

ASDAN PSD OCR 2 year courses		Lifeskills Learning		Long Term Planning		Updated by J Hamer 31 st July 19	
Autumn 1		Autumn 2		Spring 1		Spring 2	
Topic/Theme		Topic/Theme		Topic/Theme		Topic/Theme	
<p>YEAR 1 – Module 5 The Environment - Section A</p> <p>1-Visit the local area taking notes of the Countryside Code and participate in an activity that will make a difference.</p> <p>3-Look at the volume of traffic and the damage it is causing to the environment and our health.</p> <p>4-Research/study an historical building</p> <p>5-Survey - What kind of litter is on your streets/community</p> <p>Module 11 Expressive Arts - Section B</p> <p>1 - Create a drawing, painting or print created in 3D using a variety of resources, framed and placed on display.</p> <p>Home Management - Section A/Ch 10 Plan and decorate a cake suitable for a celebration</p>		<p>Module 1 Communication A (all linked to using the photocopier)</p> <p>4- Take part in a discussion and present the main points raised</p> <p>5- Find out how to use a piece of equipment or make something.</p> <p>6-Create a poster/leaflet providing instructions for another person</p> <p>8- Show you can find and record information using two items ie, newspaper or magazine, internet, library.</p> <p>Module 1 Communication B</p> <p>3 - Make a story book for a young child with illustrations and simple text.</p> <p>Module 10 The Wider World - Section B</p> <p>2 -To produce an in-depth study of another country looking at a theme like : The Environment Media Culture Food and drink Education, training and work, Sport and leisure, Special occasions and customs</p>		<p>Module 10 The Wider World (cont.) - Section B</p> <p>2 -To produce an in-depth study of another country looking at a theme like : The Environment Media Culture Food and drink Education, training and work, Sport and leisure, Special occasions and customs</p> <p>Module 4 Home Management - Section A</p> <p>2 -Plan a healthy snack suitable for a packed lunch</p> <p>7 -To store foods correctly in the fridge.</p> <p>10 - Plan and decorate a cake suitable for a celebration (DONE at Christmas time)</p> <p>A/Ch 11 - Repair an item of clothing - sewing on buttons/hemming items of clothes (AT CHRISTMAS)</p> <p>Module 7 Health and Survival A</p> <p>A7 - Show you can deal with 3 of the following : Cuts, grazes and bleeds Minor burns and scalds - suspected broken bone - fainting</p> <p>10-Show you understand the basic road safety for pedestrians and cyclists</p> <p>5.2 Modules/Units gained so far</p>			
<p>YEAR 2 – Module 7 Health and Survival B and A</p> <p>B1 - To undertake a recognised First Aid course</p> <p>Module 4 -Home Management - Section A/Section B</p> <p>Ag/Ch 11-Repair an item of clothing - sewing on buttons/hemming items of clothes</p> <p>Section B - 5 - Make an item for your home using textiles/pottery etc</p> <p>Make a Christmas card /cushion using Binca and embroidery thread.</p>		<p>Module 7 Health and Survival A</p> <p>1-Survey on personal hygiene</p> <p>2-Record what you eat/balanced diet</p> <p>7 and 10 - DONE</p> <p>Module 12 Beliefs and Values A</p> <p>1 Interview a member of a religious faith or find out more about it</p> <p>3 Find out about a famous person whose religious faith inspired them.</p> <p>5-Collect newspaper articles to show how religion affects events around the world</p> <p>A/Ch7 -Investigate the causes of poverty and discuss ways we can reduce or solve the problem.</p> <p>Module 6 Number Handling A</p> <p>1-Create a weekly shopping list and compare prices between two supermarkets.</p> <p>4-You have £200 to go out with manage a budget considering entertainment, travel and food.</p> <p>7- Demonstrate you can use weights and volumes whilst cooking.</p> <p>8-Take the temperature of a room over a period of time and record the results on a graph, and Use a stopwatch and time two people doing the same task three times each. Plot the results on a graph</p>		<p>Module 13 Combined studies A (choose 4 from any A section)</p> <p>Module 13 Combined studies A (choose 4 from any A section)</p> <p>SCIENCE AND TECHNOLOGY MODULE 9 section A</p> <p>Challenge 8 - What is Cyberbullying?</p> <p>THE COMMUNITY MODULE 2 section A</p> <p>Challenge 2 - Identifying organisations that carry out development or relief work overseas</p> <p>THE COMMUNITY MODULE 2 section A</p> <p>Challenge 3 - Researching social or local issues, for example: Car crime Theft Vandalism Homelessness Poverty SCIENCE AND TECHNOLOGY MODULE 9 section A</p> <p>Challenge 7- Find out how to keep yourself safe when using social media network sites (Twitter, Facebook etc.) OR look at how social networking can both help and harm a person's career.</p> <p>Overall = 12 full modules should have been completed for the SILVER CERTIFICATE - If this hasn't been achieved they can claim the BRONZE CERTIFICATE</p> <p>**** Some students may be doing ASDAN short Sports Award this will give students a further 3 modules</p>			
<p>YEAR 1 – Managing Social Relationships (1/L2)</p> <p>To encourage learners to use appropriate behaviours when interacting with others in social situations and expressing opinions</p> <p>1 Look at hobbies and things that you like to do</p> <p>2 Demonstrate good practise by showing good listening skills and body language.</p> <p>4 Choose a subject of interest and discuss this with a friend or small group.</p> <p>Personal Safety in the Home and Community (2/L1)</p> <p>To develop and understanding of personal safety in the home and community</p>		<p>Personal Safety in the Home (continue)</p> <p>2 Students are to demonstrate safe practise within rooms in the home.</p> <p>4 Demonstrate safe practise within the kitchen using household utensils</p> <p>5 Identify risks within their community, how to avoid them and keep safe.</p> <p>7 Make a journey independently to a local/familiar destination. **Weather</p> <p>Community Action (for Easter Activity) (2/L2)</p> <p>To encourage students to participate in local community activities and understand the benefits of these for themselves and the community.(2,5)</p>		<p>Working as Part of a group (2/L2)</p> <p>To encourage students on developing skills as active contributors when working with others on group activities.</p> <p>1 Participate in setting ground rules and relating basic information as well as identify their role within the group.</p> <p>2 Carry out and complete a given task Evaluating theirs and the whole team's effort</p> <p>Combination Level 1 = 2 credits Level 2 = 5 credits</p> <p>Possible 7 credits gained so far</p>			
<p>YEAR 2 – Healthy Living(2/L2)</p> <p>To understand what contributes to a healthy lifestyle and encourage them to demonstrate activities which will improve their lifestyle.</p> <p>4 To understand the importance of good personal hygiene</p> <p>8 Activities that contribute towards a healthy lifestyle and show their participation in activities</p> <p>How activities can benefit others</p> <p>Environmental Awareness (2/ L2)</p> <p>To encourage students to take responsibility for their environment and identify environmental issues looking at how they can help the environment.</p> <p>1/2 Identify human behaviour that harms and helps the environment</p> <p>4 Identify issues that are relevant in your life and that affects you.</p> <p>6 Participate in an activity to improve your local area.</p>		<p>Using Technology in the community and Home (2/ L2)</p> <p>To encourage learners to use technology safely and correctly in the home and community.</p> <p>1 Identify technology within the home and how it helps us on a daily basis</p> <p>5 Demonstrate safe practises when using electrical appliances(look at using different ones to those already done i.e. - ironing/microwave)</p> <p>6 Look and identify electrical appliances in your centre and how it supports you</p> <p>9 Demonstrate safe practise using the appliances in your centre.</p> <p>Credits this year Level 2 = 6 credits Total = 13 credits</p> <p>Combination of Units for a claim</p> <p>Entry 2 award students must have 4/6 credits at level 2</p> <p>Entry 2 certificate students must have 7/13 credits at level 2</p>		<p>Preparation for Work (2/L1) EXTRA IF REQUIRED</p> <p>To introduce students to the basic skills and qualities needed for the workplace.</p> <p>1 Identify their own personal skills and qualities</p> <p>5 Identify different jobs in different settings</p> <p>Choose jobs you would like to do, say why you would like that job and what you think the job involves.</p> <p>Match up your own skills and qualities to the job identified.</p>			

<p>Year 1 Communication B13 - Providing personal Information in writing (Entry 2- 2 credits) Allows opportunity for students to demonstrate their ability to provide personal information using their preferred methods of writing moving towards becoming more confident in completing forms and applications.</p> <p>ICT F9 - Using ICT to enter and edit text (Entry 2- 2 credits) Allows students to demonstrate entering, editing and reviewing information they have created.</p> <p>Communication B11 - Understanding short texts and instructions (Entry 1- 2 credits) To provide the opportunity to demonstrate their ability to read using preferred reading method and to understand texts and instructions.</p> <p>World of Work N6 - Carrying out routine tasks at work (Entry 2- 2 credits) To undertake at least two routine tasks - (These are normally picked up through other units)</p>	<p>Home Management D4 - Selecting and using cooking equipment. (Entry 1- 3 credits) To select appropriate cooking equipment and participate in activities safely following health and safety guidelines.</p> <p>Home Management D10 -Following a simple recipe (Entry 2- 3 credits) To develop learner's ability to follow a simple recipe and understand the importance of basic safety and hygiene in the kitchen.</p>	<p>CONT: Home Management D10 -Following a simple recipe (Entry 2- 3 credits) To develop learner's ability to follow a simple recipe and understand the importance of basic safety and hygiene in the kitchen.</p> <p>START: Personal Skills M16 - Healthy Living (Entry 2- 2 credits) Encourage their understanding of what contributes towards a healthy lifestyle and to demonstrate activities that will improve their lifestyle.</p> <p style="text-align: center;">Total credits that can be accumulated = Level 1 - 3 Level 2 - 11 14 credits in total</p>
<p>YEAR 2</p> <p>CONT:Personal Skills M16 - Healthy Living (Entry 2- 2 credits) Numeracy J9 - Using coins and notes (Entry 2- 2 credits) J5 - Understanding what money is used for (Entry 1- 3 credits)</p> <p>J9 -Recognising the value of coins and notes, counting out exact amounts and understanding change J5 - Recognise their achievements in understanding money/what it is for. Demonstrate using money in a real life situation.</p> <p>ICT F11- To know how to use ICT safely. (Entry 2- 2 credits) Identifying safe and unsafe methods and looking at safe working practices.</p> <p>Arts and Crafts A5 - Creating and art or craft product. (Entry 2- 2 credits) Gives the opportunity to demonstrate they can create an art or craft product and evaluate their completed product.</p>	<p>Home Management D3 Using shopping facilities. (Entry 1- 3 credits) To be able to use shopping facilities and locate items. Respond appropriately to individuals in shops and purchase items by participating in making payments.</p> <p>Personal Skills M8 - Emotional Wellbeing (Entry 1- 2 credits) Looking at identifying emotions and different experiences that can influence our wellbeing. Looking at bullying and communicating appropriately.</p>	<p>Numeracy J7 - Reading and recording time (Entry 2 - 2 credits) J1 - Recognizing time through events (Entry 1 - 3 credits)</p> <p>J7 To demonstrate they can read time presented in different formats e.g. Numbers or Numbers and text. J1 To recognize time through events/seasons within the year</p> <p>Total credits that can be accumulated: Overall total: Level 1 - 27 (Level 1 = 9) so using all level 1's they would get a level 2 based on overall score unless along the way I needed to change other units. Coming into effect if the level 1's got to a total of 13 credits. Overall total: Level 2 - 27 (Level 1 =5)</p> <p>Level 2 - 14 Total = 27</p>