

## Scheme of Work

### 2020-21

School	Kick start academy	Teacher(s)	Mr J Parry
Course/Qualification Title	Personal development and employability skills (achieve award)	Level	Level 1-2
Unit/Module	Level 1 -2 Award in Personal Development and employability. (Six total credits)  Unit Career Planning (3 credits)  Unit managing money (3 credits)  Digital Skill (3 credits)  Work experience (6 credits)		

Course Duration	39 weeks, 3 lesson a week of 45 minutes.  Managing Money GLH 27  Career Planning GLH 30
Student Information  Returning students Yr11	

Week No or W/C	Learning Objectives <i>What will students learn by the end of the lesson?</i>	Learning <i>How will students develop and work towards the learning outcomes?</i>	Differentiation <i>How will student access learning activities to varying levels?</i>	Assessment for Learning (Formative and Summative) <i>How will you know students have achieved the learning outcomes?</i>	Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies <i>How will the above be embedded?</i>
<p align="center"><b>1/2</b></p> <p align="center"><b>Managing money</b></p> <p align="center"><b>Lesson 1</b></p>	<p><i>All: Know about banking services</i></p> <p><i>Most: 1.1 Compare financial services</i></p> <p><i>Some: 1.2 List personal documents which may be required to open a bank or building society</i></p>	<p>Follow the guidance within the booklet and complete pages 6,7 and top half of page 8. Please write answers in full sentences for 1.1 if you need a separate piece of paper to fit answers in please do so and label it as 1.1 Compare financial services offered by different.</p>	<p>More abled students will encourage to Research services of their bank/building society via the internet or visit bank/building society record findings. Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p>	<p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor. Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p align="center"><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p align="center"><b>Encouraged to create own bank/building for employment.</b></p> <p align="center"><b>Awareness of British banking system</b></p> <p align="center"><b>Knowledge of how to open a bank account</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p>		<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Managing money work books</i></p>	

<p>Where there students who need to re-visit the content next lesson?</p> <p>Are there adaptations to the session needed to be made when next delivered?</p>		<p>Internet access</p> <p>Pencil cases for individuals.</p>
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<b>Week No or W/C</b>	<b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i>	<b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i>	<b>Differentiation</b> <i>How will student access learning activities to varying levels?</i>	<b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i>	<b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i>
<p><b>2/3</b></p> <p><b>Managing money lesson 2</b></p>	<p><i>All:</i> Know about banking services</p> <p><i>Most:</i> 1.3 Compare the advantages and disadvantages of different ways of borrowing money</p>	<p>Follow guidance in your work book to complete assessment task 1.3 and 1.4 again answer in full sentences using addition sheets if require and labelling additional sheets with 1.3 or 1.4</p>	<p>More abled students will encourage to Research services of their bank/building society via the internet or visit bank/building society record findings. Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p>	<p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor.</p> <p>Formative, students will be asked to share findings with group and one to one with tutor.</p> <p>Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p>

	<p>Some: 1.4 State some consequences of not repaying loans</p>				<p><b>Awareness of British banking system knowledge of laws/fines that can disadvantage when borrowing money.</b></p> <p><b>Knowledge of how to open a bank account</b></p>
<p><b>Notes to reflect on delivery of content:</b>  <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptions to the session needed to be made when next delivered?</i></p>		<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b></p> <p><i>Pencil cases for individuals.</i></p>	

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<p align="center"><b>3/4 MANAGING Money lesson 3</b></p>	<p><i>All:</i> Know about banking services</p> <p><i>Most:</i> 1.5 Outline different ways you could save money</p> <p><i>Some:</i></p>	<p>Complete assessment task on page 12, do not list your ideas please give answers in full sentences, for example: Reduce the amount of times you go out a week socialising, this would be an acceptable level 2 answer, Go out less wouldn't.</p>	<p>More abled students will be encouraged to Research services of their bank/building society via the internet or visit bank/building society record findings. Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p>	<p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor. Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p align="center"><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p align="center"><b>Encouraged to create own bank/building for employment.</b></p> <p align="center"><b>Awareness of British banking system</b></p> <p align="center"><b>Knowledge of how to open a bank account</b></p>

<p><b>Notes to reflect on delivery of content:</b>  <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Notes for next lesson:</b></p>	<p><b>Resources for lesson:</b></p> <p><i>Pencil cases for individuals.</i></p>
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<p><b>2</b>  <b>Managing money</b>  <b>Lesson 4</b></p>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most:</i> 2.1 Give examples of different types of deductions from earnings</p> <p><i>Some:</i></p>	<p>Read the information on page 13 and 14, then complete a list of deductions identified and give a brief description of what each one is. As parents for help, or anyone you know that works.</p>	<p>More able students to research on the internet, speak to parents and find out what deductions they have on their earnings            Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p>	<p>Summative, Princes trust booklet completed with cross reference to work/criteria and feedback from tutor.            Formative, students will be asked to share findings with group and one to one with tutor.            Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p>

					<p><b>Awareness of British banking system</b></p> <p>Knowledge of how of deductions on earnings.</p>
<p><b>Notes to reflect on delivery of content:</b></p> <p><i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>		<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b></p> <p><i>Pencil cases for individuals.</i></p>	

Week No or W/C	Learning Objectives <i>What will students learn by the end of the lesson?</i>	Learning	Differentiation	Assessment for Learning	Specific Promotion of Equality and Diversity, British
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		<b>How</b> will students develop and work towards the learning outcomes?	<b>How</b> will student access learning activities to varying levels?	<b>(Formative and Summative)</b> <b>How</b> will you know students have achieved the learning outcomes?	<b>Values, Employability, PSHE/RSE, Religious Studies</b> How will the above be embedded?
<b>2 money management lesson 5</b>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most:</i> 2.2 Explain the reasons why these deductions are made.</p> <p><i>Some:</i></p>	<p>Having completed the previous task, add reasons why these deductions are made to your list of deductions already identified.</p> <p>Ask an adult, or research the reasons on the internet.</p>	<p>More able students to research on the internet, speak to parents and find out what deductions they have on their earnings</p> <p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p>	<p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor.</p> <p>Formative, students will be asked to share findings with group and one to one with tutor.</p> <p>Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p> <p><b>Awareness of British banking system</b></p> <p><b>Knowledge of how of deductions on earnings.</b></p>
<b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i>		<b>Notes for next lesson:</b>		<b>Resources for lesson:</b> <i>Pencil cases for individuals.</i>	

<p>Where there students who need to re-visit the content next lesson?</p> <p>Are there adaptations to the session needed to be made when next delivered?</p>		
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<b>2</b> <b>Money management lesson 6</b>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most: create a display showing findings from previous lessons.</i></p> <p><i>Some:</i></p>	Create a poster showing what and why money is deducted from earnings	<p>More abled students will be asked to create their display work independently</p> <p>Less abled students will be given support where needed and one to help where needed.</p>	Not assessed.	<p style="color: blue;"><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p style="color: orange;"><b>Encouraged to create own bank/building for employment.</b></p>

					<p><b>Awareness of British banking system</b></p> <p>Knowledge of how of deductions on earnings.</p>
<p><b>Notes to reflect on delivery of content:</b>  <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>		<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b></p>	

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<p><b>3</b></p> <p><b>Money management lesson 7</b></p>	<p>All: Understand the importance of own money management</p>	<p>Read guidance on page 16 of your booklet and complete task. You will be given a budget of £300, for the week your budget should</p>	<p>More able students to research on the internet, speak to parents and find out national averages of household outgoings and earnings,</p>	<p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals</b></p>

	<p><i>Most:</i> Compile a basic monthly household budget</p> <p><i>Some:</i></p>	<p>include things like rent, electricity, gas, council tax and weekly shopping as essential. Mobile, internet, etc would be none essential luxuries.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. These students can make up and estimate costs as long as the budget tallies up at the end.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p><b>cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p> <p><b>Awareness of British banking system</b></p> <p><b>Knowledge of how of deductions on earnings.</b></p>
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<p align="center"><b>3</b></p> <p align="center"><b>Lesson 8</b></p> <p align="center"><b>Money management</b></p>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most: 3.2 Give examples, with costs, of personal needs and wants</i></p> <p><i>Some:</i></p>	<p>Read guidance on page 16 and complete table. Use the internet to help with cost make sure you're the item is clear describe where needed.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. These students can make up and estimate costs as long as the budget tallies up at the end.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p> <p><b>Awareness of British banking system</b></p> <p><b>Knowledge of how of deductions on earnings.</b></p>
Notes to reflect on delivery of content:		Notes for next lesson:		Resources for lesson:	

<p><i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>		
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<p><b>3</b></p> <p><b>Lesson 9</b></p> <p><b>Money management</b></p>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most: 3.3 explain the importance of personal budgeting</i></p> <p><i>Some:</i></p>	<p>Produce a paragraph on page 17, use your note pad to produce a rough copy before answering the question in workbook. Attach addition sheets if needed. This is your thoughts and ideas regarding budgeting, be honest.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. These students can make up and estimate costs as long as the budget tallies up at the end.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own</b></p>

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<p><b>4</b></p> <p><b>Lesson 10</b></p> <p><b>Money management</b></p>	<p><i>All:</i></p> <p>Understand the importance of own money management</p>	<p>Discuss ideas with group led by tutor. Make notes of ideas on note pad. Make</p>	<p>Students requiring additional help will have one to one help, and be in small</p>	<p>Formative, students will be asked to share findings with</p>	<p><b>Creating an inclusive culture, equal access to opportunities,</b></p>

	<p><i>Most: 3.4 Explain how a personal budget can be monitored</i></p> <p><i>Some:</i></p>	<p>notes over a week of your expenditure. Complete table on page 17/18</p>	<p>groups to ensure plenty of support is given. These students can make up and estimate costs as long as the budget tallies up at the end.</p>	<p>group and one to one with tutor. Work will also be marked with feedback.</p>	<p><b>learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p> <p><b>Awareness of British banking system</b></p> <p><b>Knowledge of how of deductions on earnings.</b></p>
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				<i><b>How</b> will you know students have achieved the learning outcomes?</i>	<b>PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i>
<p><b>4</b></p> <p><b>Lesson 11</b></p> <p><b>Money management</b></p>	<p><i>All:</i> Understand the importance of own money management</p> <p><i>Most: 3.5 state the services that are offered by organisations that provide help and advice on money management.</i></p> <p><i>Some:</i></p>	<p>Read guidance, give clear explanation of help provided. Use the internet and table provided on page 20.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. These students can make up and estimate costs as long as the budget tallies up at the end.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Encouraged to create own bank/building for employment.</b></p> <p><b>Awareness of British banking system</b></p> <p><b>Knowledge of how of deductions on earnings.</b></p>
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<p><b>1</b> <b>Lesson 1</b> <b>Digital skills</b></p>	<p><i>All:</i> Understand e-safety</p> <p><i>Most:</i> 1.1 explain what is meant by e-safety.</p> <p><i>Some:</i> describe the consequences of positive and negative online behaviour.</p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when</b></p>

		Ice breaker a googleaday game internet search skills.			<p>using the internet. (cyber bullying)</p> <p>Good internet ethics and knowledge.</p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>		<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>	

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<p><b>2</b> <b>Lesson 2</b> <b>Digital</b></p>	<p><i>All:</i> Understand e-safety</p> <p><i>Most:</i> 1.2 describe the consequences of positive</p>	<p>Write in full sentences using correct spellings, punctuation, and grammar.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor.</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate</b></p>

	<p><i>and negative online behaviour.</i></p> <p><i>Some:1.3. explain what features make a good password.</i></p>	<p>Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Complete work sheet on page 9, 10 and 11 give advantages and disadvantages of sharing information online. Explain what is E-safety and give examples with consequences of negative online behaviour.</p>	<p>plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Notes for next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>		

Week No or W/C	Learning Objectives <i>What will students learn by the end of the lesson?</i>	Learning <i>How will students develop and work towards the learning outcomes?</i>	Differentiation <i>How will student access learning activities to varying levels?</i>	Assessment for Learning (Formative and Summative) <i>How will you know students have achieved the learning outcomes?</i>	Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies <i>How will the above be embedded?</i>
<p align="center"><b>3</b> <b>Lesson 3</b> <b>Digital</b></p>	<p><i>All:</i> Understand e-safety</p> <p><i>Most: 1.3. explain what features make a good password.</i></p> <p><i>Some; digital foot print and password activity page 14/15</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Complete work sheet on page 12 explain the features of a good secure password. Search your digital footprint and complete page 14 of work book. Try the password activity on</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p align="center"><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p align="center"><b>Developing digital skills and safety knowledge.</b></p> <p align="center"><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p align="center"><b>Good internet ethics and knowledge.</b></p>

		page 15 of your work book.		
<b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i>  <i>Where there students who need to re-visit the content next lesson?</i>  <i>Are there adaptations to the session needed to be made when next delivered?</i>		<b>Next lesson:</b>		<b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i>

Week No or W/C	Learning Objectives <i>What will students learn by the end of the lesson?</i>	Learning <i>How will students develop and work towards the learning outcomes?</i>	Differentiation <i>How will student access learning activities to varying levels?</i>	Assessment for Learning (Formative and Summative) <i>How will you know students have achieved the learning outcomes?</i>	Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies <i>How will the above be embedded?</i>
<b>4</b> <b>Lesson 4</b> <b>Digital</b>	<i>All:</i> <i>Be able to use digital tools to find information</i>  <i>Most: 3.2 present information using digital tools.</i>	Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques.	Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in	Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet	<b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b>

	<p><i>Some: 2.1 describe tasks that require digital skills.</i></p>	<p>Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Using publisher create an e-safety poster. Print and publisher.</p>	<p>discussions and work independently.</p>	<p>completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>		

<p><b>Week No or W/C</b></p>	<p><b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i></p>	<p><b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i></p>	<p><b>Differentiation</b> <i>How will student access learning activities to varying levels?</i></p>	<p><b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i></p>	<p><b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i></p>

<p><b>5</b> <b>Lesson 5</b> <b>Digital</b></p>	<p><i>All:</i> <i>Understand uses for digital skills.</i></p> <p><i>Most: 2.1 describe tasks that require digital skills</i></p> <p><i>Some: 2</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Complete work sheet page 17/18 describe PowerPoint, word, publisher, and excel.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>		



Week No or W/C	Learning Objectives <i>What will students learn by the end of the lesson?</i>	Learning <i>How will students develop and work towards the learning outcomes?</i>	Differentiation <i>How will student access learning activities to varying levels?</i>	Assessment for Learning (Formative and Summative) <i>How will you know students have achieved the learning outcomes?</i>	Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies <i>How will the above be embedded?</i>
<p align="center"><b>6</b> <b>Lesson 6</b> <b>Digital</b></p>	<p><i>All:</i> <i>Be able to use digital tools to find information</i></p> <p><i>Most: 3.1 use the internet to find information on a subject from different sources.</i></p> <p><i>Some: 2</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Follow guidance on page 18 of your work book and find information on a chosen career. Record findings on page 1.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p align="center"><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p align="center"><b>Developing digital skills and safety knowledge.</b></p> <p align="center"><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p align="center"><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p>		<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i></p>	

<p>Where there students who need to re-visit the content next lesson?</p> <p>Are there adaptations to the session needed to be made when next delivered?</p>		<p>Pens Work books White board</p>
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<p><b>Week No or W/C</b></p>	<p><b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i></p>	<p><b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i></p>	<p><b>Differentiation</b> <i>How will student access learning activities to varying levels?</i></p>	<p><b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i></p>	<p><b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i></p>
<p><b>7</b> <b>Lesson 7</b> <b>Digital</b></p>	<p><i>All: Be able to use digital tools to find information</i></p> <p><i>Most: 3.2 present information using different digital tools.</i></p> <p><i>Some: 2</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p>

		Complete task on page 20 of workbook, create a powerpoint of 6 slides on a chosen career. Record websites used.			<p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p>Good internet ethics and knowledge.</p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<b>Next lesson:</b>		<b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i>		

<b>Week No or W/C</b>	<b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i>	<b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i>	<b>Differentiation</b> <i>How will student access learning activities to varying levels?</i>	<b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i>	<b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i>
<b>8</b> <b>Lesson 8</b> <b>Digital</b>	<i>All:</i> <i>Be able to use digital tools to find information</i>	Write in full sentences using correct spellings,	Students requiring additional help will have one to one help, and be in small	Formative, students will be asked to share findings with	<b>Creating an inclusive culture, equal access to opportunities,</b>

	<p><i>Most: 3.1 use the internet to find information on a subject from different sources</i></p> <p><i>Some: 3.2 present information using different digital tools.</i></p>	<p>punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Complete the task on page 22 (plan a holiday) record websites used. Use excel to complete task on page 23.</p>	<p>groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>		

Week No or W/C	Learning Objectives	Learning	Differentiation	Assessment for Learning	Specific Promotion of Equality and
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	<u>What</u> will students learn by the end of the lesson?	<u>How</u> will students develop and work towards the learning outcomes?	<u>How</u> will student access learning activities to varying levels?	<b>(Formative and Summative)</b> <u>How</u> will you know students have achieved the learning outcomes?	<b>Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> How will the above be embedded?
<b>9</b> <b>Lesson 9</b> <b>Digital</b>	<p><i>All: Understand uses for digital skills and tool.</i></p> <p><i>Most: 2.2 explain the advantages and disadvantages of different tools</i></p> <p><i>Some:</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Compete task on page 24, explain the advantages and disadvantages for each type of digital communication.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p>		<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i></p>	

<p>Are there adaptations to the session needed to be made when next delivered?</p>		<p>White board</p>
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<p><b>Week No or W/C</b></p>	<p><b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i></p>	<p><b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i></p>	<p><b>Differentiation</b> <i>How will student access learning activities to varying levels?</i></p>	<p><b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i></p>	<p><b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i></p>
<p><b>10</b> <b>Lesson 10</b> <b>Digital</b></p>	<p><i>All:</i> Understand uses for digital skills and tool.</p> <p><i>most:</i> 3.2 present information using different digital tools.</p> <p><i>Some:</i></p>	<p>Write in full sentences using correct spellings, punctuation, and grammar. Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p>	<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor. Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when</b></p>

		Using powerpoint complete the task on page 25			<p><b>using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b>  <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<b>Next lesson:</b>		<b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i>		

<b>Week No or W/C</b>	<b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i>	<b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i>	<b>Differentiation</b> <i>How will student access learning activities to varying levels?</i>	<b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i>	<b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i>
<b>11</b> <b>Lesson 11</b> <b>Digital</b>	<i>All:</i> <i>Understand uses for digital skills and tool.</i>	Write in full sentences using correct spellings, punctuation, and grammar.	Students requiring additional help will have one to one help, and be in small groups to ensure	Formative, students will be asked to share findings with group and one to one with tutor.	<b>Creating an inclusive culture, equal access to opportunities, learning materials do not discriminate</b>

	<p><i>most: 4.1 give examples of own digital skills that need to be developed 4.2 describe ways these digital skills can be developed.</i></p> <p><i>Some:</i></p>	<p>Take part in informal discussions. Practise reading techniques. Complete work sheet in booklet. Digital foot print video. See PT lesson plan.</p> <p>Chose your favourite digital programme and complete task on page 27 of your work book</p>	<p>plenty of support is given. More able students to be encourage to note take in discussions and work independently.</p>	<p>Work will also be marked with feedback. Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p><b>against individuals cultural context considered.</b></p> <p><b>Developing digital skills and safety knowledge.</b></p> <p><b>Awareness of British laws when using the internet. (cyber bullying)</b></p> <p><b>Good internet ethics and knowledge.</b></p>
<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptiones to the session needed to be made when next delivered?</i></p>	<p><b>Next lesson:</b></p>		<p><b>Resources for lesson:</b> <i>Internet Computer Pens Work books White board</i></p>		



<b>Week No or W/C</b>	<b>Learning Objectives</b> <i>What will students learn by the end of the lesson?</i>	<b>Learning</b> <i>How will students develop and work towards the learning outcomes?</i>	<b>Differentiation</b> <i>How will student access learning activities to varying levels?</i>	<b>Assessment for Learning (Formative and Summative)</b> <i>How will you know students have achieved the learning outcomes?</i>	<b>Specific Promotion of Equality and Diversity, British Values, Employability, PSHE/RSE, Religious Studies</b> <i>How will the above be embedded?</i>
<p style="text-align: center;"><b>1</b> <b>Lesson 1</b> <b>Career Planning</b></p>	<p><i>All:</i> Be able to recognise suitable jobs or training opportunities.</p> <p><i>Most:</i> 1.1 Identify sources of careers advice and guidance</p> <p><i>Some:</i> 1.2 Give examples of career options relevant to own interests</p>		<p>Students requiring additional help will have one to one help, and be in small groups to ensure plenty of support is given.</p> <p>More able students to be encourage to note take in discussions and work independently.</p>	<p>Formative, students will be asked to share findings with group and one to one with tutor.</p> <p>Work will also be marked with feedback.</p> <p>Summative, Princes trust booklet completed with cross reference to work/ criteria and feedback from tutor</p>	<p style="text-align: center;">.</p>

<p><b>Notes to reflect on delivery of content:</b> <i>What went well/Even better if</i></p> <p><i>Where there students who need to re-visit the content next lesson?</i></p> <p><i>Are there adaptations to the session needed to be made when next delivered?</i></p>	<p><b>Next lesson:</b></p>	<p><b>Resources for lesson:</b> <i>Internet</i> <i>Computer</i> <i>Pens</i> <i>Work books</i> <i>White board</i></p>			