**Future Pathways - Yearly Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | Communication & Social skills | Home | Money | Travel | Voluntary/ Community |
| **Year 8** | Travel | Home | Money  | Communication & Social skills | Employment | Enterprise |
| **Year 9**NCFE Accreditation | Unit 1 - Understanding Mindset | Unit 15 – Dealing with numbers in a place of work | Unit 3 – Making the right impression | Unit 5 – Behaving appropriately at work | Unit 16 – Working in a team |
| **Year 10** NCFE Accreditation | Unit 14 – Following instructions | Unit 2 – Problem solving skills  | Unit 11 -Managing your time  | Unit 8 – Goal and Target setting – linked to Year 11 Leavers Party |
| **Year 11** | Colleges & Applications | Work Placement | Preparation for Adulthood |

Objectives

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|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| [Money & Finance](file:///T%3A%5CCurriculum%20Resources%5CFuture%20Pathways%5C1.%20Money%20%26%20Finance) | -[] earn and use credits at the KHS shop-[] recognise the need for money-[] keep my KHS credit note safe and hand it in-[] spend pocket money | -[] pay for items at a shop with an adult-[] keep my money safe-[] calculate my earnings using the KHS reward system-[] wait for change with reminders | **-[] use money and check change**-[] use a cash point machine-[] buy items from a list at a shop-[] compare prices to find the best value-[] understand debits and credits on my bank account-[] understand the importance of saving money-[] use a self-service machine | **-[]I have and use a bank account**-[] budget for independent living (rent, food, bills etc)-[] use a debit card-[] have an understanding of a pay slip-[] understand pay scales including the minimum wage-[] keep my bank details safe-[] set up a direct debit payment-[] open up a bank account with support-[] pay for items online-[] have an understanding of savings and interest |
| [The Home](file:///T%3A%5CCurriculum%20Resources%5CFuture%20Pathways%5C2.%20Home) | **-[] wash myself**-[] make a simple breakfast (e g cereal or toast)-[] set the table ready for a meal-[] help put the shopping away-[] put dirty washing in a laundry basket-[] make my own bed | **-[] maintain my own hygiene (wash regularly)**-[] clean my teeth each day-[] set an alarm clock-[] empty the bin and change the bags-[] use a vacuum cleaner-[] make a packed lunch-[] unload a dishwasher + put items away-[] hang up clothes-[] help wash up after a meal | **-[] organise to meet up with friends**-[] use basic first aid-[] clean a kitchen and bathroom-[] use the hob-[] use a washing machine-[] make a shopping list-[] use an oven-[] prepare a simple meal-[] change the bed sheets-[] iron clothes safely-[] make a hot drink | -[] cook a healthy meal-[] make an appointment online or over the telephone (e g Doctors/ dentist etc )-[] make a booking online (e g a cinema/train ticket)-[] test a smoke alarm-[] change a lightbulb-[] change a fuse-[] be responsible for a small pet (e g goldfish/hamster) |
| [Travel](file:///C%3A%5CUsers%5Crsmith%5CFuture%20Pathways%5C3.%20Travel) | **-[]I understand that the road can be dangerous**-[] cross the road safely with an adult-[] remember the green cross code-[] travel sensibly when on a school trip | **-[] identify potential dangers and risks related to travel****-[] use a pedestrian crossing****-[] begin working with a travel trainer**-[] behave appropriately on public transport-[] read a simple timetable-[] navigate around my local area by bike or foot (e g to the park or shops)-[] ask for a bus ticket with an adult-[] identify the meanings of simple travel signs | **-[] cross the road safely****-[] travel trained****-[] use my mobile phone in an emergency when travelling**-[] travel to school safely by myself-[] obtain a bus ticket for a particular route-[] behave appropriately on public transport-[] use a map of the local area-[] talk to the bus driver if there is an issue | **-[] work out when I need to leave to arrive on time****-[] travel independently by bus****-[] read a timetable to check departure and arrival times**-[] travel independently by train-[] charge my phone before a journey-[] interact with travel operators and staff if I have a problem-[] use a map to estimate distances and plan routes-[] plan a route using ICT (e g Google maps/British Rail enquiries) |
| [Employment](file:///C%3A%5CUsers%5Crsmith%5CFuture%20Pathways%5C4.%20Employment) | -[] carry out a job in class (e g put the pencils in a pot) | -[] bring the correct equipment and uniform to school each day-[] fill in a simple form (name, address)-[] carry out a job at whole school level (e g handing out registers)-[] take part in work activities organised for me (e g car washing) | -[] safely use work equipment-[] turn up to work on time-[] answer questions about myself at an interview-[] introduce myself to unfamiliar people in the workplace-[] apply for a job with support-[] complete a work experience placement-[] use the appropriate language on the phone-[] write a simple CV-[] take down a name and number over the phone-[] arrange an interview-[] understand a job description-[] follow a set dress code | **-[] understand my rights and responsibilities in the workplace****-[] manage my own tasks and time at work**-[] tailor a CV for a specific position or role-[] prepare for an interview (research the company/job role etc)-[] ask relevant questions at interview-[] answer the phone and take a message-[] obtain paid employment/voluntary work outside of school-[] write a covering letter-[] follow up interviews and arrange/confirm appointments-[] collaborate with unfamiliar people at work-[] match a job description to my skills -[] apply for a job independently-[]know how to use and maintain equipment at work (e g garden tools/price gun)-[] reflect upon skills I have learnt at my work placement-[] evaluate and improve my work related to my job description |
| [College](file:///C%3A%5CUsers%5Crsmith%5CFuture%20Pathways%5C5.%20College) | -[] talk about my likes and dislikes-[] attend post 16 visits with the school | -[] access basic amenities in and out of school (e g toilets, cafeteria)-[] attend post 16 open events/days-[] look at different post 16 prospectuses with support-[] talk to an adult about my post 16 choices | -[] create a personal portfolio showing my achievements and strengths-[] recognise the importance of English and maths-[] look at the entry requirements needed at different post 16 placements-[] understand the support systems in place at post 16-[] match a post 16 course to my strengths (i e Academic, social)-[] arrange and attend post 16 interview-[] answer questions about myself at a post 16 interview-[] apply for a post 16 course-[] understand the differences between a foundation and a mainstream course-[] attend a post 16 open event-[] research when post 16 provisions have their open events | -[] prepare for a post 16 interview (e g portfolio/predicted grades)-[] identify areas for development to support my transition-[] access the relevant support systems in place at post 16-[] identify the skills needed to gain entry to post 16 provision-[] ask questions to clarify concerns about post 16 education |

