

**Subjects, excluding English, phonics and maths:**

Art  
Careers  
Computing  
Design Technology  
Fundamentals for the Future  
Food technology  
Forest School  
Music  
Outdoor learning  
PE  
PSHCE  
Science  
Skills for Life and Work  
Topic

**Art**

In art lessons children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not.

Children will be taught a hierarchy of skills from Primary to Middle to Upper School. These will include development of sketchbooks, lines and marks, forms and shape, tone, texture, digital media, painting, printing, textiles, 3d and collage. Self-evaluation and FFF skills are intrinsic to this scheme.

**Careers (yrs 8/9)**

Learners will develop an understanding of what it means to work, including the benefits and challenges involved. They will gain awareness of the different options available, be encouraged about the possibility of work and begin to consider their own preferences. Learners will have opportunities to reflect on their own strengths and aspirations and use this in the development of their own vocational profile. They will begin to understand the relevance of all subjects to different careers paths and have opportunities to explore their future choices and develop understanding of their options and next steps at Thriftwood college. In addition, learners will have opportunities to visit a variety of workplaces and meet employers and employees from a range of job families. Through this they will gain information about different types of careers and pathways to those careers. They will develop understanding of work-related skills and apply their classroom learning. These hands – on experiences aim to provide inspiration and remove misconceptions about the world of work. Learners will further develop their personal and teamwork skills through a variety of enterprise projects over the year.

**Computing**

The computing curriculum aims to enrich learners learning experiences, develop self-esteem and promote positive attitudes to learning. It will enable learners to become digitally literate, using technology to express themselves, develop their ideas and communicate effectively. The ICT objectives are taught alongside the school online safety code which teaches learners the knowledge and behaviours needed to safely navigate the online world. How to use technology safely, responsibly, respectfully and securely and where to go for help and support when they have concerns.

## **DT**

In Design and Technology learners will combine practical and technological skills with creative thinking to design and make products with a purpose that meet people's needs.

Designing, making, evaluating and technical knowledge are threads which run through the scheme of work from Primary to Middle to Upper School. Each area is built upon phase by phase.

### **Fundamentals for the Future (FFF)**

We have developed a Curriculum Framework called "Fundamentals for the Future" upon which all our subject areas are built. This framework consists of all the key skills we believe are essential for our pupils to lead an independent, healthy and purposeful life.

The framework is set out under the Preparation for Adulthood titles and links to the areas with Education Health Care Plans (EHCP). This framework is taught both discreetly and also within/through other subject areas. Pupil progress within the framework is tracked.

### **Food technology**

This food technology scheme of work has been devised to allow for progression through the child's journey through the school. Each level has been put together to help the children at Thriftwood school achieve key skills and gain greater independence in the kitchen both in school and the wider community.

At its primary level, the focus is on overlearning through repetition of skills and learning objectives, many that lean into helping develop fine and gross motor skills as well as behaviours for learning. The middle school focus it about picking up from where primary left off, and further developing skills to be more independent. It is also an opportunity for continuing to promote a healthy lifestyle alongside thinking about more complex dishes. Upper school does all the above, as well as progressing in complexity and setting the children up with a foundation to continue their growth when they matriculate to Thriftwood college.

### **Forest School**

Forest school is a process of regular sessions in a woodland or natural environment, to support the development of a relationship between the learner and the natural world, with an aim of promoting the holistic development of all, fostering resilience, confidence, independence and creativity. Forest school offers learners the opportunity to take supported risks appropriate to the environment and themselves. It uses a range of learner-centred processes to create a community for the development and learning.

### **Music**

Music is taught both as a distinct subject within class topic frameworks and used as a tool for teaching group skills, self-expression, raising self-esteem, self-confidence, and developing communication skills. We seek to provide opportunities for extended learning and individualised provision, e.g. Music therapy, school and class performances, group work (e.g. girl band), music communication groups and development of higher level skills e.g. singing group, individual performances. Music is often used as an intervention with individualised aims for each pupil.

### **Outdoor learning**

By providing regular, enjoyable and challenging opportunities for all learners to learn outdoors we aim to:

- develop resilience and adaptability
- allow learners to become more able to identify hazards and risks
- develop a love, appreciation and respect for nature and all that is living
- develop an understanding of how we can look after our environment
- develop self-awareness, confidence and self-esteem

- develop collaborative-working and communication skills
- provide positive health benefits – both physically and mentally – and assist gross and fine-motor development
- develop a lifelong love of the outdoors

## PE

- To improve participation in PE, through enjoyment and fun.
- To raise heart rate, for the learners to understand why they need to exercise, and the affects exercise has on their body and minds.
- To develop basic knowledge and skills linked to team games and ball games, develop increased body control and core strength.
- To promote independent personal care skills.
- To experience and learn strategies to manage winning and losing.

## PSHCE

- All year groups - Living in the wider world:
- To understand how to keep safe in the kitchen – To be taught at the start of each cooking lesson or any other time using these skills.
- To understand how to keep safe online, including the use of social media, gaming, and other online activities – To be taught at the start of each ICT lesson and any other time ICT is used.
- To understand to how keep safe near roads – To be taught before each outing and linked with road safety week.
- To understand to how keep safe near water – To be taught for learners taking part in swimming lessons / outdoor learning / forest school (near ponds etc).
- To be involved in a voting system (British Value – Democracy) and be part of different groups and communities – Promote through house assemblies, voting for class rules, house captains, vice-captains and student council.
- To be a responsible citizen and uphold British Values (Democracy; Rule of law; Individual Liberty; Mutual respect and tolerance) – To be taught through school ethos, Thriftwood code and interweaved across the curriculum, including working with and accepting other people’s needs and beliefs; giving children opportunities to voice their opinions and feel listened to by adults and children; class and school rules; and combatting discrimination in line with the school’s anti-bullying policy.
- Zones of regulation, emotional understanding and social communication to be interweaved into lessons across the curriculum and skills reinforced, when necessary, dependent on the class or child’s needs.
- Growth Mindset / Mindfulness – To be modelled and taught throughout all lessons, including PSHCE. Mindfulness should be taught as a coping strategy to help maintain good mental health and children should have opportunities to practice these techniques.
- Mental Health and Emotional Wellbeing – Some objectives are specific to PSHCE (see below). However, coping strategies and discussions around this should be modelled and taught throughout lessons e.g. explanations on how physical health relates to mental health should be highlighted during PE lessons; Healthy foods / lifestyle choices can be discussed during cookery lessons.

NB. During all lessons, including PSHE, learners need to consider their own needs as well as other peoples’ (adults and children). This should include their own and others’ likes and dislikes similarities and differences, sensory needs, preferences for learning (environment and style) and how they self-regulate.

\*\*All objectives are given as a guideline and should be taught with a person-centred approach. Objectives should be adapted based on the children’s needs and understanding.

## Science

The **Primary Science** Scheme of work is based upon a four-year cycle of topics. The **Middle and Upper Science Scheme of Work** is based on a year's cycle of topics, which:

- prepares learners/learners for a purposeful adulthood at an appropriate level for the individual
- is broad and balanced providing cross curriculum learning using accessible technology to support pupil/learners learning and daily life
- has a spiral approach, which allows for over learning and deepening of knowledge.
- provides learners with the opportunity to use real life experiences to apply these skills. This is in the form of short lessons, focussed 1:1 tasks, revision, whole class teaching, child-led learning and used to identify gaps in learning and expand knowledge
- is continuously developed through collaboration, staff training and team teaching
- provides opportunities to build independence and apply skills in new contexts including links to real-life
- is taught using age-appropriate material, to increase engagement and motivate our learners
- ultimately ensures learners reach their full potential, make progress through the Thriftwood Fundamentals for the Future, gain appropriate accreditation, have meaningful work experiences, skills for long-term learning and a functional adulthood.

## Skills for Life and Work (yrs 8/9)

The Skills for Life and Work curriculum for KS3 is designed to equip students with essential skills and knowledge across various practical domains necessary for independent, daily living and links these to skills required in the workplace. The scheme covers themes such as timekeeping, social skills, money management, personal safety, decision making and in the final term, these skills are brought together in an Enterprise project. Each theme aims to develop specific skills, including following instructions, organization, communication, budgeting, understanding first aid and making informed decisions. These competencies are vital for students to navigate adult life effectively, enhancing their ability to contribute positively to their communities and workplace, fostering self-reliance, and improving their overall quality of life.

Each theme is aligned with developing a foundation of skills that support students in maintaining **employment by fostering independence, teamwork, responsibility, and problem-solving abilities.**

## Topic

- prepares learners/learners for a purposeful adulthood at an appropriate level for the individual
- is broad and balanced providing cross curriculum learning using accessible technology to support pupil/learners learning and daily life
- has a spiral approach, which allows for over learning and deepening of knowledge.
- Provides learners with the opportunity to use real life experiences to apply these skills. This is in the form of short lessons, focussed 1:1 tasks, revision, whole class teaching, child-led learning and used to identify gaps in learning and expand knowledge
- is continuously developed through collaboration, staff training and team teaching
- provides opportunities to build independence and apply skills in new contexts including real life community learning
- is taught using age-appropriate material, to increase engagement and motivate our learners
- ultimately ensures learners reach their full potential, make progress through the Thriftwood Fundamentals for the Future, gain appropriate accreditation, have meaningful work experiences, skills for long-term learning and a functional adulthood.

Religious Education Overarching objectives:

To communicate and explore ideas through art and design

To experience religion through visits to religious places and meeting religious leaders

To experience religion through books, pictures and films

Religious festivals (to be explored at appropriate times of the year, including Easter and Christmas):

To listen to stories from the Bible/other religious texts

To learn about key figures in Christian/other religious belief (including Jesus and God)

To learn about words, prayers, places, art and objects that are important to Christians/people of other faiths.

To recognise their family unit and know the special events they celebrate. To know others have different family structures and beliefs.

History Overarching objectives:

To experience historical places through topic-based visits.

To explore historical artefacts.

To experience history through books, pictures and films.

Geography Overarching objectives:

To explore geographical concepts by using maps, compasses and directional language.

To experience geographical features through field trips.

The content of topics and the related texts are subject to review during each cycle in response to pupil interest, the academic abilities of the cohort and current research.

<b>Primary School</b>	Autumn Term	Spring Term	Summer Term
Cycle 1	<a href="#">Where we live</a>	<a href="#">Then and now</a>	<a href="#">Into the woods</a>
Cycle 2	<a href="#">Kings and queens</a>	<a href="#">Into the deep</a>	<a href="#">Vicious Vikings</a>
Cycle 3	<a href="#">To infinity and beyond</a>	The Great fire of London	<a href="#">Around the world</a>
Cycle 4	Perfect Pyramids	Whatever the weather	Amazing people

<b>Middle School</b>	Autumn Term	Spring Term	Summer Term
Cycle 1	Measly Middle Ages	India	Law and order
Cycle 2	Secrets and Spies	Taking it to extremes	World of Wonder

<b>Upper</b>	Autumn Term	Spring Term	Summer Term
Cycle 1	Lights, Camera, Action	Extraordinary lives	Environment

## **Foundation Growth Pathway Topic**

Children at Thriftwood School who follow the Foundational Growth Pathway, have an adapted curriculum. Owls follow the overall themes in Primary Phase and Merlin have their own bespoke curriculum.

### **Owl – as Primary topics**

<b>Merlin</b>	Autumn Term	Spring Term	Summer Term
Cycle 1	Around the World (Europe, Asia...)	Law and Order (Slavery, human rights)	Environment / Recycling
Cycle 2	Around the World (Caribbean, South America)	Who Helps Us	Space and Survival skills
Cycle 3	Around the World (Canada/ North America)	Festivals Underwater	The Law (racism – modern day slavery)

## Key Stage 4

Subjects, excluding English and maths – Split into Core, Enrichment and Option tasters.

**Art**  
**Business and Enterprise**  
**Design Technology**  
**Duke of Edinburgh**  
**Food Technology**  
**ICT**  
**Life Skills**  
**Music**  
**PE**  
**PSHCE**  
**Science**

### Option Tasters

**Art**  
**Business and Enterprise**  
**Horticulture**  
**Hospitality and Catering**  
**ICT**  
**Media Studies**  
**Performing Arts and Events**  
**Photography**  
**Sports Leaders**

### Foundation Growth Pathway

**Outdoor Learning**  
**Discovery Day**  
**Fundamentals for the Future**  
**ICT**  
**Life Skills**  
**PE**  
**Performing Arts**  
**PSHE**  
**Social communication**

### Enrichment subjects

**Archery**  
**Community Learning**  
**Cooking**  
**Creative Expression**  
**Drama**  
**Make**  
**Minecraft Education**  
**Money Matters**  
**Problem Solving**

**Skills for Work**  
**Social Communication**  
**Team Games**  
**Text Lab**  
**Volunteering**  
**Votes for Schools**  
**What is work?**  
**Wellbeing**

## Core Lessons

### Art

In these short, weekly Art lessons, learners will learn or revisit previously learnt art techniques. They will work on a project, over a series of lessons, building each week on the previous learning. They will have the opportunity to experiment with different media and there will be an element of choice so that they may express personal preferences. Learners will re-use everyday materials, such as cardboard and paper in a new way. They will be taught why it is important to recycle and reuse paper and card. Learners will observe and evaluate art by well-known artists and study elements of their work. They will have the opportunity to recreate their own work inspired by famous artists.

Learners will have the opportunity to work towards AQA unit awards. 118090 EXPLORING COLOUR AND TEXTURE

### B&E

Aim: To develop skills and help young people progress their understanding of basics around the main principles of Enterprise. To enable them to do this we will consider how we can work with resources that we already have in College, with a theme of upcycling to help us craft products that we can sell to the College community. Learners will learn some of the basic principles such as planning, advertising, marketing, profit and loss and how important teamwork is. Links to the FFF assessment package are highlighted throughout the programme.

Most of the mini taster sessions (one half term) will comprise of creative tasks and 'making' with the aim of running a one-off sale at the end of the half term to embed life skills including money and customer service. Within the half terms we have considered activities that go on around College (Open Mic night etc) as well as family based events such as Mother's Day and Christmas. We have also considered the drive on Reading and one half term will be based on making bookmarks with each pupil at College being gifted a handmade item.

### Duke of Edinburgh

The Duke of Edinburgh scheme of work for KS4 is a two year long programme, with the skills taught in the first year and the expedition in the second year. The aim is to develop a range of life skills and to complete the Bronze Duke of Edinburgh Award. The award is split into 4 sections. Learners participate in volunteering for 6 months (as part of Friday enrichment), learning a new skill for 3 months, and a sporting activity for 3 months. Additionally, learners will learn a variety of outdoor skills to prepare them for the camping expedition trip in year two. This is a two-day, one night camping trip which includes walking, map reading, outdoor cooking and using tents. At the end of the award, learners aim to achieve the Bronze Duke of Edinburgh Award or a Certificate of Participation.



## **D.T.**

This scheme of work will be delivered to all KS4 learners across the academic year on a half termly rotational basis.

AIM: The aim of the KS4 design and make curriculum is to equip our learners with the basic skills and knowledge of design and technology. This also includes teaching our learners to follow basic health and safety rules and regulations. The scheme of work also focuses on teaching the learners how to safely and correctly use a range of basic tools and machinery meaning that they become more confident and independent, enabling them to transfer these skills into adulthood.

ASSESSMENT: Learners will have the opportunity to work towards an AQA award.

## **Food Technology**

This Scheme of work will be delivered to all KS4 learners across the academic year on a half termly rotational basis.

The aim of the KS4 cooking curriculum is to equip our learners with basic kitchen skills. Under the umbrella of any focused topic, we are aiming to teach our young people to follow health and hygiene rules to prepare and consume food safely. Each scheme of work also focuses on teaching our learners how to safely and correctly use a range of kitchen appliances and equipment meaning they become more confident and able to prepare simple meals independently within the college environment, learning skills that they can then transfer into the home setting.

The importance of Breakfast in a healthy diet: Eating breakfast is one of the eight government guidelines for a healthy diet. It 'helps us achieve a balanced diet and gives our bodies essential nutrients. Breakfast gives our bodies energy that helps our us stay alert, concentrate and be active at school/college.' It has been reported by the government that 190,000 school/college aged young people do not eat breakfast. On discussion with our learners, it was noted that a high percentage of our young people do not eat breakfast on a regular basis, which will therefore impact on their learning ability throughout the college day. One of the primary reasons our learners gave for not eating breakfast was lack of time in the morning. The aim of this scheme of work is to introduce our learners to breakfasts that are both healthy and can be prepared in batches or in advance with a hope that it will encourage more of our young people to eat a healthy breakfast each morning.

## **ICT (KS4 and year 12)**

To enable learners to develop the digital skills they need for life, work or study as set out in the national standards for essential digital skills and to provide reliable evidence of learners' attainment in relation to the national standards for essential digital skills. Learners will learn how to operate safely and responsibly online or when using digital devices, and how to solve basic technical problems for themselves. At Level 1 the focus is primarily on digital skills for work with a secondary focus on digital skills for life and many of the digital skills learners will acquire from this learning will be applicable in both life and work settings.

## **Life skills**

The Life Skills curriculum for KS4 is designed to equip learners with essential skills and knowledge across various practical domains necessary for independence and daily living. The scheme covers themes such as timekeeping, social skills, money management, first aid, decision making and Duke of Edinburgh camping preparation, including outdoor learning and survival skills. Each theme aims to develop specific skills, including following instructions, organization, communication, budgeting, understanding first aid, household management, and making informed decisions. These competencies are vital for learners to navigate adult life effectively, enhancing their ability to contribute positively to their communities and workplace, fostering self-reliance, and improving their overall quality of life.

Each theme is aligned with developing a foundation of skills that support learners in maintaining employment by fostering independence, teamwork, responsibility, and problem-solving abilities.

## **Music**

To work collectively as a team, listen to one another, take turns to share ideas, be creative, and boost confidence over the course of the year. Core skills will be embedded, using laptops to research music genres and present findings in a PowerPoint/Word document.

Learners will delve into rhythm, melody, and various music genres. They will share their opinions on different genres, recognising and respecting the diversity of musical preferences. Learners will have the opportunity to compose their own music pieces and will be encouraged to present it to the group, promoting self-confidence. These activities will foster teamwork, patience, and independent thinking, alongside developing ICT skills for music genre research.

## **PE**

Physical education plays an important role in promoting a healthy lifestyle for our learners. At Thriftwood we provide all learners with the opportunity to engage in physical education. PE lessons encourage learners to improve their physical, social, emotional, and thinking skills that are embedded in the Fundamentals for the Future assessment. A broad range of activities are delivered aiming to challenge learners, improve their basic skills within physical education, promote a healthy lifestyle and encourage / develop a lifelong interest in sport.

## **PSHCE**

The PSHCE curriculum is designed and based on statutory frameworks outlined by the DfE and PSHE Association for Key Stages 3-4, based on 3 core concepts – Health and Wellbeing, Relationships and Living in the Wider World. These core themes comprise of essential knowledge and information learners are required to know and understand in order to safely belong in society, knowing their place and impact on the world around them. These are broken down further into strands to develop self-awareness, self-care, safety and support, managing feelings, changing and growing, healthy relationships, and life in the wider community.

The structure of this program is designed to support engagement, address misconceptions and allow discussion and debate, building on prior knowledge developed through Key Stages 1-2. An overarching class code, 'Keep it REAL' ensures a positive and safe environment for learners to express themselves and ask questions, promoting British values and the college ENRICH code.

## **Science KS4 and KS5**

Introduction and rationale for this curriculum: The science curriculum aims to inspire awe and wonder of the natural world. It is a **four-year curriculum** that covers the following biology, chemistry and physics topics:

Biology	Chemistry	Physics
Dead or Alive, Babies, Extinction, Casualty, Healthy Eating, Control Systems, Gasping for Breath, Creepy Crawlies, Fooling your Senses, Food Factory, Drugs in Society, My Genes, and Body Wars.	Acids and Alkalis, Cooking and Cleaning, Colours and Smells, Heavy Metal, Fibres and Fabrics, Clean Air, Strong Stuff, Restless Earth, How Fast How Slow, Sorting Out, CSI Plus, Fuels, and What's Added to our Food.	Getting the Message, Our Electricity Supply, Attractive Forces, Pushes and Pulls, Let there be Light, Final Frontier, Alternative Energy, Deep Impacts, Driving Along, Hot Stuff, Nuclear Power, Full Spectrum, and Medical Rays.

This curriculum has been adapted from the OCR Entry Level course to be accessible across the range of ability of our Thriftwood learners. Each topic is covered over a half term and includes theory and practical aspects. The learners are assessed at the end of each topic. As well as inspiring awe and wonder, several topics include content that link to our Fundamental for the Future programme; topics such as Healthy Eating, Cooking and Cleaning and What's in our food (and others) touch on key skills that are essential for our learners' development.

## Option Tasters

### **Art**

Learners will have the opportunity to improve their creative and express their passions through creating different pieces of art. This subject will have close ties with work linked skills and will encourage learners to increase their levels of independence, resilience and team working skills. Throughout the year learners will have focused on different skills and traits looked for within the working community. Learners will explore how to develop these skills through creating their own painting tools from scratch, exploring how to express and manage their emotions, how to use tools effectively and appropriately and how to manage their time appropriate for the task at hand.

### **Business and Enterprise**

To develop skills and understanding of basics around Business and Enterprise. To enable learners to do this, we will consider how we can work with resources that we already have with a theme of up cycling to help us craft products that we can sell to the College community. Learners will learn some of the basic principles such as planning, advertising, marketing and how important teamwork is. There is also an emphasis on which skills and strengths are required for businesses, and the workplace in general. Learners have the opportunity to consider their own strengths and skills, and how these might relate to their wishes for future employment.

Learners are given opportunities for reflection on their progress in lessons and outside of lessons through a reflective log.

### **Horticulture**

Horticulture in KS4 is delivered in half term blocks. The lessons are weekly and offer a half term experience of Horticulture. Students will learn a range of Horticultural techniques and practices, such as preparing soil, sowing seeds, planting bulbs, plants and trees, watering and propagating plants and harvesting produce. The content will vary according to the time of the year and the weather. They will learn about the needs and life cycle of plants, the identification of plants and tools and how to safely work with them. They will also learn about the importance of respect for nature, human impact on the environment and gain an awareness of where food comes from.

Pupils will have the opportunity to work towards AQA unit award. 120864 HORTICULTURAL SKILLS

### **Hospitality and Catering**

This subject spans a half-term and is offered to Year 10 and Year 11 learners as an introduction to hospitality and catering. It serves as a taster to gauge interest in pursuing it as an option in Year 12 or 13. The course focuses on developing essential skills in health, hygiene, and safety, covering topics such as safe dish preparation techniques, reading and interpreting recipes, understanding equipment usage, and enhancing food presentation skills.

During the first-year rotation, learners delve into the importance of food packaging in maintaining freshness and quality, learn to accommodate various dietary requirements, and practice foundational customer service skills crucial in the hospitality industry. In the second-year rotation, the curriculum expands to

explore our sensory responses to trying new foods, techniques for safely storing perishable and non-perishable items, and understanding food hygiene ratings to evaluate cleanliness standards in different food establishments.

## **ICT**

This is a ½ term subject which the learners do in Year 10 and Year 11. This is seen as taster for KS4 learners to see if would like to take this as an option in Year 12 or 13. It gives learners a chance to develops their mouse and keyboard skills, and, at a more developed level for some learners, an opportunity to use and explore Office-based software they may not have encountered before, such as PowerPoint and Excel. Learners will briefly look at data collection, storage and handling, examining how and why business undergo these tasks.

## **Media Studies**

At present, Media Studies is an option subject for Key Stage 4 only. In this subject, learners will learn about several different dimensions of film (story, setting, sound, character, camera and colour) as well as one theory of narrative (The Hero's Journey). The learners will then apply this knowledge to a film that they watch as a class. To review all they have learnt, they will end the half-term with the chance to write a film review about the film they have seen.

In this subject, learners have the opportunity to learn specific subject knowledge and build confidence in their ability to talk about film. Learners will work with their peers to complete their work, and by doing so will develop their social skills. Learners will learn to be tolerant of other's points of view and develop their ability to communicate their own ideas respectfully and effectively. Learners will also develop their literacy skills through the analysis of a film.

## **Performing Arts and Events**

Learners will participate in a taster session of Performing Arts and Events during the half term. They will be encouraged to be creative, to collaborate, and present or perform confidently in front of their peers. Throughout the half term, learners will utilise and enhance skills such as communication, collaboration, patience, tolerance, and resilience.

Performing Arts - Learners will engage in activities such as public speaking, performance and drama games, and explore the various technical roles involved in theatre and film production, both backstage and front of house. This research will help learners understand the range of job opportunities available within the industry.

Events - Learners will create an advertisement for an upcoming college event. They will also visit a local venue to inquire about how an event is organised and run, asking relevant questions to gather information.

## **Photography**

The main outcomes expected from our learners are:

- Learners to understand basics of using a camera / iPad
- Experiment with different angles and viewpoints
- Experiment with simple lighting – boxes and torches
- Experiment with simple editing using apps

The photographers we will be studying are:

- William Eggleston - journey
- Jennifer Blakeley – Photo alphabet
- Lorna Simpson – power pose
- Valerie Jardin – still life
- Charlie Waite – nature, formal elements

## **Sports Leaders**

An introduction to Sports Leaders giving a small insight into what it takes to become a young leader. Through developing learners' communication, problem solving, self-management, teamwork, and self-belief.

If learners pick Sports Leaders an option the course aims to develop confident, healthy leaders through sport and physical activity. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people and their peers. The course involves both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people.

## **Foundation Growth Pathway KS4** *(also includes the enrichment subjects)*

### **Outdoor Learning**

This subject, accessed by learners on the Foundation Pathway is designed to promote personal resilience, awareness and decision making, and independence skills in our learners. They will apply independence skills and problem in an outdoor or community context.

Description of course content: Weekly sessions, observing and identifying the weather and the environment in relation to what to wear and how to equip themselves. Learners will engage in practical activities, working with others as a team or individually making decisions where needed. Due to the nature of working outdoors the order of tasks and activities will be weather dependent and completed in an appropriate order over the season.

Assessment opportunities: there are three awards levels to achieve: Bronze Silver and Gold. Learners will demonstrate skills similar to those required for the Duke of Edinburgh Award.

### **Discovery Day**

The Scheme of Work for Discovery Day is designed to equip learners with practical skills and knowledge for safely navigating and interacting within the community. It is structured around progressive learning objectives, including understanding social etiquette, personal safety, independent travel, and healthy living. The curriculum is tailored to enhance learners' social, personal development, and safety skills (PSD) through experiential learning in real-world settings. By focusing on activities like safe road crossing, appropriate public behaviour, budget management, and accessing local amenities, the scheme aims to foster independence, social integration, and well-being among learners. This approach aligns with the goal of preparing complex learners for the challenges and opportunities of everyday life, promoting their autonomy and social inclusion.

### **Fundamentals for the Future**

Students will be working towards increasing their independence skills within a variety of areas. The aim of FFF is for students to become a functioning member of society and to have the basic skills required for any future roles in and out of the home. FFF is assessed individually and allows students to access the course at the appropriate ability level. Students will continue to be assessed and work through their targets throughout their journey at Thriftwood College.

Students will work at their appropriate levels within the FFF Assessment package. Students will be working towards L1 and 2 throughout the academic year. Students will experience a range of topics, including:

Healthy Lifestyle and Good Choices, Personal Development and Independence, Learning and Employment and Relationships and Community.

Assessment opportunities: Students will be assessed against the FFF assessment package throughout the academic year. The FFF document is reviewed annually and is sent out in a report format to parents/and or carers.

## **ICT**

ICT in both the KS4 and KS5 FGP will be designed to focus on key ICT skills and issues that affect our young people in the ever more complex and sophisticated technological world. The curriculum will also explore technology used in the home and how to use this safely.

The aim is for the students to gain an understanding and the practical ability to use basic Microsoft packages such as Word, PowerPoint, Excel.

This will be aimed at equipping the students with ICT skills that may be applicable to future employment opportunities.

The curriculum will also be highly focused on Online safety, including areas such as:

- Gaming
- social media platforms
- using smart phones.

The other area of focus will be the use of technology within the home and in the wider community including areas such as:

- Online shopping-E.g. Supermarkets, tickets, clothing.
- Self-scan checkouts.
- Booking appointments online.
- Using an ATM machine.

## **Life Skills**

The Life Skills curriculum for FGP students is designed to equip them with essential skills and knowledge across various practical domains necessary for an increased level of independence and daily living. The scheme covers themes such as travel safety, work skills, independent living, dealing with money and social and leisure time. Each theme aims to develop specific skills, including following instructions, organisation, communication, budgeting, household management, and making informed decisions. These competencies are vital for students to navigate adult life effectively, enhancing their ability to contribute positively to their communities and potential employment opportunities, fostering a level of self-reliance, and improving their overall quality of life.

Each theme is aligned with developing a foundation of skills that support students in maintaining potential for future supported employment/employment by fostering independence, teamwork, responsibility, and problem-solving abilities.

## **PE**

Physical education plays an important role in promoting a healthy lifestyle for our learners. At Thriftwood we provide all learners with the opportunity to engage in physical education. PE lessons encourage learners to improve their physical, social, emotional, and thinking skills that are embedded in the Fundamentals for the Future assessment. A broad range of activities are delivered aiming to challenge learners, improve their basic skills within physical education, promote a healthy lifestyle and encourage / develop a lifelong interest in sport.

## **Performing Arts**

This curriculum is tailored to enhance the social and communication skills of learners with complex needs. By engaging in role-play, music activities, communicative games, and preparing for or participating in the college's annual Open Mic Night, students will improve their self-expression capabilities.

Music - During music sessions, students will learn how to compose rhythms and melodies. They will work as a team, practice patience, and share opinions. Students will also research various music genres and learn how emotions can be influenced by music.

Drama - During the drama sessions, students will practice teamwork, social skills, and resilience. Participating in role-play sessions to simulate real-life scenarios, will promote understanding of social norms and etiquette.

## **PSHCE**

The K4 PSHCE curriculum is centred on the needs and development of each individual group of learners. The areas covered within the curriculum each year will vary and be focused on the most pertinent needs of the learners in the group.

The curriculum areas include:

- Puberty- changes in our bodies and keeping our bodies safe.
- Relationships- Friendships/Relationships/Family
- Personal Hygiene

This subject is assessed against our Fundamentals for The Future framework.

## **Social Communication**

The purpose of the social communication curriculum is for learners to work as a group, learning and practising how to communicate with others. Social communication is an essential skill for our learners to be successful in the community and therefore a vital part of the timetable. Many of our learners find communicating with others in a social situation quite challenging, and this session allows them to practise those skills with support in a safe setting. There is a strong emphasis on how to communicate appropriately. This involves working with different people, group discussions, questioning activities, sharing information with others, working together and respecting others' opinions. The learners work to three rules: listen, respect and participate.

## **Enrichment Subjects**

### **Archery**

Archery is a 6–8-week programme that is rotated half termly. Archery gives our learners the opportunity to develop their discipline, respect and self-management, whilst also developing their hand-eye coordination, flexibility and building muscle endurance. Archery has been an inclusive sport/lesson that has enabled all learners to take part including those who do not see themselves as particularly sporty, giving all a sense of personal achievement.

Through taking part in archery all learners will have the opportunity to achieve an AQA unit award. To achieve the award learners will have to complete the following: learners will demonstrate the ability to and understand safety briefings given during the session. They will demonstrate the ability to follow the rules during the session in terms of waiting line and shooting lines. Demonstrate the ability to retrieve arrows safely at the correct time. Demonstrate the ability to identify parts of the bow. Demonstrate the ability to identify parts of an arrow. Demonstrate the ability to identify a damaged bow. Demonstrate the ability to identify a damaged arrow.

Demonstrate the ability to shoot three out of five arrows on target. Deliver with supervision, the safety briefing, including arrow retrieval.

Assessment opportunities: Assessment opportunities are available through Q&A, verbal feedback, and demonstration of specific skills/techniques. Learners who successfully complete this unit will be able to achieve an AQA Introduction to archery (unit 2) certificate.

### **Community Learning**

Taking key stage 4 pupils out into the community to places like cafes and museums enhances their learning by providing real-world experiences that connect classroom knowledge to practical applications. Cafes and other hospitality venues offer opportunities for social skill development, financial literacy, and problem-solving, while museums and other cultural centres expose students to history, art, and culture, sparking curiosity and deeper understanding. These experiences foster critical thinking, creativity, and communication skills, while promoting independence and responsibility. By engaging with the wider community, students gain broader perspectives and develop a sense of civic awareness, making learning more dynamic, relevant, and inspiring for their future development

### **Cooking**

The aim of the Enrichment cooking curriculum is to equip our students with a wider knowledge of nutritional information in food, and a variety of basic kitchen skills. Under the umbrella of any focused topic, we are aiming to teach our young people to follow health and hygiene rules to prepare and consume food safely.

This scheme of work focuses on the importance of following a balanced diet and the benefits to our body, health and learning by doing so. It is preparing students to make informed choices when selecting meals to consume or prepare, highlighting the benefit different food groups give maintain health.

This course also focuses on teaching our students how to safely and correctly use a range of kitchen appliances and equipment meaning they become more confident and able to prepare simple meals independently within the college environment, learning skills that they can then transfer into the home setting whether that be in the family home or in a range of independent living settings in the future.

These skills will include:

- Health, safety, and hygiene in the kitchen.
- Using a range of kitchen equipment safely and correctly.
- Weighing and measuring
- The importance of following a balanced diet.

### **Creative Expression**

Learners to explore their interests and passions through creative means. Learners to be given the opportunity to use a variety of mediums to improve their confidence in expressing themselves. There is a wellbeing aspect to this course, but it also offers the opportunity to talk to their friends whilst completing independent work and to collaborate and share ideas when working in partners or small groups. Creative Expression will include the following mediums: paint, model making, print making, ceramics, drawing and collage.

Assessment opportunities: AQA Unit Awards : Year 1: 108541 Self Expression Through Art, Year 2:120478 Art As a Healing Activity

### **Drama**

This subject provides a supportive and inclusive environment where students can develop essential social skills through engaging in drama activities. The curriculum aims to enhance communication, interpersonal relationships, emotional regulation, empathy, and teamwork among students.

Description of course content: The curriculum includes a mix of drama activities such as movement and voice exercises, role-playing, improvisation, group performances, and storytelling. The activities are designed to encourage peer-to-peer interactions, group discussions, and collective problem-solving to develop teamwork and communication skills. The exercises also aim to help students regulate their emotions and express



themselves effectively through drama, creating a safe space where students feel comfortable exploring their feelings and experiences. Opportunities for providing constructive feedback to students on their performances and interactions are embedded and students are encouraged to reflect on their own behaviours and communication styles to enhance self-awareness and personal growth.

Assessment opportunities: There is opportunity for students to achieve an AQA unit award for this subject in addition to being assessed against the FFF criteria.

## **Make**

This scheme of work will be delivered to all KS4 learners across the academic year on a half termly rotational basis.

AIM: The aim of the KS4 design and make curriculum is to equip our learners with the basic skills and knowledge of design and technology. This also includes teaching our learners to follow basic health and safety rules and regulations. The scheme of work also focuses on teaching the learners how to safely and correctly use a range of basic tools and machinery meaning that they become more confident and independent, enabling them to transfer these skills into adulthood. Learners will have the opportunity to work towards an AQA award.

## **Minecraft Education**

In utilising Minecraft, the intent is to provide a dynamic and immersive learning environment that caters to individual needs, encourages creativity, fosters collaborative problem-solving, and supports the development of key skills such as spatial awareness, communication, and digital literacy. The intention is to harness the engaging nature of Minecraft to create a personalised and inclusive learning experience that motivates and inspires our learners to achieve their full potential. The implementation of Minecraft at Thriftwood involves careful planning, frequent assessment, and adaptive teaching strategies. We design specific learning objectives tailored to the diverse needs of learners, ensuring that each activity within Minecraft correlates with FFF goals and individual learning plans. Teachers facilitate structured gameplay sessions that promote teamwork, communication, and the application of problem-solving skills in a supportive environment.

Furthermore, we provide differentiated tasks and incorporate assistive technologies where necessary to accommodate the varying abilities and learning styles. Regular formative assessments are conducted to track progress, identify areas for improvement, and celebrate achievements.

The impact of integrating Minecraft as an Enrichment topic is evidenced by the significant progress and positive outcomes experienced by learners. Through engaging with Minecraft, our learners demonstrate increased motivation, heightened levels of creativity, enhanced social skills, improved communication abilities, and a deeper understanding of subject matter. The use of Minecraft as a learning platform empowers learners to take ownership of their learning, build confidence, and develop resilience in overcoming challenges.

Moreover, the collaborative nature of Minecraft, which we actively encourage, fosters a sense of belonging and camaraderie amongst our learners, promoting inclusivity and building a supportive learning community. The holistic development of learners is reflected in improved academic performance, enhanced digital skills, and a positive attitude towards learning. The use of Minecraft not only facilitates academic progress but also nurtures personal growth, independence, and a lifelong passion for learning.

## **Money Matters**

This subject is designed to promote financial awareness and decision making, development of personal financial skills in our learners. They will explore managing a budget, saving for the future safeguarding against fraud. Weekly sessions, identifying different forms of money through practical activities, practising

how to use money in role play and in context, investigating scenarios where decision making is needed. Learning about jobs, wages, savings and how best to keep money safe by awareness of scams.

Assessment opportunities: Questioning, observation of responses, AQA Unit Award Scheme 121119 PERSONAL FINANCE Pre-entry level

### **Problem Solving**

This scheme of work will be delivered to all KS4 learners across the academic year on a half termly rotational basis.

AIM: The aim of the KS4 enrichment subject of 'Problem Solving' is to equip our learners with the essential problem-solving skills that are crucial for their personal, academic and future success. This subject aims to foster resilience, critical thinking and independence in tackling various problems they encounter, with the hope that they will become more confident and independent, enabling them to transfer these skills into adulthood. The learners experience a variety of problem-solving tasks relevant to their experiences and interests, including working as a team to make a board game.

Learners will have the opportunity to work towards an AQA award. This scheme of work can be linked to Art, English, maths and PSHCE.

### **Skills for work**

Learners to be more aware of and have a greater understanding of the different "Job Families" available to them after education. Learners to experience and research different aspects of each role, to improve their knowledge on the responsibilities within each career sector. This course will be differentiated to meet the needs of the learners in alignment with their educational pathway at Thriftwood College. The outcome of this course will enable learners to have a better understanding of the skills needed for work and to be more employable.

Learners will experience a variety of "Job Families," including looking after animals, within the office, cleaning, household tasks, gardening, waste management, personal care, food and catering, personal grooming and practical support tasks. The curriculum will match the needs of the learners and will be differentiated appropriately. The curriculum is designed to benefit each student and challenge and prepare them for their futures after education.

Assessment opportunities: Learners will be assessed against the FFF assessment package throughout the academic year. Working towards assessing their strengths and enjoyment to specific career families and possible future work experience/course opportunities.

### **Social communication**

The purpose of the social communication curriculum is for learners to work as a group, learning and practising how to communicate with others. Social communication is an essential skill for our learners to be successful in the community and therefore a vital part of the timetable. Many of our learners find communicating with others in a social situation quite challenging, and this session allows them to practise those skills with support in a safe setting. There is a strong emphasis on how to communicate appropriately. This involves working with different people, group discussions, questioning activities, sharing information with others, working together and respecting others' opinions. The learners work to three rules: listen, respect and participate.

### **Team Games**

Team games encourage students to collaborate, communicate, and negotiate with peers. These interactions are vital for developing teamwork skills, which are essential for both academic and future professional environments.

Working in teams helps students understand and appreciate different perspectives, fostering empathy and respect for others' ideas and contributions.

- **Self-Esteem and Confidence:** Success in team activities can boost individual self-esteem and confidence as students see the direct impact of their contributions on the team's overall performance. Team games often involve strategizing, which enhances critical thinking and problem-solving skills. Students learn to assess situations, anticipate challenges, and devise effective strategies.
- **Decision-Making:** Collaborative environments require quick thinking and effective decision-making, helping students develop these crucial cognitive skills in a supportive setting.

A variety of team game options which will help students develop their skills in many areas, social, decision-making and self-esteem and confidence. Working together in a non-academic environment helps the student develop, at their own pace, the social skills which will help them when they leave a school/college environment.

### Text Lab

The Text Lab curriculum is aimed at improving our young people's literacy and comprehension levels through the exploration of a range of different texts. The course uses poems, stories, functional texts and films as a stimulus for reading, creative writing, discussion and learning about key issues that may affect the pupil's lives.

Under the academic umbrella of the course the learners will also be working on their both their social communication and FFF skills, learning to communicate ideas, thoughts and opinions appropriately, respecting those of others. They will be practicing their speech and language skills, taking part in class discussions, verbally sharing thoughts and ideas.

### Volunteering

Students will complete the volunteering programme during Friday Enrichment. This Volunteering programme will count towards their Duke of Edinburgh Bronze Award, where they are required to complete three months of volunteering. By taking part in this volunteering programme, the students will have the opportunity to develop their life skills and engage with their local community. The students will raise their awareness of the importance of giving back to the community and gain an understanding of how this can be done through the volunteering programme.

class will request donations of unwanted clothes, books, games, etc. They will then work as a team to check the quality of the donations, clean them, sort them, and create an inventory of stock. They will then sell these donations online and at college events, such as the Christmas sale and Open Mic Night. The money raised can be donated to a chosen charity.

The course will be assessed against the requirements set out by the Duke of Edinburgh award. The students will also be assessed against the FFFs and their records will be updated accordingly.

### Votes for Schools

Votes for schools is an online platform that presents a different question each week for students to debate and discuss. Within this program they will hear both sides of an argument, allowing them to form and articulate their opinions in a respectful way, in line with British Values and the Thriftwood ENRICH Code. They will develop their communication skills, as they will learn to actively listen and respond to the opinions of their peers. Due to the nature of this subject, they will also improve their knowledge of the wider world, current affairs and events that affect their community.

This course covers a wide variety of topics for discussion relating to all areas of the curriculum, selected weekly by the Votes for Schools program. At the end of each presentation, the students vote as to whether they agree or disagree with the vote topic. There is an opportunity to record the votes and student comments online, with the results shared amongst the Votes for Schools Community. By taking part in these lessons, students will understand the importance of voting and having their voices heard.

## **Wellbeing**

The purpose of Wellbeing as an Enrichment subject is to aid learners in developing their wellbeing literacy and gain a more in-depth understanding of themselves and their emotions. Learners will be exposed to opportunities to try new things and experiment with various regulation and self-help techniques. This is important for helping learners to learn how to manage themselves independently, both at college and life in general. Learners also have the opportunity to work in groups when completing certain tasks, giving them the chance to further develop their social communication skills.

Throughout the half-term block, topics covered include: 'What is Wellbeing?,' 'Gratitude,' 'Emotional Literacy,' 'Mindful Eating,' 'Breathing Techniques,' 'Meditation/Relaxation.' Learners are able to experience a variety of activities that fit into these categories. Some examples of activities experienced include making a breathing map, listening to a relaxation tape, writing a letter to someone you are grateful for, trying new foods and reflecting on the sensory experience etc.

Assessment opportunities: There is opportunity for learners to achieve certificates via the AQA Unit Award Scheme. For example: 111748 Introduction to Mindfulness (Entry Level), or 115848 Five Ways to Wellbeing, (Entry Level). This enrichment subject can also be assessed against the relevant FFF criteria.

## Key Stage 5

### Subjects, excluding English and maths.

**Community Learning**  
**Drive**  
**Fitness**  
**Home study**  
**ICT**  
**Life skills**  
**Moving on**  
**PSHCE**  
**Science**  
**This is me**  
**Wider world**  
**Work Experience**

### Options

**Art**  
**Business and Enterprise**  
**Design and Make**  
**Duke of Edinburgh**  
**Horticulture**  
**Hospitality and Catering**  
**ICT**  
**Performing Arts**  
**Photography**  
**Sports Leaders**

### Foundation Growth Pathway

**Art**  
**Cooking**  
**Discovery Day**  
**ICT**  
**Life Skills**  
**Performing Arts**  
**PSHE**

### Community Learning

The KS5 Community Learning offer is organised into three groups, rather than a half-termly plan. Learners access each group for one half term before moving on to the next, although this is flexible and can be adapted depending on the needs of individual learners. At the start of each half term, learners meet in their groups to plan and organise their set of Community Learning sessions. This process involves learners coming up with ideas, researching venues, supporting with planning routes, etc. At the end of the half-term block, the group come back together to reflect on their sessions. Learners are involved in reviewing each

trip, identifying their highlights, reflecting on what they have learned, etc. The whole process ensures that learners and their priorities for learning are at the heart of the curriculum.

### **Drive (Yr 13)**

Throughout the year, this course aims to prepare learners for learning to drive, being safe as passengers, and understanding general road safety practices. It covers the Driving Theory part of learning to drive and no practical lessons. Starting in the Autumn Term with an emphasis on understanding essential documents required for driving, such as licenses and registration, the importance of car insurance, and developing hazard awareness skills to anticipate and respond to potential dangers on the road. Moving into the Spring Term, learners focus on recognizing vulnerable road users, such as pedestrians and cyclists, enhancing their hazard perception abilities, and honing alertness and a responsible attitude while driving or riding as passengers. The Summer Term concludes with detailed lessons on road signs, understanding and adhering to rules of the road, vehicle specifics including loading and motorway regulations, and strategies for handling incidents and accidents with safety margins in mind. Throughout the course, learners will practise theory questions, go out to observe and identify road signs, watch educational videos, and engage in role-playing scenarios to reinforce their learning. These comprehensive modules provide learners with a solid foundation in both theoretical knowledge and the skills essential for safe and responsible driving and ensuring passenger safety.

### **Fitness**

To give learners the opportunity to enjoy and succeed in various physical activities. Developing confidence, basic skills and understanding in a wide range of activities that will support their health and fitness.

### **Home Study**

The Home Study Programme is designed to prepare learners for independent adult life by equipping them with essential life skills and practical knowledge. This curriculum aims to:

1. **Develop Personal Management Skills:** Enable learners to understand and manage their personal information, such as maintaining a personal email, knowing their own address, and phone number.
2. **Enhance Digital Literacy:** Teach learners to set up and use personal accounts, including Microsoft and email accounts, which are fundamental in today's digital age.
3. **Foster Independence in Daily Tasks:** Provide learners with the skills to fill out various forms, plan meals, create shopping lists, budget for groceries, and navigate public transportation.
4. **Encourage Self-reflection and Goal Setting:** Guide learners in reflecting on their annual review steps to outcomes (EHCP), setting personal goals, and writing weekly diaries to track their progress.
5. **Promote Professional Skills:** Prepare learners for the workforce by teaching them to write CVs, practice interview techniques, and fill out job applications.
6. **Cultivate a Growth Mindset:** Instil the principles of a growth mindset to help learners approach challenges positively and develop resilience.
7. **Support Health and Well-being:** Emphasise the importance of a healthy sleep routine and other health-related practices that contribute to overall well-being.

The Home Study Programme will be delivered through a series of structured lessons, activities, and practical applications over the course of the academic year. Each half term will focus on specific themes and skills:

1. **Autumn Term:** Personal management, form filling, and setting up personal accounts.
2. **Spring Term:** Developing a growth mindset, job applications, and interview techniques.
3. **Summer Term:** Meal planning, budgeting, and reviewing progress.

Weekly lessons will incorporate a mix of theoretical knowledge and hands-on practice to ensure learners can apply what they learn in real-world scenarios. Activities will include:

- Reflective exercises on EHCP targets and personal goal setting.
- Practical sessions on setting up and managing personal accounts.
- Role-playing exercises for interviews and form-filling.
- Group discussions on growth mindset principles and their application.
- Budgeting exercises using online tools and planning meals.
- Field trips to local grocery stores and practice using public transportation.

By the end of the programme, learners will have a comprehensive set of skills and knowledge that will serve as a foundation for their future independence and success in both personal and professional spheres.

## **ICT (Yr 12)**

To enable learners to develop the digital skills they need for life, work or study as set out in the national standards for essential digital skills and to provide reliable evidence of learners' attainment in relation to the national standards for essential digital skills. Learners will learn how to operate safely and responsibly online or when using digital devices, and how to solve basic technical problems for themselves. At Level 1 the focus is primarily on digital skills for work with a secondary focus on digital skills for life and many of the digital skills learners will acquire from this learning will be applicable in both life and work settings.

### **Life skills**

The aim for this year is to focus on developing the skills needed for everyday life.

Learners learn what constitutes a reliable source of news and information, understand the voting process and the role of politicians. They also develop navigation skills using maps and building plans and ensure personal safety in the community through various safety scenarios.

The curriculum covers home safety by recognizing and addressing dangers in the home and basic DIY skills. Financial skills are emphasized, including understanding what are essential and non-essential bills, understanding phone contracts, and examining the costs of various bills and renting.

In addition there is a focus on understanding the cost of everyday items and exploring leisure activities learners could access in their free time and how much they cost. Learners learn to budget and plan for days out and a holiday. They will also learn to plan a weekly food shop, budget for meals and will have time in the catering room preparing some basic dishes while following health, safety, and hygiene guidelines.

### **Moving on (yr 13)**

The "Moving On" curriculum is designed to prepare learners for transitions post-education, focusing on skills and knowledge integral for entering the workforce or further education. It encompasses a range of vital areas including aspirations, further education, careers, job searching, interview techniques, and CV writing. Each theme is specifically crafted to enhance learners' understanding of their strengths and weaknesses, effective job application processes, job market navigation, successful interview strategies, and professional presentation through CVs. This comprehensive approach aims to bolster learners' confidence and capability in securing employment or pursuing further educational opportunities, equipping them with practical tools for successful career advancement.

Each theme directly supports workplace preparation by equipping learners with the skills and knowledge to navigate the job market, present themselves effectively, and pursue their career aspirations confidently.

### **PSHCE**

In Key Stage 5 our PSHCE curriculum is split into an umbrella. This allows different sections of the PSHCE SEND Framework to be delivered individually, working alongside the FFF framework. This reinforces the important areas that will help to develop the learners' knowledge and skills when preparing to move on to further education or employment. These include:

*Thriftwood School and College – Curriculum Overview -*

PSHCE (preparing for adulthood)  
 Life skills (preparing for independence)  
 Moving On (preparing for chosen career pathways for the next steps)  
 This is Me (self-awareness)  
 Wider world (awareness of the wider world)  
 Drive (awareness of road safety and driving theory)

In the PSHCE strand of the umbrella we support our learners to develop their understanding and provide them with personalised strategies to manage real-life situations. It is important that we prepare all learners for life's opportunities and challenges, embedding the knowledge, confidence and understanding they need to lead independent and fulfilling lives. PSHCE lessons provide the learners with the opportunity to explore and reflect issues that affect them in day-to-day life. It is important that they are given a safe and inclusive learning environment to allow them to discuss sensitive topics with confidence. We follow our own Keep it REAL Agreement Code, which was designed and implemented by our learners to encourage respect and sensitivity. Topics covered in PSHCE include:

- Healthy and Unhealthy relationships including, friendships, relationships, bullying and peer pressure.
- **Keeping safe online, public and private.**
- Puberty, intimate relationships, porn, consent and contraception.
- Drugs, alcohol, smoking vaping and gambling.

### [This is Me \(Yr 12\)](#)

As part of the KS5 PSHCE umbrella, This Is Me curriculum is designed to support our learners in developing self-awareness in aid to prepare them to become more independent. It embodies important aspects such as Health and well-being, Personal Strengths and weaknesses, self-image, further aspirations, job search, vocational profiling and writing a CV.

The curriculum allows discussion and debate opportunities to reinforce the knowledge obtained in KS4 and adapt various techniques and coping mechanisms to enhance their understanding of their selves, strengths, and weaknesses which help them to find their career path more effectively.

### [Science KS4 and KS5](#)

Introduction and rationale for this curriculum: The science curriculum aims to inspire awe and wonder of the natural world. It is a **four-year curriculum** that covers the following biology, chemistry and physics topics:

Biology	Chemistry	Physics
Dead or Alive, Babies, Extinction, Casualty, Healthy Eating, Control Systems, Gasping for Breath, Creepy Crawlies, Fooling your Senses, Food Factory, Drugs in Society, My Genes, and Body Wars.	Acids and Alkalis, Cooking and Cleaning, Colours and Smells, Heavy Metal, Fibres and Fabrics, Clean Air, Strong Stuff, Restless Earth, How Fast How Slow, Sorting Out, CSI Plus, Fuels, and What's Added to our Food.	Getting the Message, Our Electricity Supply, Attractive Forces, Pushes and Pulls, Let there be Light, Final Frontier, Alternative Energy, Deep Impacts, Driving Along, Hot Stuff, Nuclear Power, Full Spectrum, and Medical Rays.

This curriculum has been adapted from the OCR Entry Level course to be accessible across the range of ability of our Thriftwood learners. Each topic is covered over a half term and includes theory and practical aspects. The learners are assessed at the end of each topic. As well as inspiring awe and wonder, several topics include content that link to our Fundamental for the Future programme; topics such as Healthy Eating, Cooking and Cleaning and What's in our food (and others) touch on key skills that are essential for our learners' development.



## **Wider World (Yr 12)**

As part of the KS5 PSHCE umbrella, The Wider World curriculum is designed to focus on awareness of the world around the learners and knowing the impact they have on it.

It is broken into three main subjects Environment, History, and Geography. The curriculum covers a variety of subjects climate change, recycling, powers and rights, the environment around us, and litter picking.

The learners' opinions are valued and considered when implementing the theme of each core subject.

The Wider World promotes British values and becoming a lawful citizen, learners becoming more independent, caring for the environment, and feeling belonging in society.

## **Work Experience**

Year 12 learners, as part of their education provision at Thriftwood College, access Work Experience placements that are carefully managed, monitored and which provide a safe environment. This includes the organisation of the placement as well as health, safety and safeguarding requirements of all work experience programmes. We will work with a preferred partner to help us engage appropriate employers to help us facilitate this programme.

- To give learners the experience of life beyond school and a better understanding of the world of work
- To increase awareness of career opportunities, give a clearer sense of career aspirations, and ability to make informed choices
- To gain experience of the work environment and meeting and dealing with adults
- To gain experience of carrying out new tasks
- To gain experience of following rules and understanding why they exist
- To understand the importance of personal and social skills including personal presentation, time management, team-working, communication/literacy, enthusiasm and commitment
- To increase self-confidence, independence and maturity
- To improve motivation to engage in education through understanding the links between learning in College and working life
- To enhance the student's CV
- To enable an easier transition from education to work

### **Options**

**All subjects have a clear link to application in the work place, including visits to places of employment.**

## **Art**

During this course learners will improve their creative skills, work ethic and their understanding of different artistic processes. Learners will focus on different aspects of desirable work traits and skills whilst learning about different styles of art. Learners will be expected to follow instructions, use tools appropriate to the task and wear specific PPE. Throughout the year learners will experiment with a variety of art methods. Such as 3D modelling, multimedia, printing, photography, ceramics and textiles. Learners will have the opportunity to focus on individual tasks and to visit locations in the local community to further their appreciation and understanding of the working environments of artists and where they get their inspiration from.

## **Business & Enterprise**

AIM: To develop skills and help young people progress their understanding of some the more detailed skills around the main principles of Enterprise. Learners will investigate their own

enterprise skills and those of others highlighting their strengths and using these in their work, and identifying how areas of improvement can be identified. Learners will also start to understand the importance of planning a project and will work with others to complete an Enterprise Project.

Progressing from the KS4 taster programme, Year 13s will embark on a Nationally Assessed Business and Enterprise Project. There are two groups, and both will identify an idea from either strand of Enterprise, Social or Financial, and will use skills they have already learnt as well as new skills to complete an entire programme using the Plan/ Assess/ Do/ Review model. This programme will be portfolio based, learners keeping a record of work they have completed and this will showcase their strengths and weaknesses both academically and socially. Links to the FFF assessment package are highlighted throughout the scheme of work.

**ASSESSMENT:** Summative assessment AQA AWARD 115464 BUSINESS ENTERPRISE PROJECT with plans to broaden to NCFE Entry 3 AWARD in Investigating Enterprise Skills & NCFE Entry 3 in Developing Enterprise Skills.

### **Design and Make**

This scheme of work will be delivered to all KS5 learners who have chosen 'Design and Make' as an option subject.

**AIM:** The aim of the KS5 design and make curriculum is to equip our learners with the basic skills and knowledge of design and technology. This also includes teaching our learners to follow basic health and safety rules and regulations. The scheme of work also focuses on teaching the learners how to safely and correctly use a range of basic tools and machinery meaning that they become more confident and independent, enabling them to transfer these skills into adulthood.

**CURRICULUM LINKS:** This scheme of work can be linked to Art, Business and Enterprise, English and PSHCE.

### **Duke of Edinburgh**

The Duke of Edinburgh scheme of work for KS5 is a year long programme. The aim of the year is to develop a range of life skills and to complete the Bronze Duke of Edinburgh Award. The award is split into 4 sections. Learners participate in volunteering for 6 months, learning a new skill for 3 months, and a sporting activity for 3 months. Additionally, learners will learn a variety of outdoor skills to prepare them for the camping expedition trip. This is a two-day, one night camping trip which includes walking, map reading, outdoor cooking and using tents. At the end of the award, learners aim to achieve the Bronze Duke of Edinburgh Award or a Certificate of Participation. Accredited course.

### **Horticulture**

During these weekly Horticulture lessons, students will learn, or revisit, previously learnt Horticulture techniques. They will learn to identify and safely use a wide range of garden tools. They will work on projects within the college allotment and grounds and engage in community work in collaboration with Chelmsford City Parks department over time. They will have the opportunity to plant bulbs plants and trees, manage the soil and environment and support nature and wildlife. There will be an element of choice of tasks so that they may express personal preferences. Students will have the opportunity to ask questions of and to engage with those who currently work in Horticulture. Pupils will have the opportunity to work towards AQA unit awards that are relevant to the tasks they undertake.

## **Hospitality and Catering**

This hospitality and catering scheme of work aims to provide learners with fundamental knowledge and practical skills across various essential areas. Throughout the year, we will emphasize and practice high standards in health, safety, and hygiene. A notable activity will involve learners planning, preparing, and cooking all the food for our annual Christmas Buffet at college, where they will cater to the dietary needs of our diverse student and staff community.

Learners will explore different sectors and roles within the hospitality industry, gaining insights into the specific training, skills, and qualities required for each position. To enhance their career readiness, learners will have the valuable opportunity to visit hospitality and catering venues. During these visits, they will engage directly with industry professionals, enabling them to gain firsthand experiences and participate in discussions with employees about daily operations and career paths within the industry.

Practical lessons will focus on mastering various cooking methods and techniques. Additionally, modules on customer service will emphasize the importance of effective communication and strategies for managing customer expectations and feedback. This comprehensive approach ensures that learners develop not only technical culinary skills but also essential interpersonal and professional competencies necessary for successful careers in hospitality and catering.

## **ICT**

This scheme of work will be delivered to all KS5 learners who have chosen 'ICT' as an option subject.

AIM: The KS5 ICT curriculum equips our learners with the basic skills and knowledge of ICT and develops the skills of those who show aptitude for the subject. The scheme of work focuses on teaching the learners how to navigate, design and develop using a range of basic tools such as PowerPoint, Excel, Canva and Scratch to develop their confidence and independence, enabling them to transfer these skills into adulthood.

## **Performing Arts**

The curriculum is designed to introduce learners to the Performing Arts and Events industries, including theatre, film and local performance venues, as well as venues that host events. There are career opportunities within these industries suitable for our learners and their skill sets, as well opportunities to develop a strong set of highly transferable skills. Learners choosing performing arts as an option, are encouraged to create a performance piece, take part in Open Mic Night, and help organise college events, such as the Summer Prom. Offsite visits will give a greater insight into the two industries, aiming to give a rounded view of career opportunities available in the sector.

This option develops excellent teamwork, but also expression of individuality; tolerance and patience, strong communication skills, and confidence to speak or perform in front of others.

## **Photography**

Photography is a practical option utilising technology to develop learners' visual language and understanding of the world around them. By the end of the course learners should understand the fundamentals of photography, and creative means to manipulate and present their images.

They will be familiar with a range of camera equipment including lighting, simple editing software and different digital camera settings.

With photography an integral part of young people's lives in contemporary society, it supports learners understanding of consent, the truth behind media photography and develops creative thinking in their own photographs.

## **Sports Leaders**

Develop confident, healthy leaders through sport and physical activity. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people and their peers. The course involves both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people. Accredited course.

## **Foundation Growth Pathway KS5**

### **Art**

Learners will have the opportunity to improve their creative skills and knowledge of the world and culture around them. Learners will explore artists from different moments of history, culture and how they express their story through art. Learners will work with a variety of tools and be able to use these appropriately and sensibly. Throughout the year learners will develop a deeper understanding of how they can express their emotions and look into a multitude of avenues to express their identities.

### **Cooking**

Learners will have the opportunity to improve their cooking skills. Learners will engage in measuring ingredients, preparing food items and learning how to appropriately prepare different items e.g. meat, dairy and fish. Learners will have the opportunity to try different foods and to identify the different foods required for different events, such as a buffet.

### **Careers in the community**

The curriculum is designed to enhance understanding of creating and running a business and working within the community. It aims to develop social and financial skills, promote independence, and build working relationships within the local community through volunteering and enterprise opportunities.

Description of course content: Each term, students will engage in volunteering, business, and enterprise activities:

- Circles Farm provides a work experience programme led by vocational specialists, focusing on teamwork, resilience, tolerance, and work skills.
- Students will also engage in other volunteering roles throughout the year. Students will create a small business including packaging design, advertising, selling and budget management.
- They will maintain a record of volunteering roles and experiences using core skills.

Throughout the year, students will grow in confidence, learn to be organised, improve communication skills, learn how to start their own small enterprise business and be able to access volunteering opportunities within the local community.

### **Discovery Day**

The Scheme of Work for Discovery Day is designed to equip learners with practical skills and knowledge for safely navigating and interacting within the community. It is structured around progressive learning objectives, including understanding social etiquette, personal safety, independent travel, and healthy living. The curriculum is tailored to enhance learners' social, personal development, and safety skills (PSD) through experiential learning in real-world settings. By focusing on activities like safe road crossing, appropriate public behaviour, budget management, and accessing local amenities, the scheme aims to foster independence, social integration, and well-being among learners. This approach aligns with the goal

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of preparing complex learners for the challenges and opportunities of everyday life, promoting their autonomy and social inclusion.

### **Fitness**

Students will have the opportunity to improve their fitness and agility skills. Students to have the opportunity to achieve their EHCP targets relating to Healthy Life and Good Choices. Students to improve their fine motor skills and turn taking whilst playing a game.

### **ICT**

ICT in both the KS4 and KS5 FGP will be designed to focus on key ICT skills and issues that affect our young people in the ever more complex and sophisticated technological world. The curriculum will also explore technology used in the home and how to use this safely.

The aim is for the students to gain an understanding and the practical ability to use basic Microsoft packages such as:

- Word
- PowerPoint
- Excel

This will be aimed at equipping the students with ICT skills that may be applicable to future employment opportunities.

The curriculum will also be highly focused on Online safety, including areas such as:

- Gaming
- social media platforms
- using smart phones.

The other area of focus will be the use of technology within the home and in the wider community including areas such as:

- Online shopping-E.g. Supermarkets, tickets, clothing.
- Self-scan checkouts.
- Booking appointments online.
- Using an ATM machine.

### **Life Skills**

The Life Skills curriculum for FGP students is designed to equip them with essential skills and knowledge across various practical domains necessary for an increased level of independence and daily living. The scheme covers themes such as travel safety, work skills, independent living, dealing with money and social and leisure time. Each theme aims to develop specific skills, including following instructions, organisation, communication, budgeting, household management, and making informed decisions. These competencies are vital for students to navigate adult life effectively, enhancing their ability to contribute positively to their communities and potential employment opportunities, fostering a level of self-reliance, and improving their overall quality of life.

Each theme is aligned with developing a foundation of skills that support students in maintaining potential for future supported employment/employment by fostering independence, teamwork, responsibility, and problem-solving abilities.

### **Performing Arts**

This curriculum is tailored to enhance the social and communication skills of learners with complex needs. By engaging in role-play, music activities, communicative games, and preparing for or participating in the college's annual Open Mic Night, students will improve their self-expression capabilities.

Music - During music sessions, students will learn how to compose rhythms and melodies. They will work as a team, practice patience, and share opinions. Students will also research various music genres and learn how emotions can be influenced by music.

Drama - During the drama sessions, students will practice teamwork, social skills, and resilience. Participating in role-play sessions to simulate real-life scenarios, will promote understanding of social norms and etiquette.

### **PSHCE**

PSHCE will continue from the K4 curriculum and continue furthering their personal, social, health and citizenship education. Throughout the year students will focus on the changes in their bodies, their relationships with their friends and family, how to manage their romantic relationships and how they can identify and manage their emotions. Students will have the opportunity to talk through any issues they may be facing in a relaxed and understanding setting where they can learn about topics they might find challenging or embarrassing.