

## Red House Academy: Medium Term Scheme of Work

### Subject: The Prince's Trust

Year: KS3	Term: Autumn -Ongoing	Unit: JS3/01	Entry Level 3    3 Credits
Title: Introduction to Group and Teamwork Communication Skills.		Duration: 30 Guided learning hours	
<b>Outline of unit:</b>			
Unit 1: This unit gives the learners the opportunity to experience working in different team formations on various challenges. Through these experiences the learners not only take part and evaluate their own performance, but they also gain an understanding about why teamwork is important. The learners will gain knowledge and understanding in the importance of group dynamics, the roles and relationships in successful teamwork.			
<b>Relevant Prior Knowledge</b>	New KS3 Programme		
<b>Range and Content [concepts, knowledge, skills]</b>			
<ol style="list-style-type: none"> <li>1) Understand the roles of different group members working together</li> <li>2) Understand how to communicate verbally with group members</li> <li>3) Understand the importance of listening to others within the group</li> <li>4) Recognise other rights to communicate within the group</li> <li>5) Recognise the importance of cooperation when working in group situations</li> <li>6) Recognise praise and constructive criticism in a variety of contexts</li> <li>7) Understand relationships within own team</li> </ol>			
<b>Key Processes [Pupils should be able to]</b>			
<p><b>Learning Outcome 1: Understand the roles of different group members working together</b></p> <ul style="list-style-type: none"> <li>• State the different roles of the group members when completing specific group activities</li> </ul> <p><b>Learning Outcome 2: Understand how to communicate verbally with group members</b></p> <ul style="list-style-type: none"> <li>• Give an example of using verbal communication appropriately with others</li> </ul> <p><b>Learning Outcome 3: Understand the importance of listening to others within group situations</b></p> <ul style="list-style-type: none"> <li>• List what is important from information being communicated by others</li> <li>• State how to respond appropriately</li> </ul> <p><b>Learning Outcome 4 : Recognise others rights to communicate within a group situations</b></p> <ul style="list-style-type: none"> <li>• Give an example of listening to others in a group situation</li> <li>• State why it is important to listen without interrupting in a group situation</li> </ul> <p><b>Learning Outcome 5: Recognise the importance of cooperation when working in group situations</b></p> <ul style="list-style-type: none"> <li>• Give an example of when cooperation is necessary to achieve a group task</li> </ul> <p><b>Learning Outcome 6: Recognise praise and constructive criticism in a variety of context</b></p> <p>State the appropriate response to praise and constructive criticism from others</p>			

**Learning Outcome 7: Understand relationships within own team**

- Name own team leader
- State how to respond to own team leader in different structured contexts

**Diversity [differentiation]**

**By the end of the scheme of work**

**All pupils will complete Entry Level 3 Award 6 credits, with 3 credits**

- 1.1 Understand the roles of working with different people
- 2.1 Undertake successful group communication
- 3.1 Demonstrate good listening skills
- 4.1 Identify and understand/respect opinions of others
- 4.2 Contribute to group discussion without interruption
- 5.1 Effective group contribution
- 6.1 Be able to respond to praise and criticism
- 7.1 Understand the importance of relationships with people in their team

**Some pupils will achieve a Level 3 Certificate 15 credits with at least 9 credits at level 3**

The module activity is open-ended and flexible so it can be used to appeal to learners with a wide range of abilities. The module is designed to use a range of teaching and learning style so that they are compatible with visual, aural and kinaesthetic learners.

The accreditation process will depend on each individual learner, their age, ability, social, emotional behavioural and confidence levels. I will use a range of delivery methods when facilitating the lessons using dynamic, interesting activities to engage and motivate all learners. I will include extension activities which will encourage and appeal to the learners within the academy setting and my delivery model will be to ultimately adapt and respond to the changing educational needs of the individual to reflect best practice for all learners to achieve.

**Learning Activities**

- Group work
- Practical activities
- Worksheets
- Team building skills
- Source/information gathering
- ICT knowledge
- Communication skills
- Speaking and listening

**Resources**

- Written work
- Annotated photographs
- Computer work on CD or memory stick
- Internet
- Observation checklist
- Task resources
- Sketches and diagrams
- Planning sheets

**Literacy**

**Speaking and Listening:** make a range of contributions to group discussions and planning meetings.

**Evidence:** Taking part in one-to-one interactions, taking part in group interactions to increase learners motivation.

**Reading:** compare, select, read and understand texts and use them to gather information. Ideas, debates and opinions.

**Evidence:** successful group interaction and completion of qualification evidence.

	<p><b>Writing:</b> complete written assessment criteria to evidence learning and development of group interaction experience.</p> <p><b>Evidence:</b> producing evidence of learning reflecting on skills including strengths and weaknesses.</p>
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<b>Numeracy</b>	<p>Numeracy skills will be developed where appropriate as part of the numeracy across the curriculum agenda as promoted by the academy.</p> <p>Not identified within Prince's Trust for this unit of work.</p>
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<b>ICT</b>	<p>A variety of ICT resources will be used within the scheme of work including power point presentations when appropriate to compliment the schemes of work.</p> <p>Internet usage for information gathering and word processing.</p> <p>Access, search for, select and use ICT-based information and evaluate its fitness for purpose.</p>
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<b>Curriculum Opportunities</b>	
	<ul style="list-style-type: none"> <li>• Red House Academy Cross Curricular Literacy Objectives 2012-13</li> <li>• Develop the curriculum and partnerships to enhance Prince's Trust</li> <li>• Develop partnership connections to promote learning and well-being</li> <li>• Develop community cohesion</li> <li>• Develop students spiritual, moral, social and cultural development</li> <li>• Develop work place and other skills that will contribute to their future economic well-being</li> <li>• Develop personal, learning and thinking skills/engineering.</li> <li>• Develop health and safety considerations and healthy lifestyles.</li> </ul>

## Red House Academy: Medium Term Scheme of Work

### Subject: The Prince's Trust

Year: KS4	Term: Autumn 1 -Ongoing	Unit: JS1/16	Level 1
Title: Preparing for Work		Duration: 27 Guided learning hours	
<b>Outline of unit:</b>			
Unit 1: This unit helps learners to identify their strengths and interests and supports the development of key employability such as CV-writing, interview, presentation skills and research. Learners will be guided through essential thought and research processes, the outcomes of their investigations and personal reflections will support the learners in thinking about how they will engage in the world of work.			
<b>Relevant Prior Knowledge</b>	New KS4 Programme		
<b>Range and Content [concepts, knowledge, skills]</b>			
<ol style="list-style-type: none"> <li>1) Be able to identify career or work options</li> <li>2) Understand the requirements for a work or training opportunity</li> <li>3) Be able to complete applications for work or training</li> <li>4) Be able to present him/herself at interview</li> <li>5) Be able to plan for future work of training</li> </ol>			
<b>Key Processes [Pupils should be able to]</b>			
<p><b>Learning Outcome 1:</b> Be able to identify and explore career or work options</p> <ul style="list-style-type: none"> <li>• Using at least two information sources, record career or job option. Investigate chose one option of career or job option to meet individual student requirements.</li> </ul> <p><b>Learning Outcome 2:</b> Understand the requirement for a work or training opportunity</p> <ul style="list-style-type: none"> <li>• Identify the employer or training organisation requirements for successful applicants. Identify own skills experience and qualities that match the requirements.</li> </ul> <p><b>Learning Outcome 3:Be able to communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Complete two application forms legibly, providing the information requested</li> <li>• Check the form for accurate spelling and grammar, making amendments as required</li> <li>• Produce a simple CV which includes essential information</li> </ul> <p><b>Learning Outcome 4 : Be able to present himself/herself at interview</b></p> <ul style="list-style-type: none"> <li>• Arrive in good time for an interview</li> <li>• Use body language to indicate positive interest in the position available</li> <li>• Give responses that provide the information requested in interview questions.</li> </ul> <p><b>Learning Outcome 5 Be able to plan for future work or training</b></p> <ul style="list-style-type: none"> <li>• Produce an action plan for future work or training, listing necessary short term actions.</li> </ul>			

<b>Diversity [differentiation]</b>
<p><b>By the end of the scheme of work</b></p> <p><b>All pupils will complete Level 1 Award 6 credits, with 6 credits at level1</b></p> <p>1.1 Use information sources          1.2 Choose career option          2.1 Identify training requirements          2.2 Identification of own skills          3.1 Completion of relevant application forms          3.2 Use of accurate spelling/grammar          3.3 CV          4.1 Attend interview          4.2 Interview skills          4.3 Interview responses          5.1 Action plan</p> <p><b>Some pupils will achieve a Level 1 Certificate 21 credits with at least 15 credits at level 1</b></p>

Learning Activities	Resources
<ul style="list-style-type: none"> <li>• Group work</li> <li>• Practical &amp; theoretical activities</li> <li>• Worksheets</li> <li>• Role Play</li> <li>• Source/information gathering</li> <li>• ICT knowledge</li> <li>• Thinking skills</li> <li>• Communication skills</li> <li>• Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting speakers (Prince’s Trust )</li> <li>• Connexions Personal Advisor</li> <li>• Websites</li> <li>• Careers Workshop (Team Wearside)</li> <li>• Works experience placements</li> <li>• Interview opportunities</li> <li>•</li> </ul>

Functional skills	
<b>Literacy</b>	<p><b>Speaking and Listening:</b> make a range of contributions to discussions and make effective presentations in a wide range of contexts.  <b>Evidence:</b> Taking part in one-to- one interactions, taking part in group interactions</p>
	<p><b>Reading:</b> compare, select, read and understand texts and use them to gather information. Ideas, arguments and opinions  <b>Evidence:</b> researching forms of communication, barriers to communication and ways to observe them            Reading and summarising information from textbooks, notes and websites for assignments</p>
	<p><b>Writing:</b> write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively  <b>Evidence:</b> producing extended writing documents as evidence of learning reflecting on skills including strengths and weaknesses.</p>

<b>Numeracy</b>	<p>Numeracy skills will be developed where appropriate as part of the numeracy across the curriculum agenda as promoted by the academy.            Not identified within Prince’s Trust for this unit of work.</p>
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	A variety of ICT resources will be used within the scheme of work including power point
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<b>ICT</b>	<p>presentations when appropriate to compliment the schemes of work.          Use of Audiovisual equipment for watching relevant programmes, Internet usage for information gathering and word processing.          Access, search for, select and use ICT-based information and evaluate its fitness for purpose</p>
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<b>Curriculum Opportunities</b>	
	<ul style="list-style-type: none"> <li>• Red House Academy Cross Curricular Literacy Objectives 2012-13</li> <li>• develop the curriculum and partnerships to enhance Prince's Trust</li> <li>• develop partnership connections to promote learning and well-being</li> <li>• develop community cohesion</li> <li>• develop students spiritual, moral, social and cultural development</li> <li>• develop work place and other skills that will contribute to their future economic well-being</li> <li>• develop personal, learning and thinking skills/engineering.</li> <li>• develop health and safety considerations and healthy lifestyles.</li> </ul>

## Red House Academy: Medium Term Scheme of Work

### Subject: The Prince's Trust

Year: KS4	Term: Spring-Ongoing	Unit: JS1/11	Level 1 3 Credits
Title: Using Cooking Skills in a Domestic Kitchen		Duration: 27 Guided learning hours	
<b>Outline of unit:</b>			
<p>Unit 1: This unit gives the learners the opportunity to develop independent living skills by undertaking the planning, costing, nutritional value of suitable healthy meals, using a variety of cookery methods using fresh ingredients and convenience food. The steps within this activity demonstrate and develop the learner's attitude to the health and safety aspects of food preparation, budgeting, shopping and cooking which reflect a healthy lifestyle. It raises knowledge of own diet and an understanding of a balanced diet and different food groups.</p>			
<b>Relevant Prior Knowledge</b>	Completion of prior team work units will provide a good exercise for sharing knowledge, ideas and experience as group when undertaking this module.		
<b>Range and Content [concepts, knowledge, skills]</b>			
<ol style="list-style-type: none"> <li>1) Understand how to plan and cost nutritionally balanced meals</li> <li>2) Be able to use fresh ingredients and convenience food</li> <li>3) Be able to use and maintain a range of domestic kitchen equipment</li> <li>4) Be able to use a variety of food preparation methods</li> <li>5) Understand the importance of health and safety when working in a domestic kitchen</li> </ol>			
<b>Key Processes [Pupils should be able to]</b>			
<p><b>Learning Outcome 1: Understand how to plan and cost nutritionally balanced meals</b></p> <ul style="list-style-type: none"> <li>• Plan a two course meal, taking into account basic nutritional value and costs</li> <li>• Give three reasons for your choice</li> </ul> <p><b>Learning Outcome 2: Be able to use fresh ingredients and convenience foods</b></p> <ul style="list-style-type: none"> <li>• Cook a meal using fresh:               <ol style="list-style-type: none"> <li>a) Fresh ingredients</li> <li>b) Convenience foods</li> </ol> </li> </ul> <p><b>Learning Outcome 3: Be able to use and maintain a range of domestic kitchen equipment</b></p> <ul style="list-style-type: none"> <li>• Identify and use examples of domestic kitchen equipment to produce a meal</li> <li>• Clean and store the equipment used</li> </ul> <p><b>Learning Outcome 4 : Be able to use a variety of food preparation methods</b></p> <ul style="list-style-type: none"> <li>• Identify different food preparation methods</li> <li>• Produce a dish using food preparation methods</li> </ul> <p><b>Learning Outcome 5: Understand the importance of health and safety in a domestic kitchen</b></p> <ul style="list-style-type: none"> <li>• Identify the main health and safety risks in a domestic kitchen</li> <li>• Outline how to respond to health and safety risks in a domestic kitchen</li> </ul>			

Diversity [differentiation]	
<p>By the end of the scheme of work</p> <p>All pupils will complete Level 1 Award 6 credits, with 6 credits at level1</p> <p>1.1 Understand the importance of a healthy balanced diet and the proportions of the different food groups</p> <p>1.2 Be able to research and choose a basic nutritional recipe and work out the cost of their chosen dish</p> <p>2.1 As a group plan a special healthy lunch with a good balance of ingredients from the different food groups</p> <p>3.1 Use a range of kitchen equipment</p> <p>3.2 Understand the care and maintenance of domestic kitchen equipment</p> <p>4.1 Identify and use a variety of basic cooking methods</p> <p>4.2 Develop confidence to progress to more advanced dishes</p> <p>5.1 Gain and understanding of the importance of health, safety and hygiene in the kitchen</p> <p>5.2 Be able to understand and complete a risk assessment</p> <p>Some pupils will achieve a Level 1 Certificate 21 credits with at least 15 credits at level 1</p> <p>The module activity is open-ended and flexible so it can be used to appeal to learners with a wide range of abilities. The module is designed to use a range of teaching and learning style so that they are compatible with visual, aural and kinaesthetic learners.</p> <p>The accreditation process will depend on each individual learner, their age, ability, social, emotional behavioural and confidence levels. I will use a range of delivery methods when facilitating the lessons using dynamic, interesting activities to engage and motivate all learners. I will include extension activities which will encourage and appeal to the learners within the academy setting and my delivery model will be to ultimately adapt and respond to the changing educational needs of the individual to reflect best practice for all learners to achieve.</p>	
Learning Activities	Resources
<ul style="list-style-type: none"> <li>• Group work</li> <li>• Practical activities</li> <li>• Cooking</li> <li>• Balance of good health</li> <li>• ICT knowledge</li> <li>• Communication skills</li> <li>• Speaking and listening</li> <li>• Budget planning</li> <li>• Health and safety</li> <li>• Risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Written work</li> <li>• Annotated photographs</li> <li>• Computer work on CD or memory stick</li> <li>• Internet</li> <li>• Recipes</li> <li>• Ingredients</li> <li>• Guest speakers SPCT</li> <li>• Planning sheets</li> <li>• Calculators</li> <li>• Cookery books</li> <li>• Kitchen visit</li> </ul>
<b>Literacy</b>	<p><b>Speaking and Listening:</b> make a range of contributions to group discussions working together to prepare and present the meal, discussing and planning the menu.</p> <p><b>Evidence:</b> Taking part in one-to one interaction, taking part in group interactions to increase confidence and enhance communication skills. Observation sheet recording when discussing the presentation and planning of their meal. Witness statements from guests.</p>

	<p><b>Reading:</b> compare, select, read and understand recipes, ingredients, methods and use them to gather information and ideas.  <b>Evidence:</b> Planning sheets, recipes, magazine cuttings, menu plan, and cookery books.</p>
	<p><b>Writing:</b> complete written assessment criteria to evidence learning and development of group interaction experience.  <b>Evidence:</b> producing evidence of learning, planning, numeracy skills mind maps shopping list and lists of ingredients.</p>

<b>Numeracy</b>	Numeracy skills will be developed when budgeting and evaluating the cost of the difference between the cost of fresh and convenience food. Theoretical budgets will also be used to enhance learner's numeracy skills.
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<b>ICT</b>	<p>A variety of ICT resources will be used within the scheme of work including power point presentations when appropriate to compliment the schemes of work.          Internet usage for information gathering and word processing.          Access, search for, select and use ICT-based information and evaluate its fitness for purpose.</p>
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<b>Curriculum Opportunities</b>	
	<ul style="list-style-type: none"> <li>• Red House Academy Cross Curricular Literacy Objectives 2012-13</li> <li>• Develop the curriculum and partnerships to enhance Prince's Trust</li> <li>• Develop partnership connections to promote learning and well-being</li> <li>• Develop community cohesion</li> <li>• Develop students spiritual, moral, social and cultural development</li> <li>• Develop work place and other skills that will contribute to their future economic well-being</li> <li>• Develop personal, learning and thinking skills/engineering.</li> <li>• Develop health and safety considerations and healthy lifestyles.</li> </ul>

## Red House Academy: Medium Term Scheme of Work

### Subject: The Prince's Trust

Year: KS4	Term: Summer	Unit: JS1/08	Level 1 3 Credits
Title: Undertaking an Enterprise Project		Duration: 27 Guided learning hours	
<b>Outline of unit:</b>			
Unit 1: This activity area aims to help the learners to learn and practise the skills involved in developing new commercial ideas and creative projects. These skills include team work, budgeting, risk management and leadership. Learners are provided with opportunities to pitch a new project to prospective financial backers and plan and carry out an enterprise project of their own.			
<b>Relevant Prior Knowledge</b>	New KS4 Programme: Completion of team work activities programmes will generate a wide variety of evidence that will contribute to this module.		
<b>Range and Content [concepts, knowledge, skills]</b>			
<ol style="list-style-type: none"> <li>1) Select an appropriate enterprise project for a particular target market</li> <li>2) Appreciate the unit cost of, and how to set the price, for their product or service</li> <li>3) Demonstrate an understanding of the significance of effective marketing</li> <li>4) Plan monitor and review enterprise project</li> </ol>			
<b>Key Processes [Pupils should be able to]</b>			
<b>Learning Outcome 1: Select an appropriate enterprise project for a particular market</b>			
<ul style="list-style-type: none"> <li>• State two ways in which you could undertake market research and identify the most suitable for your enterprise project</li> <li>• State, giving reasons for your choice, the selected product or service</li> <li>• Identify and list your target market and main competitors</li> </ul>			
<b>Learning Outcome 2: Appreciate the unit cost, of and how to set the price, for their product</b>			
<ul style="list-style-type: none"> <li>• Identify and list all the cost involved in producing the product or service</li> <li>• Using a simple arithmetic formula calculate the total cost or producing the product or service</li> <li>• State the price you will charge the customer for the product or service</li> </ul>			
<b>Learning Outcome 3: Demonstrate an understanding of the significance of effective marketing</b>			
<ul style="list-style-type: none"> <li>• Identify and list the key personal skills/qualities required to effectively market and sell their product or service</li> <li>• Identify and list the most appropriate methods for marketing this product or service</li> <li>• Create a resource for marketing your product or service to the target market giving two reasons for your choice of resource</li> </ul>			
<b>Learning Outcome 4 : Plan, monitor and review the enterprise project</b>			
<ul style="list-style-type: none"> <li>• Devise an action plan that identifies and lists each stage of the enterprise project, giving a target time/ date for completion</li> <li>• Review and revise the action plan at each stage of the enterprise project stating new target times/dates</li> </ul>			

for completion

- State what worked well and what could be improved

**Diversity [differentiation]**

By the end of the scheme of work

All pupils will complete Level 1 Award 6 credits, with 6 credits at level 1

- 1.1 Understand selection process
- 2.1 Undertake successful group interactions
- 3.1 Demonstrate good communication skills
- 4.1 Identify and understand/respect opinions of others
- 4.2 Contribute to group discussion
- 5.1 Effective group contribution
- 6.1 Be able to respond to praise and criticism
- 7.1 Understand the importance of relationship with people in authority

Some pupils will achieve a Level 1 Certificate 21 credits with at least 15 credits at level 1

The module activity is open-ended and flexible so it can be used to appeal to learners with a wide range of abilities. The module is designed to use a range of teaching and learning style so that they are compatible with visual, aural and kinaesthetic learners.

The accreditation process will depend on each individual learner, their age, ability, social, emotional behavioural and confidence levels. I will use a range of delivery methods when facilitating the lessons using dynamic, interesting activities to engage and motivate all learners. I will include extension activities which will encourage and appeal to the learners within the academy setting and my delivery model will be to ultimately adapt and respond to the changing educational needs of the individual to reflect best practice for all learners to achieve.

**Learning Activities**

- Group work
- Practical activities
- Enterprise skills
- Team building skills
- Source/information gathering
- ICT knowledge
- Communication skills
- Speaking and listening
- Presentation skills
- Financial calculations
- Marketing

**Resources**

- Written work
- Annotated photographs
- Computer work on CD or memory stick
- Internet
- Printouts
- Task resources
- Sketches and diagrams
- Planning sheets
- Questionnaires
- Tally charts
- Survey questions
- Meeting notes
- Logbook/diary

**Literacy**

**Speaking and Listening:** make a range of contributions to group discussions and planning meetings. Talking points skills and qualities of an entrepreneur.

**Evidence:** meeting notes, log book/diary, market research materials and presentation printouts.

**Reading:** Select, read and understand texts and use them to gather information regarding the undertaking of an enterprise project. Market research materials, notes, mind maps and

	<p>planning schedules.  <b>Evidence:</b> Appropriate research/printouts with annotations, newspapers, magazines and project planning literature.</p> <p><b>Writing:</b> complete written assessment criteria to evidence learning and development of group interaction, entrepreneurship and enterprise project.  <b>Evidence:</b> Project plan, diary entries contributions, notes, flipcharts, posters and leaflets.</p>
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<b>Numeracy</b>	<p>Numeracy skills will be developed where appropriate as part of the numeracy across the curriculum agenda as promoted by the academy.  <b>Evidence:</b> Costing sheets, spreadsheet software, examples of learner's mathematical calculations and budget report.</p>
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<b>ICT</b>	<p>A variety of ICT resources will be used within the scheme of work including power point presentations when appropriate to compliment the schemes of work.          Internet usage for information gathering and word processing.          Access, search for, select and use ICT-based information and evaluate its fitness for purpose.</p>
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<b>Curriculum Opportunities</b>	
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| <ul style="list-style-type: none"> <li>• Red House Academy Cross Curricular Literacy Objectives 2012-13</li> <li>• Develop the curriculum and partnerships to enhance Prince's Trust</li> <li>• Develop partnership connections to promote learning and well-being</li> <li>• Develop community cohesion</li> <li>• Develop students spiritual, moral, social and cultural development</li> <li>• Develop work place and other skills that will contribute to their future economic well-being</li> <li>• Develop personal, learning and thinking skills/engineering.</li> <li>• Develop health and safety considerations and healthy lifestyles.</li> </ul> |  |
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