

## Home Learning Week 5

### Monday

SESSION 1	SESSION 2
<p><b>Preparation for adulthood</b>            Learning outcomes</p> <ul style="list-style-type: none"> <li>• NYCC Preparing for adulthood</li> </ul> <p><i>1.11 I know how to cross the road safely and understand stranger danger.</i></p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Identify some of the risks that they might face when out and about</i>  <i>Show how they would keep themselves safe if they were faced with a risky situation</i></p>	<p><b>Environmental awareness</b>            Learning outcomes</p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Demonstrate an awareness of how the actions of humans affect the environment.</i></p>
<p>Objective: Show that you can deal with a transport situation if something goes wrong</p> <p>Using public transport will be an important part of developing your independence. Sometimes, things do not always go to plan and it is important to think about what you might do in certain situations. These could include if you lose your money/ticket/travel pass, your transport does not turn up or someone is upsetting or worrying you other:</p> <ol style="list-style-type: none"> <li>1. Read through the getting the bus scenarios in your resources.</li> <li>2. First, there is a checklist of things you should do before you should get the bus. Why is this important?</li> <li>3. Try and think of some answers for each of the scenarios on the cards and write these down. Role play each and practice what to say and what you would do.</li> </ol>	<p>Objective: Explore how human behaviour can cause animals to become endangered or extinct</p> <ol style="list-style-type: none"> <li>1. Use a dictionary or search the internet for what endangered and extinct means.</li> <li>2. How many animals can you think of that are at risk of becoming extinct?</li> <li>3. Watch <a href="https://www.youtube.com/watch?v=M1IDQSeJ1cs">https://www.youtube.com/watch?v=M1IDQSeJ1cs</a> What human activities cause problems for animals and plants?</li> <li>4. Research and complete the endangered species activity sheet in your resources.</li> <li>5. Think of things that you can do at home to help wildlife. (at least 3 things)</li> <li>6. Choose and complete one of the following tasks:           <ul style="list-style-type: none"> <li>• Plan and design a wildlife friendly garden- label it and show the importance of each part.</li> <li>• Make a poster showing the importance of bees to our environment.</li> <li>• Write about an endangered species include pictures.</li> </ul> </li> </ol>

# Home Learning Week 5

## Tuesday

SESSION 1	SESSION 2
<p><b>Functional Maths and English</b> Learning outcomes</p> <ul style="list-style-type: none"> <li>• NCFE accreditation</li> </ul>	<p><b>Personal Safety in the home and community</b> Learning outcomes</p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Identify safety rules when using different items of home equipment</i> <i>Show how they would keep themselves safe if they were faced with a risky situation</i></p>
<p><b>Theme: Sleepover</b> <b>Maths</b> – Objective: Divide numbers using non-calculator methods such as short division and long division. Check their calculations.</p> <ol style="list-style-type: none"> <li>1. Practice addition 2-digit numbers up to 100, complete the sheet in your resources and check your answers. Try adding together some of your own numbers.</li> <li>2. We will now think about how we divide numbers. Have a look at the PowerPoint in your resources. Complete the sheet in your resources.</li> <li>3. You are having a sleepover with a friend. You share your snacks, what would each of you get of the following a pizza cut in to 6 slices, a 10 pack of crisps and 4 chocolate bars. What would you get each if you invited 2 friends?</li> </ol> <p><b>English</b> - Objective: Make appropriate contributions to simple discussion with others about a straightforward topic.</p> <ol style="list-style-type: none"> <li>1. Write a mind map of sleepover ideas - can anybody at home add any others? Share ideas and discuss personal experiences of sleepovers.</li> <li>2. Decide on a game you would play at a sleepover – everybody else to give their views on the best Sleepover game and justify why this is the best.</li> <li>3. It's time to design a new game – or use an old one but make it your own by redesigning the board or cards that the players need.</li> <li>4. Look at the instruction example PowerPoint and how to write them.</li> <li>5. Now write some instructions for your game – remember to number them, use sequence words and instruction verbs: Sequence: First, then, next, secondly, finally...Verbs: Put, play, give, take...</li> <li>6. When your game and your instructions are complete – take some time out to play your game with others at home and play some other games, too. Decide which game you enjoyed the most and give reasons for this.</li> </ol>	<p>Objective: Mobile phone safety</p> <p>Mobile phones are a big part of today's society and are useful to help support keeping safe at home and in the community.</p> <ol style="list-style-type: none"> <li>1. Think about all the uses of a mobile phone. If you have your own mobile phone, what do you use it for? What do member of your household use their mobile phones for? Have a look at the differences between a basic mobile and a smart phone. Complete the mobile phone sheet in your resources.</li> <li>2. If you are able to practice making phone calls and sending text messages to another.</li> <li>3. What would you do if you were out and did not have a mobile phone to let someone know where you were or if you were going to be home late?</li> </ol>

## Home Learning Week 5

### Wednesday

SESSION 1	SESSION 2
<p><b>Preparation for work</b>            Learning outcomes</p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Provide key personal information needed to apply for such a job role</i></p>	<p><b>Physical activity</b>            Learning outcomes linked to:</p> <ul style="list-style-type: none"> <li>• I Can Lead Award</li> <li>• Duke of Edinburgh Award</li> <li>• ASDAN accreditation</li> </ul> <p><i>Participate in an activity to contribute to a healthy lifestyle</i></p>
<p>Objective: To identify skills and qualities for roles you have done in school</p> <p>One of the work roles that all sixth formers participate in is the running of the school bakery/cafe. There are lots of different roles that are involved in getting ready for and the running of the cafe.</p> <ol style="list-style-type: none"> <li>1. What kind of job roles are involved in the running sixth form bakery/social cafe?</li> <li>2. Which of the roles do you like doing? Are there any that you do not like doing?</li> <li>3. Think about of the role that you enjoying doing, what skills and qualities are involved with this role? Do the skills and qualities you have match this role?</li> <li>4. Think about of the role that you do not enjoying doing, what skills and qualities are involved with this role? Do the skills and qualities you have match this role? What might help you enjoy this role more?</li> <li>5. Can you find a job advertisement for a role similar to one you would do at the school bakery/café. What do you need to do to apply to that role? What skills and qualifications do you need?</li> </ol>	<p>Objective: Understand participant behaviour in a sports session</p> <ol style="list-style-type: none"> <li>1. Complete these stretches  <a href="https://www.youtube.com/watch?v=QjnVl1jNmp4">https://www.youtube.com/watch?v=QjnVl1jNmp4</a></li> <li>2. Think about different behaviours you might see when leading sports sessions. How would you expect participants you lead to behave? List the things you expect them to do that demonstrate good behaviour and the type of behaviour you will not accept.</li> <li>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 participant behaviour you have observed. How did you manage any behaviour that was not acceptable the session?</li> <li>4. Continue with your plan of daily physical activity from last week. Make sure you record this on your activity log.</li> </ol>

## Home Learning Week 5

### Thursday

SESSION 1	SESSION 2
<p><b>Shop Cook Eat</b> Learning outcomes:</p> <ul style="list-style-type: none"> <li>• NYCC Preparing for adulthood <i>1.09 I can cook a small meal and tidy up after myself.</i></li> <li>• ASDAN accreditation <i>Demonstrate safe practices when carrying out simple household activities</i></li> </ul>	<p><b>Digital Literacy</b> Learning outcomes:</p> <ul style="list-style-type: none"> <li>• NYCC Preparing for adulthood <i>1.15 I can socialise with my friends in a safe way</i></li> </ul> <p>NCFE accreditation</p>
<p>Objective: To create a basic meal following instructions, selecting the correct equipment</p> <ol style="list-style-type: none"> <li>1. Continue to develop your independence skills in the kitchen. This week, the focus is <b>pizza</b>. Pizza is often a favourite meal for many, and one that can be shared with others.</li> <li>2. Search for a pizza recipe and choose one to try today. Some pizzas have different pizza sauces or different bases – can you find something different to try?</li> <li>3. Write a list of ingredients and use check the prices for each. Can you work out how much this meal will cost to make?</li> <li>4. What equipment will you need? Think about the health and safety rules when cooking. What should you do before you begin?</li> <li>5. Prepare and make your meal. Ask yourself the following questions to review, reflect and rate your meal. Write down your answers. <ul style="list-style-type: none"> <li>• Did you try something new?</li> <li>• Out of 5, rate your meal. Did you enjoy it?</li> <li>• Did your meal include something that supports a healthy and balanced diet?</li> <li>• What could you do to improve next time?</li> </ul> </li> </ol>	<p>Objective: Follow recommended safe practices.</p> <ol style="list-style-type: none"> <li>1. Read the digital footprints PowerPoint in your resources. When we go online, everything we do leaves a type of 'footprint' that other people might be able to see – not just our online posts, but also the websites that we have looked at. What have you done online this week? Complete your digital footprint sheet from your resources.</li> <li>2. Have a look at the online activity cards in your resources which shows Penelope's online activity. How much information do we find out about Penelope? Use the All About Penelope sheet to record your answers.</li> <li>3. Read the Be the Judge PowerPoint in your resources. When using the internet, it is important to understand what websites are safe to use. What makes a website appropriate and safe to use? Complete the sort them out and wonderful website activities in your resources.</li> </ol>

## Home Learning Week 5

### Friday

SESSION 1	SESSION 2
<p><b>Making the Most of Leisure Time</b>            Learning outcomes:</p> <ul style="list-style-type: none"> <li>• NYCC Preparing for adulthood</li> </ul> <p><i>1.13 I can make sensible decisions around my spare time myself.</i></p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Demonstrate an awareness of how they make use of their own leisure time</i></p>	<p><b>Headspace and mindfulness</b>            Learning outcomes</p> <ul style="list-style-type: none"> <li>• ASDAN accreditation</li> </ul> <p><i>Identify some short-term goals they would like to work towards</i></p> <p><i>Participate in an activity to contribute to a healthy lifestyle</i></p>
<p>Objective: To take part in a leisure activity and say what you liked or didn't like about it</p> <p>Board games are a popular activity during leisure time.</p> <p>1, Have a look at the following website.  <a href="https://www.argos.co.uk/browse/toys/family-games/board-games/c:30423/">https://www.argos.co.uk/browse/toys/family-games/board-games/c:30423/</a></p> <ul style="list-style-type: none"> <li>• Have you played any of these games before at school, home or somewhere else?</li> <li>• Do you have any of these games at home?</li> <li>• Which ones are your favourite?</li> </ul> <p>4. Choose a board game to play at home. Write a description of the game and say what you like or did not like about the game. You could choose to play the game you created at home for your functional English lesson this week.</p>	<p>Objective: To reflect on weekly and journal activities</p> <ol style="list-style-type: none"> <li>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?</li> <li>2. 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?</li> <li>3. Take the opportunity to do some mindfulness meditation.  <a href="https://www.youtube.com/watch?v=ZToicYcHI0U">https://www.youtube.com/watch?v=ZToicYcHI0U</a></li> </ol>