



Venture

Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

7V - Venture Curriculum - Self - help & independence /1 Lesson weekly

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
	<p>Topic: <u>Time & self-organization skills</u></p> <p>Key Questions:</p> <p>Do I know days of the week?</p> <p>Do I know months of the year and seasons?</p> <p>Am I familiar with a timetable of the day, different activities?</p> <p>Do I have my stationary?</p> <p>Do I know subjects on my timetable –what do I need to prepare?</p> <p>Do I know what punctuality means?</p> <p>Do I know what self-organized person means?</p>	<p>Topic: <u>Personal safety</u> <u>Road safety</u></p> <p>Key Questions:</p> <p>Do you know how to keep safe at home?</p> <p>Do you know how to keep safe when you are in the community?</p> <p>Do you know how to stay safe on the road?</p> <p>Do you know what different crossings are?</p> <p>Do you know the green code?</p> <p>Key Skills and Knowledge:</p> <p>Students should learn about personal / road safety.</p>	<p>Topic: <u>Personal safety</u></p> <p>Key Questions:</p> <p>Do you know when to say `no`?</p> <p>Do you know when to stay alert? E.G. when a stranger approach you and ask about directions;</p> <p>Do you know what to do when someone offers you things?</p> <p>Do you know what the dangers in your community are?</p> <p>What would you do if you feel worried, uncomfortable or unsafe?</p>	<p>Topic: <u>Developing independent living skills: personal hygiene</u></p> <p>Key Questions:</p> <p>Do you know how to wash hands properly?</p> <p>When do we have to wash hands?</p> <p>Can you identify hazards to ourselves if we do not wash hands properly?</p> <p>Can you identify how many times a day we need to wash our body?</p> <p>Can you name some products we need to wash our body?</p> <p>Do you know when do we need to brush teeth?</p>	<p>Topic: <u>Self-awareness & employability skills</u></p> <p>Key Questions:</p> <p>Do you know your personal details?</p> <p>Do you know the area where do you live? (continent, country, city, district,)</p> <p>Do you know what you look like? E.G hair colour, eyes colour, height, shoe size,</p> <p>Do you know the differences and similarities between you and your friends?</p> <p>Do you know what qualities do you have?</p> <p>Key Skills and Knowledge:</p>	<p>Topic: <u>Self-awareness & employability skills</u></p> <p>Key Questions:</p> <p>What is your favourite food?</p> <p>What is your favourite subject?</p> <p>Do you know what skills can you develop in your favourite subjects?</p> <p>Key Skills and Knowledge:</p> <p>Students should know their hobbies and interests.</p> <p>They should explore what makes them happy, what they enjoy doing.</p>

<p>Why do we need to be organized?</p> <p>What happens if we are not well organized?</p> <p>Key Skills and Knowledge:</p> <p>Students should learn how to organize themselves. They should understand that if we are not organized this has an impact on our life, quality of education. Students should learn about timetable, know days of the week, months and seasons. They should get ready to tell the time correctly.</p> <p>Assessment outcome:</p> <p><u>Defining the quality-organized.</u> To show the knowledge of the timetable, to be able to follow the timetable, knowing the building, different rooms. Preparing themselves for the lessons, follow instructions.</p> <p>SOLAR descriptors;</p>	<p>They should know basic steps to keep safe at home and in the community.</p> <p>Students should know the green code and should be able to follow instructions to cross the road in designated crossings.</p> <p>Assessment outcome:</p> <p>Defining personal / road safety. Practical activities on the playground- traffic lights to be used. Teacher`s statement, observation, check list to be filled in, road safety assessment.</p> <p>Learning to read, write and use safety signs when working in the food room</p> <p>SOLAR descriptors</p>	<p>Key Skills and Knowledge:</p> <p>Students should learn about personal safety.</p> <p>They should know when to say `no`, who is a trusted person to speak to when they are in danger or have problems. Students should know `stranger/ danger` and how to behave in uncertain situations.</p> <p>They should know basic steps to keep safe at home and in the community.</p> <p>Assessment outcome:</p> <p>Defining personal / road safety. Practical activities on the playground- traffic lights to be used. Teacher`s statement, observation, check list to be filled in, road safety assessment.</p>	<p>Do you know how to brush teeth?</p> <p>Can you identify equipment to brush your teeth?</p> <p>Key Skills and Knowledge:</p> <p>Students should learn the rules to wash hands, keep our body clean.</p> <p>They should know hygiene rules and hazards related to unclean and unhealthy bodies.</p> <p>Students should know basic products to use to keep us clean e.g. hand wash, antibacterial gel, shampoo, shower gel, shaving foam, deodorant;</p> <p>Assessment outcome:</p> <p>Rules to wash hands Rules to brush teeth; Knowing how to wash our body; Practical activities-check list evidence, photographs, teacher`s statement;</p>	<p>Students should know their personal details and when they may need to use them. Students should be aware of their appearance and main characteristics.</p> <p>Students should learn about their basic skills and qualities.</p> <p>Assessment outcome:</p> <p>Defining self-awareness; Defining personal details; Simple description of themselves;</p>	<p>Students should learn why people have hobbies and how does it help in our life.</p> <p>Assessment outcome:</p> <p>Defining self-awareness; Defining skills; Defining hobbies, interests; Simple description of personal skills, examples, evidence, check list worksheets, practical activities; Questioning Completion of related worksheets</p>	
<p>Links to Gatsby Benchmarks:</p>						

