**Monday**

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| **SESSION 1** | **SESSION 2** |
| **Preparation for adulthood**  Learning outcomes   * NYCC Preparing for adulthood   *1.11 I know how to cross the road safely and understand stranger danger.*   * ASDAN accreditation   *Identify some of the risks that they might face when out and about*  *Show how they would keep themselves safe if they were faced with a risky situation* | **Environmental awareness**  Learning outcomes   * ASDAN accreditation   *Demonstrate an awareness of how the actions of humans affect the environment.* |
| Objective: Explore potential risk and develop strategies to manage situations with strangers  Risks are an everyday part of life. As part of travel in the local community, it is important to consider what risks there are and to think about what we would do if we were faced with a risky situation.   1. Try role-playing some situations where you might be approached by a stranger and how you would react in the correct way. Think about why a stranger might be a risk to you and the rules you should consider when out and about and answer the following questions. Write down your answers.  * Should you stop and talk a stranger? * Should you accept gifts from a stranger? * Should you accept a lift from a stranger? * If the stranger is pestering you, what should you do?  1. ‘Safer’ strangers who have a role in keeping us safe in the local community. Can you think of ‘safer’ strangers? 2. Create a poster on stranger danger to share with your class group. | Objective: Demonstrate an understanding of food waste  We have seen that the best way to protect the environment is to reduce the amount of items we use. This is especially true when we are talking about food. We all waste food! Can you think of any ways in which you waste food?  Read through the **Love Food Hate Waste** website and answer the following questions:  <http://england.lovefoodhatewaste.com/content/about-food-waste-1>   1. How do we waste food? 2. Which types of food are wasted the most? 3. What are the 5 steps to reduce food waste? 4. Watch the planning video. Why is planning your meals a good idea? 5. Why is it important to have a shopping list and stick to it? 6. Do the portion control test on one of your favourite foods, were you surprised at the results? 7. Find a recipe to reduce your food waste at home using the website or find one of your own. |

**Tuesday**

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| **SESSION 1** | **SESSION 2** |
| **Functional Maths and English**  Learning outcomes   * NCFE accreditation | **Personal Safety in the home and community**  Learning outcomes   * ASDAN accreditation   *Be able to demonstrate ways to keep themselves safe when in the home* |
| **Maths –** Objective:Recognise and sequence odd and even numbers up to 100   1. Practice counting in 2s. Can you get to 100? Use the Maths worksheet in your resources. 2. Find 10 small objects that you can use as counters. Split these in 2. How many do you have in each group? Now, try with 9 small objects, can you split these into 2? Are they any left over? An odd number is a number that can be divided into two equal groups. An even number can be divided equally into 2 groups. Are 10 and 9 odd or even? Complete worksheet 2 from your resources. 3. Have a look at the park map on the Lightwater Valley website. You are going as a group of 5. Which ride can you go on that altogether as a group? Are there any rides where someone would be the odd one out?   **English -** Objective**:** Understand the main points in texts and create our own   1. List theme parks/attractions and rides that you know. 2. Look at the theme park leaflet and the ride write ups on the Lightwater Valley online page. Read through and check vocabulary you don’t know in a dictionary or online. Think about it has been presented, colours, images etc. 3. Complete the conjunctions and adjectives sheet to familiarise yourself with these terms in your work. 4. Design your own idea for a new ride. Write a short article about your ride using conjunctions and adjectives. Can you draw a picture? Label it? Give yor article headings?   Share your new ride with your teacher by email – it would be great to see all of the designs. | Objective: Demonstrate an understanding of how to keep safe while cooking at home  Last week, you demonstrated using different household appliances safely. The kitchen is a key focal point for daily activities at home and a place where there are a number of potential risks that you will have to navigate.   1. Recap your previous work on dangers in the kitchen and taking risks in the kitchen. Are there any new risks that need to be considered? If you have not got one to refer, create a new list of rules you must do in the kitchen. Put this on display when you are working in the kitchen. 2. Most of our household appliances we use will be run by either gas or electric. Have a look at your hob at home. Do you have a gas or an electric hob? Now, have a look at your oven, is this gas or electric too? (It might be different from your hob) 3. Let’s focus on gas appliances. Where else might gas be used in the home? Research online about ways we ensure gas safety in the home. Are there checks that need to be done regularly? What are the risks of using gas in the home? How can we use it safely? Create a poster showing what you have found. |

**Wednesday**

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| **SESSION 1** | **SESSION 2** |
| **Preparation for work**  Learning outcomes   * ASDAN accreditation   *Provide key personal information needed to apply for such a job role* | **Physical activity**  Learning outcomes linked to:   * I Can Lead Award * Duke of Edinburgh Award * ASDAN accreditation   *Participate in an activity to contribute to a healthy lifestyle* |
| Objective: Interview protocols   1. Have a think about how you would present yourself for an interview. What would you wear, what wouldn’t you wear? What would you take with you? Write a list of these things or research the answers online.   Complete the interview candidate sort in your resources.   1. Think about the questions you may be asked? Can you think or any yourself? 2. Have a go at answering these questions out loud or write down your answers.  * What are your personal skills? * What are your qualities? * What is your dream job? * What motivates you?  1. Ask an adult to recreate a job interview for you. 2. Use the sheet to decide what went well in the interview and what needs improving. | Objective: Understand the importance of good communication in a sports session   1. Complete these stretches [**https://www.youtube.com/watch?v=QjnVl1jNmp4**](https://www.youtube.com/watch?v=QjnVl1jNmp4) 2. Good communication provides the link between what a sports leader wants their group to do and what actually happens. Use the sheet in your resources to identify communication skills that a good sports leader need. Can you give an example of each one and say why it is important? 3. So far, you have planned a warm up and two activities lasting 5 minutes that you can do in a sports session. Spend some time leading these sessions with someone at home. Make a note of what communication skills you’ve used throughout. 4. Continue with your plan of daily physical activity from last week. Make sure you record this on your activity log. |

**Thursday**

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| **SESSION 1** | **SESSION 2** |
| **Shop Cook Eat**  Learning outcomes:   * NYCC Preparing for adulthood   *1.09 I can cook a small meal and tidy up after myself.*   * ASDAN accreditation   *Demonstrate safe practices when carrying out simple household activities* | **Digital Literacy**  Learning outcomes:   * NYCC Preparing for adulthood   *1.15 I can socialise with my friends in a safe way*  NCFE accreditation |
| Objective: To create a basic meal following instructions, selecting the correct equipment   1. Continue to develop your independence skills in the kitchen. This week, the focus is on packed lunches. What would you have in your packed lunch? 2. Search for packed lunch ideas or lunchbox recipes and choose one to try today. Change4life and BBC Good Food have some great ideas. 3. Write a list of ingredients and what equipment you may need. Think about the health and safety rules when cooking. What should you do before you begin? 4. Prepare and make your packed lunch. Ask yourself the following questions to review, reflect and rate your meal. Write down your answers.  * What did you include in your packed lunch? * Did you try something new? * Out of 5, rate your meal. Did you enjoy it? * Did your lunch include something that supports a healthy and balanced diet? * What could you do to improve next time? | Objective: To understand differences between hardware and software   1. What is hardware and software? Read through the PowerPoint in your resources. Search online for computer hardware/software. What things did you find? 2. Sort out flash cards in your resources into software and hardware groups. Create a poster to display these. 3. Have a think about what hardware or software you would need to use for the following scenarios. Decide which hardware or software would be best fit for the given purpose. Write down your answers.  * Capture memories on a family holiday. * Make a budget list for family food shop. * Share digital photos with your family that are too big to send on an email. * Create a poster on healthy eating. * Complete work while travelling on public transport * Find out the cost of an item when deciding where to buy it from * Listening to music without disrupting others around * Store your documents so you can access at home or at school |

**Friday**

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| **SESSION 1** | **SESSION 2** |
| **Making the Most of Leisure Time**  Learning outcomes:   * NYCC Preparing for adulthood   *1.13 I can make sensible decisions around my spare time myself.*   * ASDAN accreditation   *Demonstrate an awareness of how they make use of their own leisure time* | **Headspace and mindfulness**  Learning outcomes   * ASDAN accreditation   *Identify some short-term goals they would like to work towards*  *Participate in an activity to contribute to a healthy lifestyle* |
| Objective: Take part in a leisure activity. Identifying the benefits and saying what you liked about it.   1. Look up the words **art** and **craft** in the dictionary and write down the meaning. 2. http://t1.gstatic.com/images?q=tbn:ANd9GcTZYGkLCeD7bfEXj4Bm7bS9P4__ipKjYvyQ-Oqeqo-igvggg5sxf7TnAddbHave you ever seen these famous paintings? Can you name them or the artists who painted them?   http://t1.gstatic.com/images?q=tbn:ANd9GcTsZi28Ddju_dmR6rI1SQfY8bS9UuWE2ZCY6dX12IFOpZx360Ldxghttp://t2.gstatic.com/images?q=tbn:ANd9GcTFItQLcnrhM-Tqa-U653tTT-LHENOIpSuvKpwU4ZWZ1eaBhkydPQ   1. Do you like the paintings? How would you describe them what adjectives would you use? 2. Choose an art and craft activity. This might be painting, drawing/colouring, printing or collage or a craft gift pack you might have got for Christmas. Record what you liked or did not like about the activity in your leisure log. | Objective: To reflect on weekly and journal activities   1. Review your daily ten-minute journal you have completed this week.   What has gone well?  Have you found anything difficult this week?  If so, what can you do to help with managing that difficulty next week?   1. Review what you have been doing towards your goals you set up for New Years.   Have you achieved this yet?  What do you need to do next week to work towards this?   1. Take the opportunity to do some mindfulness meditation. [**https://www.youtube.com/watch?v=ZToicYcHIOU**](https://www.youtube.com/watch?v=ZToicYcHIOU) |