writing ▪ Course review ▪ Review difficult topics individually ▪ Resit exams ▪ Final assessments

	Functional Skills Entry Level 1		
	<p>Term 1:</p> <ul style="list-style-type: none"> ▪ Introduction to course and basic literacy skills ▪ Basic reading skills ▪ Basic writing skills ▪ Basic speaking and listening skills ▪ Reading simple texts ▪ Writing practice ▪ Speaking and listening activities ▪ Review and assessment 	<p>Term 2:</p> <ul style="list-style-type: none"> ▪ Reading and understanding texts ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Building vocabulary ▪ Using vocabulary in context ▪ Advanced reading skills ▪ Advanced writing skills ▪ Advanced reading strategies 	<p>Term 3:</p> <ul style="list-style-type: none"> ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Consolidation and preparation for final assessment ▪ Consolidation of writing skills ▪ Consolidation of speaking and listening skills ▪ Review and practical assessment
	Functional Skills Entry Level 2		
<p>Term 1:</p> <ul style="list-style-type: none"> ▪ Introduction to course and basic literacy skills ▪ Basic reading skills ▪ Basic writing skills ▪ Basic speaking and listening skills ▪ Reading simple texts ▪ Speaking and listening activities ▪ Review and assessment 	<p>Term 2:</p> <ul style="list-style-type: none"> ▪ Reading and understanding texts ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Building vocabulary ▪ Using vocabulary in context ▪ Advanced reading skills ▪ Advanced writing skills ▪ Reading comprehension ▪ Writing with purpose ▪ Advanced reading skills ▪ Review and practical assessment ▪ Advanced reading strategies 	<p>Term 3:</p> <ul style="list-style-type: none"> ▪ Writing with purpose ▪ Speaking and listening in context ▪ Review and practical assessment ▪ Consolidation of reading skills ▪ Consolidation of writing skills ▪ Consolidation of speaking and listening skills ▪ Final assessment and review 	

	Functional Skills Entry Level 3		
	<p>Term 1:</p> <ul style="list-style-type: none"> ▪ Introduction to course and initial assessment ▪ Reading for meaning and writing sentences ▪ Using punctuation correctly ▪ Describing people and places ▪ Writing short stories ▪ Understanding instructions and giving directions ▪ Reading and writing formal letters ▪ Speaking and listening skills - role playing 	<p>Term 2:</p> <ul style="list-style-type: none"> ▪ Summarising information ▪ Understanding reports and forms ▪ Speaking and listening ▪ Speaking and listening skills - role playing ▪ Reading more complex texts, analysing key ideas, practising summarisation and report writing. ▪ Developing advanced speaking and listening skills, engaging in debates, practising formal and informal language use. 	<p>Term 3:</p> <ul style="list-style-type: none"> ▪ Formal and informal language use. ▪ Exploring creative writing and more in-depth reading comprehension through stories, poems, and articles. ▪ Review and assessments, final project presentations, focusing on overall progress in reading, writing, speaking, and listening.
	Functional Skills Level 1		
	<p>Term 1: Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Technology & Social Media • Sport & Leisure • Animals <p>Skills covered include: Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Identifying the main points in a text • Inferring meaning of new vocabulary • Distinguishing between facts and opinions • Comparison <p>Writing:</p>	<p>Term 2: Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Renting a new home • Environment & sustainability <p>Skills covered include: Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Using reference materials to find the meanings of new words • Using organizational and structural features to locate information • Identifying types and purposes of texts <p>Writing:</p> <ul style="list-style-type: none"> • Proof-reading, editing and redrafting skills 	<p>Term 3: Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Transport & Travel • Health & Healthcare <p>Skills covered include: Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Revision of all reading skills <p>Writing:</p> <ul style="list-style-type: none"> • Revision of all writing forms <p>External assessments</p>

	<ul style="list-style-type: none"> • Proof-reading, editing and redrafting skills • Articles • Reports • Reviews <p>Mock assessments</p>	<ul style="list-style-type: none"> • Letters • Emails • Forum contributions <p>Mock assessments</p>	
	Functional Skills Level 2		
	<p>Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Health, Wellbeing and Education • Heath and Sporting Events • Travel and Fundraising <p>Skills covered include:</p> <p>Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Identifying the main points in a text • Inferring meaning of new vocabulary • Distinguishing between facts and opinions • Comparison <p>Writing:</p> <ul style="list-style-type: none"> • Letters • Emails • Forum contributions • Proof-reading, editing and redrafting skills <p>Mock assessments</p>	<p>Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Social Events • School and College Life • Leisure <p>Skills covered include:</p> <p>Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Using reference materials to find the meanings of new words • Using organizational and structural features to locate information • Identifying types and purposes of texts <p>Writing:</p> <ul style="list-style-type: none"> • Articles • Reports • Reviews • Proof-reading, editing and redrafting skills <p>Mock assessments</p>	<p>Reading, Writing, and Speaking, Listening & Communication outcomes, following these themes:</p> <ul style="list-style-type: none"> • Holidays and Festivals • Life Skills • Technology and Social Media <p>Skills covered include:</p> <p>Speaking, Listening & Communication:</p> <ul style="list-style-type: none"> • Discussion • Asking questions and making requests • Presenting ideas <p>Reading:</p> <ul style="list-style-type: none"> • Revision of all reading skills <p>Writing:</p> <ul style="list-style-type: none"> • Revision of all writing forms <p>External assessments</p>

GCSE Maths	<p>GCSE (9-1) Mathematics aims to provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world.</p> <p>At Entry 1–Level 2, Edexcel Functional Skills Maths helps pupils to build basic and relevant literacy skills and is suitable for pupils in Key Stage 5.</p>		
	GCSE Maths		
	<p>Term 1: Proportional reasoning Ratio Rates Direct proportion</p> <p>Numerical reasoning Number sense Accuracy Calculation</p> <p>Algebraic reasoning Equations & inequalities Straight line graphs Quadratic & other graphs</p> <p>Geometric reasoning Angles rules Shape properties Similarity</p>	<p>Term 2: Numerical reasoning Types of number Fractions and percentages</p> <p>Proportional reasoning Averages ratios & fractions Context problems</p> <p>Geometric reasoning Area and volume Transforming shapes Right-angled triangles</p> <p>Algebraic reasoning Manipulating algebra Sequences</p>	<p>Term 3: Representations Probability Constructions Representing data</p> <p>Examination preparation Revision & past paper practice</p>
	Entry 1		
	<p>Term 1: Place value (within 20) Addition and subtraction (within 20) Shape</p>	<p>Term 2: Length and height Mass and volume Position and direction</p>	<p>Term 3: Money Time Statistics Exams</p>
	Entry 2		
	<p>Term 1: Place value</p>	<p>Term 2: Money</p>	<p>Term 3: Fractions</p>

	Addition and subtraction Multiplication and division Fractions Shape Time	Multiplication and division Length and height Mass, capacity and temperature Statistics	Time Position and direction Multiplication and division Decimals Exams
	Entry 3		
	Term 1: Place value Addition and subtraction Multiplication and division Length and perimeter Fractions A Mass and capacity	Term 2: Money Time Shape Statistics Place value Multiplication and division	Term 3: Length and perimeter Decimals Money Time Statistics Position and direction Exams
	Level 1		
	Term 1: Place value Multiplication and division A Fractions Perimeter and area Shape Decimals Negative numbers Converting units	Term 2: Volume Place value Addition, subtraction, multiplication and division Converting units Ratio Algebra Decimals	Term 3: Fractions, decimals and percentages Area, perimeter and volume Statistics Place value and ordering Sets and probability Three dimensional shapes Maths and money Exams
	Level 2		
	Term 1: Place value and ordering integers & decimals Understand and use algebraic notation Fractions, decimals and percentages Solving problems with multiplication and division Operations & equations with directed number Addition and subtraction of fractions Developing number sense	Term 2: Working in the Cartesian plane Representing data Tables and probability Fractions and percentages Number sense Angles in parallel lines and polygons Area of trapezia and circles Measures of location	Term 3: Three dimensional shapes Constructions and congruency Using percentages Maths and money Solving ratio and proportion problems Rates Working with circles Position and direction Percentages and interest

	Sets and probability		Exams
BSL	In KS5 pupils will follow the Signature Level Certificate in BSL. Pupils will be taught according to their individual ability and needs.		
	Level 1		
	Term 1: <ul style="list-style-type: none"> ▪ Address, greet and take leave ▪ Understand and produce fingerspelling for names and places. ▪ Use and recognise strategies for clarification ▪ Personal information (Q&As) ▪ Recognise and use local numbers (age, general numbers) ▪ Describe a range of weather conditions ▪ Give and receive information about different ways of travelling ▪ Give simple directions in places or buildings ▪ Ask for directions using a range of vocabulary ▪ 101 assessment 	Term 2: Describing people Animals and pets Interests and activities Food and drinks Give, ask and understand information including <ul style="list-style-type: none"> ▪ Vocabulary ▪ Handshapes ▪ Numbers ▪ Sign at appropriate pace and flow ▪ Placements ▪ BSL order ▪ Fingerspelling ▪ Turn taking ▪ 102 assessment 	Term 3: Daily lives and routine Weather Transports Getting around Give, ask and understand information about every day life <ul style="list-style-type: none"> ▪ Vocabulary ▪ Handshapes ▪ Number ▪ Sign at appropriate pace and flow ▪ Placements ▪ BSL order ▪ Fingerspelling ▪ Turn taking ▪ 103 assessment
	Level 2		
Term 1: Transports Building/activities People Weather	Term 2: Food shopping/eating out Cooking at home Daily routine for eating and drinking Spending	Term 3: First pet Family day out Birthday present Bike ride	

	Productive skills including <ul style="list-style-type: none"> ▪ vocabulary ▪ Role shift ▪ Placement ▪ Fingerspelling ▪ NMF/BSL order ▪ 202 assessment 	Conversational skills including <ul style="list-style-type: none"> ▪ A wider range of Vocabulary ▪ Questioning skills /Turn-taking ▪ Fingerspelling ▪ NMF/BSL order ▪ Signing Space, pace and flow ▪ 203 assessment 	Receptive skills and linguistics features including <ul style="list-style-type: none"> ▪ Directional verbs ▪ Negation and affirmation ▪ Regional variation in BSL ▪ Question forms ▪ 201 assessment
	Level 3		
	Term 1: Deaf History and Culture Consumer and daily living Education and training Presentation skills including <ul style="list-style-type: none"> ▪ Develop research skills ▪ Preparing a presentation ▪ Delivering a presentation ▪ Mock assessments/Self assessments ▪ A1 assessment 	Term 2: Home life Social and Recreational activities Employment Conversational skills including <ul style="list-style-type: none"> ▪ Independent research Initiate and maintain dialogue ▪ Respond to and make requests or enquiries. ▪ Mock assessments/Self and peer assessments ▪ A2 assessment 	Term 3: Employment Home life Consumer Receptive skills: <ul style="list-style-type: none"> ▪ Understand sustained signed communication containing varied language ▪ Deaf studies ▪ A3 assessment
Level 4			
Term 1: Education Health and wellbeing Society and Politics Presentation skills including <ul style="list-style-type: none"> ▪ LO1:Use receptive and productive skills to engage in extended social interaction ▪ LO2:Maintain fluency, grammatical accuracy and coherence in sustained contributions containing extended language ▪ A1 assessment 	Term 2: Media and Culture Science and Technology Employment and Business Conversational skills including <ul style="list-style-type: none"> ▪ LO1: Use receptive and productive skills to engage in extended social interaction ▪ LO2: Maintain fluency, grammatical accuracy and coherence in sustained contributions containing extended language ▪ A2 assessment 	Term 3: Receptive practice for all 6 topics. Receptive skills including <ul style="list-style-type: none"> ▪ LO3:Understand sustained signed communication containing extended language ▪ A3 assessment 	
Speech and Language Therapy is embedded into the school timetable and delivered through a combination of role play, pictures, short stories, video analysis and off site experiences.			

Speech & Language Therapy (SaLT)	<p>Term 1: Theme: Lego Therapy Principles</p> <ul style="list-style-type: none"> Using the principles of Lego Therapy children will work in groups of 2-4 undertaking roles of: Engineer, Builder, Supplier <p>Language Skills:</p> <ul style="list-style-type: none"> Describe, Request, Decline, Repeat, Rephrase, Clarify, Explain <p>Communication Skills</p> <ul style="list-style-type: none"> Team working Problem Solving Perspective Taking Flexibility <p>Theme: Language for Thinking (Blanks) Principles</p> <ul style="list-style-type: none"> Pupils will use and develop their language for thinking at their current and the next Blanks level. <p>Language Skills</p> <ul style="list-style-type: none"> Level 1: Naming Level 2: Describing Level 3: Retelling and Explaining Level 4: Predicting, Justifying <p>Communication Skills</p> <ul style="list-style-type: none"> Initiating, Responding, Giving opinions, Creating ideas. 	<p>Term 2: Theme: Lip Patterns and Speech Reading Principles</p> <ul style="list-style-type: none"> Lip Patterns (BSL) and Speech Reading (English) are both promoted <p>Language Skills</p> <ul style="list-style-type: none"> The link between written English and lip patterns. <p>Communication Skills</p> <ul style="list-style-type: none"> Predicting what someone might say. Narrative scripts and Role play <p>Theme: My Stories Principles</p> <ul style="list-style-type: none"> To lay down rich autobiographical memories <p>Language Skills</p> <ul style="list-style-type: none"> Personal Narrative Mental Time Travel Elaborating language <p>Communication Skills</p> <ul style="list-style-type: none"> Telling a story Asking questions Adding comments Expanding vocabulary 	<p>Term 3: Themes: Live English SMiLE Principles</p> <ul style="list-style-type: none"> Strategies to communicate with members of the public who don't know BSL <p>Language Skills</p> <ul style="list-style-type: none"> Spoken English Written English Pictures Pointing Gesture <p>Communication Skills</p> <ul style="list-style-type: none"> Enter and Greet Module focus Leave
	Driving Theory	<p>Maximum 1 hour focus on random multiple choice questions and hazard perspective each lesson. Last 20 minutes finishing off with real life experience</p>	

	<p>Term 1: Introduction and basic concepts</p> <ul style="list-style-type: none"> ▪ Introduction to driving theory ▪ Road signs and markings part 1 ▪ Road signs and markings part 2 ▪ Attitude and safety margins <p>Hazard perception and vehicle handling</p> <ul style="list-style-type: none"> ▪ Hazard perception part 1 ▪ Hazard perception part 2 ▪ Vehicle handling part 1 ▪ Vehicle handling part 2 	<p>Term 2: Rules of the road and traffic procedures</p> <ul style="list-style-type: none"> ▪ Rules of the road part 1 ▪ Rules of the road part 2 ▪ Traffic procedures part 1 ▪ Traffic procedures part 2 <p>Vulnerable road users and weather conditions</p> <ul style="list-style-type: none"> ▪ Vulnerable road users part 1 ▪ Vulnerable road users part 2 ▪ Weather conditions part 1 ▪ Weather conditions part 2 	<p>Term 3: Vehicle loading and motorway driving</p> <ul style="list-style-type: none"> ▪ Vehicle loading ▪ Motorway driving part 1 ▪ Motorway driving part 2 ▪ Motorway driving part 3 <p>Accidents and emergency situations</p> <ul style="list-style-type: none"> ▪ Dealing with accidents part 1 ▪ Dealing with accidents part 2 ▪ Emergency situations part 1 ▪ Emergency situations part 2 <p>Revision and mock tests</p> <ul style="list-style-type: none"> ▪ Revision part 1 ▪ Revision part 2 ▪ Mock theory tests ▪ Final preparations
<p>Owning a vehicle</p>	<p>Term 1: Introduction and basic concepts</p> <ul style="list-style-type: none"> ▪ Introduction to driving theory ▪ Road signs and markings part 1 ▪ Road signs and markings part 2 ▪ Attitude and safety margins <p>Hazard perception and rules of the road</p> <ul style="list-style-type: none"> ▪ Hazard perception part 1 ▪ Hazard perception part 2 ▪ Rules of the road part 1 ▪ Rules of the road part 2 	<p>Term 2: Traffic procedures and vulnerable road users</p> <ul style="list-style-type: none"> ▪ Traffic procedures part 1 ▪ Traffic procedures part 2 ▪ Vulnerable road users part 1 ▪ Vulnerable road users part 2 <p>Weather conditions and vehicle documentation</p> <ul style="list-style-type: none"> ▪ Weather conditions part 1 ▪ Weather conditions part 2 ▪ Road tax and MOT part 1 ▪ Road tax and MOT part 2 	<p>Term 3: Car insurance and motorway driving</p> <ul style="list-style-type: none"> ▪ Car insurance part 1 ▪ Car insurance part 2 ▪ Motorway driving part 1 ▪ Motorway driving part 2 <p>Accidents and emergency situations</p> <ul style="list-style-type: none"> ▪ Dealing with accidents part 1 ▪ Dealing with accidents part 2 ▪ Emergency situations part 1 ▪ Emergency situations part 2 <p>Revision and mock tests</p> <ul style="list-style-type: none"> ▪ Revision part 1 ▪ Revision part 2 ▪ Mock theory tests ▪ Final preparations

<p style="text-align: center;">Preparation for Adulthood PSHE</p>	<p>In KS5 learners will follow a curriculum working towards preparing for adulthood, this will incorporate a Personal Social and Health Education (PSHE) curriculum personalised for deaf students. It will cover a variety of skills and knowledge to help prepare for independent living. Learners will be taught according to their individual ability and needs.</p>		
	<p>Term 1: Health and wellbeing Health and wellbeing Transition to P16 /colleges – Staying safe Community safety -in and outside college Personal safety Online safety Safe relationships Managing stress -strategies for positive mental health Mental illnesses Creative activities Halloween – why this is good for you.</p> <p>Living in the wider world Readiness for work Benefits for work Different types of work Career profiles CV – personal details and achievements CV – personal statements skills and qualities</p>	<p>Term 2: Personal values – prejudice and discrimination Relationships Diversity and inclusion Extremism/radicalisation Consent Harassment Coercion Stalking</p> <p>Budgeting at home Government benefits Rent and mortgages Planning for the future Re-visit CVs</p> <p>Living in the wider world Benefits of voluntary work Accessing BSL interpreters and how to use them Benefits of casual/part time work PA services – how to use/access them Why do deaf people need Access to work?</p>	<p>Term 3: Relationships – how to be safe – safe sex, contraception, STIs Fertility Checking your health Cancer awareness Having a good relationships with food 30 plants a week Balanced plate/reading food labels Preparing a simple meal with family and friends</p> <p>Health and wellbeing Understanding adult services How to make a medical appointment First aid Planning holidays and social activities Planning ahead Summer jobs Voluntary work CV final Evaluation of the year</p>
	<p>In KS5 learners will follow a curriculum working towards the silver or gold Duke of Edinburgh Award. It will cover a variety of skills and knowledge to help prepare for the award. Learners will be taught according to their individual ability and needs.</p>		

**Duke of Edinburgh
Silver or Gold
Award**

Term 1:

What is Silver (or Gold) DofE?

- How is it the same and different to their Bronze Award?
- Go through each section and the time they involve. This will be a basic introduction, recap, or reminder depending on when students completed their Bronze Award.
- Go through the 4 sections and what they involve: - how many months and activities
- Go through their accounts with them
- Start on the skill and voluntary sections so they can be ongoing throughout the year with aim to complete by the end of the year:
- Use the programme planners on dofe.org
Discuss with individual students.

Camping Skills

Setting up and putting down tents.

Use of Trangias, set up, cleaning and packing them away.

Cooking with different food so they can taste and learn how to cook it using utensils they'll have when camping, i.e., no use of a jug to measure, so making a mark on a cup.

Packing rucksacks – what to include. Sort out rucksacks at this point so students can visualise theirs and practise packing it or

Term 2:

Map skills/walking

Map skills – following routes and practising map reading at local parks.

Using walking boots, clothes and the rucksacks they will use for the expeditions, go out to parks and practise using OS maps:
Markeaton
Darley Park
Allestree
Osmaston

Students to organise their own packed lunches or snacks and drinks to take with them for walks.

Students write lists of food and drink they will be taking on expedition. Practice cooking it in P16 or residence so they are familiar with the instructions, etc.

Term 3:

Map skills/walking

Map skills – writing route cards and following routes and for their practice and actual expedition walks.

Using walking boots and rucksacks they will use for the expeditions, go out to parks and practise using OS maps:
Markeaton
Darley Park
Allestree
Osmaston

Practise cooking outside using Trangias. Carry equipment in rucksacks on practice walks.

	<p>wearing it when they go out of practice walks. Similarly, get students to sort out walking boots that they will wear when on practice walks so they are used to them.</p> <p>Look at students' fitness levels and how they will cope with walking.</p>		
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