

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

11V - Venture Curriculum –Independent living

	2024-2025 Autumn 1 Unit 1	2024-2025 Autumn 2 Unit 2	2024-2025 Spring 1 Unit 3	2024-2025 Spring 2 Unit 4	2024-2025 Summer 1 Unit 5	2024-2025 Summer 2 Unit 6
Year 11	<p>Topic: Managing money WJEC EL2/EL3</p> <p>2 lessons weekly Teacher 1</p> <p>Suggested Key Questions:</p> <p>What is an income?</p> <p>What is an expenditure?</p> <p>Can you identify the sources of income e.g. part-time work, pocket money?</p> <p>Can you recognize British coins and notes?</p> <p>Key skills and knowledge:</p> <p>This unit aims to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a</p>	<p>Topic: Managing own money WJEC/ LL</p> <p>Suggested Key Questions:</p> <p>Can you add amounts of money?</p> <p>Can you give the right change whole pounds/pence?</p> <p>Can you give the right change for transactions?</p> <p>Key skills and knowledge:</p> <p>This unit aims to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.</p>	<p>Topic: Developing self WJEC EL2/EL3</p> <p>Suggested Key Questions:</p> <p>Can you identify a personal strength or ability?</p> <p>Can you present personal details of age, address and interests?</p> <p>Can you present your own likes, dislikes, interests and hobbies?</p> <p>Can you identify an area for self-development?</p> <p>Key skills and knowledge:</p> <p>This unit aims to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget</p>	<p>Topic: Finishing off the units for WJEC qualification</p> <p>Developing self (2cr) WJEC EL2, EL3/ KA</p> <p>Suggested Key Questions:</p> <p>Can you identify your skills and qualities?</p> <p>Can you identify the areas for improvement?</p> <p>Can you set SMART goals?</p> <p>Can you practice desired/planned goals?</p> <p>Can you evaluate your plan, targets?</p> <p>Can you identify what went well and areas for improvement?</p> <p>Key skills and knowledge:</p> <p>To introduce the learner to ways in which they can reflect on their own personal development and</p>	<p>Topic: Working as a part of the group WJEC Not accredited.</p> <p>Suggested Key Questions:</p> <p>Can you identify a personal strength or ability?</p> <p>Can you present personal details of age, address and interests?</p> <p>Can you present your own likes, dislikes, interests and hobbies?</p> <p>Can you identify an area for self-development?</p> <p>Key skills and knowledge:</p> <p>To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and</p>	<p>Topic: Working as a part of the group WJEC Not accredited.</p> <p>Suggested Key Questions:</p> <p>Can you work through activities to develop the agreed skill or behaviour?</p> <p>Can you carry out a simple review of the progress you have made?</p> <p>Can you identify what went well and what did not go so well?</p> <p>Can you describe your responsibility to others?</p> <p>Key skills and knowledge:</p> <p>The learner will explore how personal life / behaviour changes can be made.</p> <p>Students will become aware of how to set targets and again an understanding of</p>

	<p>personal budget and to carry out transactions capably.</p> <p>To be able to identify income and expenditure. To be able to recognize all British coins and notes.</p> <p>Topic: WJEC Personal safety in the home and community (2cr)</p> <p>2 lessons weekly Teacher 2</p>	<p>To be able to add some sums of money.</p> <p>To be able to calculate the right change.</p> <p>Topic: WJEC Personal safety in the community (2cr)</p>	<p>and to carry out transactions capably.</p> <p>To be able to add some sums of money.</p> <p>To be able to calculate the right change.</p> <p>WJEC Choices and decisions (1cr)</p>	<p>how their personal skills, abilities and behaviors can be improved.</p> <p>Students should be able to recognize their strengths and areas they need to develop.</p> <p>They should be able to recognize how to develop themselves and to be able to review their development.</p> <p>To help the learner to understand how to identify and work towards goals appropriately.</p> <p>The learner will explore how personal life / behaviour changes can be made.</p> <p>Students will become aware of how to set targets and again an understanding of what targets are realistic and unrealistic.</p> <p>They will find out what support and resources are available to promote/ change / develop personality traits or behaviour changes.</p>	<p>behaviours can be improved.</p> <p>Students should be able to recognize their strengths and areas they need to develop.</p> <p>They should be able to recognise how to develop themselves and to be able to review their development.</p> <p>To help the learner to understand how to identify and work towards goals appropriately.</p>	<p>what targets are realistic and unrealistic.</p> <p>They will find out what support and resources are available to promote/ change / develop personality traits or behaviour changes.</p> <p>Students will attempt to develop a new skill or change a certain behaviour.</p> <p>The learners should be able to recognize how to develop themselves and to be able to review their development.</p> <p>To help the learner to understand how to identify and work towards goals appropriately.</p>
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<p>Links to Gatsby bench mark</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Reference to fine art. Design at further education. Careers in design and illustration</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Produce design and illustration</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Working alongside artist Jon Denaro.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Product design and illustration. Students will explore design composition ideas.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Product design and illustration. Students plan and refine ideas and will work under exam conditions. Working to deadlines and planning.</p>	<p><u>4. Linking curriculum learning to careers</u></p> <p>Careers in design and the visual arts. Produce design and illustration</p>
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