

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

## 6.6 Q Class - **Quest Curriculum** – *Life Skills / 2 Lessons weekly*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
Y12,13, 14	<p><b>Topic:</b> Time EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Do you know the days of the week?</p> <p>Do you know the months in a year?</p> <p>Do you know the seasons?</p> <p>Can you tell the time in hours- on an analogue clock?</p> <p>Can you tell the time in half an hour- on an analogue clock?</p> <p>Can you tell the time in a quarter of an hour- on an analogue clock?</p>	<p><b>Topic:</b> Time EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Can you tell the time in hours- on a digital clock?</p> <p>Can you tell the time in half an hour- on a digital clock?</p> <p>Can you tell the time in quarter of an hour- on a digital clock?</p> <p>Can you tell the time in a quarter of an hour on a digital clock?</p>	<p><b>Topic:</b> Time EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Recapping information on telling the time, using the dates, days, months.</p>	<p><b>Topic:</b> Working with others EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify ground rules to follow when working with others? Can you identify who to work with on a given group activity? Can you state his/her role in a group activity?</p> <p>Can you identify steps to be undertaken in each group activity? Can you identify his/her tasks within a given group activity? Can you identify who to ask for help or support whilst taking part in each group's activity?</p>	<p><b>Topic:</b> Working with others EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Can you identify steps to be undertaken in each group activity? Can you identify his/her tasks within a given group activity? Can you identify who to ask for help or support whilst taking part in each group's activity?</p> <p>Follow the rules and instructions to complete an activity involving teamwork.</p>	<p><b>Topic:</b> Working with others EL1/EL2 Time EL1/EL2</p> <p><b>Suggested Key Questions:</b></p> <p>Recapping information on the above topics. Using time in everyday situations. Mini projects of using the time and working with others. State what went well when working with others. State what he/she found difficult when working with others.</p>

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	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will recognize/identify days of the week and months of the year. They will be able to recognize time on an analogue clock.</b>	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will recognize/identify days of the week and months of the year. They will be able to recognize time on analogue and digital clocks.</b>	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will recognize/identify days of the week and months of the year. They will be able to recognize time on analogue and digital clocks.</b>	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will know ground rules for working in a group and be able to identify people to work with. They will be able to break a group task down into individual tasks and review the group activity</b>	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will know ground rules for working in a group and be able to identify people to work with. They will be able to break a group task down into individual tasks and review the group activity</b>	<u><b>Key Skills and Knowledge:</b></u>  <b>Learners will know ground rules for working in a group and be able to identify people to work with. They will be able to break a group task down into individual tasks and review the group activity</b>
<b>Links to Gatsby Benchmarks:</b>	<b>4. Linking curriculum learning to careers: What jobs can our hobbies include?</b>	<b>4. Linking curriculum learning to careers: What jobs can I have working in the music industry?</b>	<b>4. Linking curriculum learning to careers: Working as a police officer officer/ journalist/ within the judiciary system.</b>	<b>4. Linking curriculum learning to careers: Working as a police officer officer/ journalist/ within the judiciary system.</b>	<b>4. Linking curriculum learning to careers: Working with animals.</b>	<b>4. Linking curriculum learning to careers: Working with animals.</b>