



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	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
7N	<p><b>Topic:</b> <u>Time &amp; self-organization skills</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know days of the week? Do you know months of the year? Timetable of the day – different activities Do I have my stationary? Subjects on my timetable – what do I need to prepare?</p> <p>Do I understand what being well organized mean?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to read a calendar – days, months, dates- more advanced students independently, less</p>	<p><b>Topic:</b> <u>Personal safety Road safety</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know how to keep safe at home? Do you know how to keep safe when you are in the community? Do you know how to stay safe on the road? Do you know what are different crossings? Do you know the green code?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to identify safety rules on the road. To be able to identify a trusted person. Defining personal / road safety.</p>	<p><b>Topic:</b> <u>Personal safety/</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know when to say `no`? Do you know when to stay alert? E.G. when a stranger approach you and ask about directions; Do you know what to do when someone offers you things? Do you know what the dangers in your community are?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to identify personal situations which are not safe. To be able to give examples of some solutions to these situations.</p>	<p><b>Topic:</b> <u>Developing independent living skills: personal hygiene</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know how to wash hands properly? When do we have to wash hands? Can you identify dangers to ourselves if we do not wash hands properly? Can you identify how many times a day we need to wash our body? Can you name some products we need to wash our body? Do you know when do we need to brush teeth? Do you know how to brush teeth?</p>	<p><b>Topic:</b> <u>Self-awareness &amp; employability skills</u></p> <p><b>Suggested Key Questions:</b></p> <p>Do you know your personal details? Do you know the area where do you live? (continent, country, city, district,) Do you know what you look like? E.G hair color, eyes color, height, shoe size, Do you know the differences and similarities between you and your friends? Do you know what qualities do you have?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to introduce yourself to another person,</p>	<p><b>Topic:</b> <u>Self-awareness &amp; employability skills</u></p> <p><b>Suggested Key Questions:</b></p> <p>What is your favourite food? What is your favourite subject? Do you know what skills do you have?</p> <p><b>Key skills and knowledge:</b></p> <p>To be able to identify own skills and qualities. To be able to identify own likes and dislikes. Defining self-awareness; Defining skills; Simple description of personal skills, examples, evidence,</p>

<p>advances students with some support.</p> <p>Defining the quality-organized. 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>Learning to read, write and use safety signs when working in the food room.</p>	<p>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>Assessment outcomes:</p> <p>Defining `stranger-danger` Defining `being assertive`. sessions.</p> <p>Do you know what would you do if you feel worried, uncomfortable or unsafe?</p>	<p><u>Key skills and knowledge:</u></p> <p>To be able to identify basic hygiene rules.</p> <p>To know how to keep clean.</p> <p>Rules to wash hands Rules to brush teeth; Knowing how to wash our body;</p> <p>To be able to identify equipment to brush your teeth.</p>	<p>identifying own personal traits, characteristics.</p> <p>Defining self-awareness; Defining personal details; Simple description of themselves;</p>	<p>check list worksheets, practical activities;</p>
<p>Links to Gatsby Benchmarks:</p>					