



**Melland
High School**

BRIGHT FUTURES EDUCATIONAL TRUST



Sixth Form Parent / Carer Curriculum Guide

2023-2024



Melland High School
BRIGHT FUTURES EDUCATIONAL TRUST

Melland Curriculum Drivers

Vocabulary



Specialist Pedagogies



Flexible Curriculum Pathways



Powerful Knowledge



S.M.S.C.



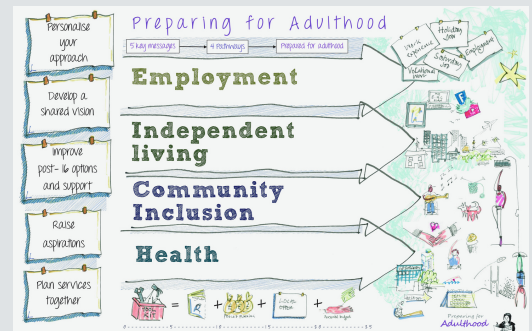
Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. For more detail on each curriculum driver please visit our website.

Preparing For Adulthood

Preparing for Adulthood outcomes is the golden thread which runs through the entire Sixth Form curriculum.

The four areas outlined are central to young people with SEND progressing successfully into adulthood and are at the foundation of our curriculum planning.

The four areas will be reflected differently within each pathway and programme and will be tailored to the individual through EHCP planning and target setting.





























Skills for Life Programme










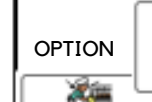


















Skills For Life promotes the use of a common language to promote five key skills : teamwork, communication, self-belief, problem solving and self-management, and the programme is committed to increasing opportunities for Manchester's children and young people to practice these skills.

In Sixth Form these skills are are embedded across the curriculum with a particular focus on developing these skills through our careers provision and our work-focussed vocational lessons.

Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------|--|---|--|--|---|
| Tutor group (9.20-10.00) |  Enrichment |  Enrichment |  Enrichment |  Enrichment |  Enrichment |
| Lesson 1 (10.00-11.10) |  Independent Living Skills |  Careers | OPTION  Hospitality and Catering  Horticulture | OPTION  D of E  Art and Creativity |  Digital Skills |
| Break | | | | |  Break |
| Lesson 2 (11.20-12.30) |  Independent Living Skills |  Careers | OPTION  Hospitality and Catering  Horticulture | OPTION  D of E  Art and Creativity |  Wellbeing |
| Lunch | | | | |  Lunch |
| Lesson 3 (1.30-3.25) |  Leisure And Recreation |  Sports And Leisure |  Literacy |  Numeracy |  Enrichment |

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| Lunch | | | | |  Lunch |
| Lesson 3 (1.30-3.25) |  Leisure And Recreation |  Sports And Leisure |  Literacy |  Numeracy |  Enrichment |



Literacy

The overall aim of literacy in sixth form is to support students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills. Students develop functional skills in practical subject areas which relate to real life, everyday situations. Students focus on the development of specific skills within communication, speaking & listening, reading and writing and developing employability skills.

Students will use their literacy skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

Content

Term 1

The focus for this term is to develop communication skills through accessing a range of games, activities, group work and independent research. Students will respond to others and ask questions through a range of tasks to promote positive interactions and discussions. They will then create a presentation on something that is meaningful to them; a musician, an author, a sport a movie- they will make that choice. They will work on improving their confidence before sharing their work in front of a small audience.

Term 2

The first half of the term will be focussed on a learning about the characters and events in a book and creating an interest in reading through studying the graphic novel 'Percy Jackson and the Lightning Thief.' Students will get the opportunity to discuss the themes and share their personal preferences about this genre.

The second part of the term will be spent on developing skills to complete online research where they will explore different websites and identify their main features. They will identify and extract key information relevant to a current news story and present their findings in an appropriate format.

Term 3

The focus on the first half term is learning about how literacy skills can aid and support travel. Students will access travel information and plan routes and learn about how technology can support them when travelling. This will encompass developing skills in ensuring they can keep safe in the community.

The final term of the year will ensure the students can share and present information about themselves clearly. They will practice interviewing skills and work on creating an up to date CV and one page profile ready for their next steps.

Home Learning Activities:

- Read for 10 minutes everyday. This can be magazines, articles online, books, leaflets.
- Write shopping lists and recognise words to locate items in the supermarket.
- Choose another graphic novel to read with your family.
- create your own comic series with pictures and words or symbols.
- Access online transport tools such as nationalrail.co.uk and tfgm.com to develop your understanding of independent travel.
- Use accessibility tools to support literacy at home you can download Microsoft Lens on any device to support reading.

Should you require any more information or have any Literacy specific queries please contact:

hharrison@mhs.bright-futures.co.uk



Numeracy

The overall aim of numeracy in sixth form is to enable students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills. Students develop functional skills in in practical subject areas which relate to real life, everyday situations. Students develop specific skills within number, measure shapes and space, and handling information and data as well as developing employability skills.

Students will use their acquired numeracy skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

Content

Term 1

During term 1 introductory numeracy taster sessions, students will be engaging in hands-on cooking with recipe-following, measuring, and sequencing. Technology sessions feature nature photo capture with discussions on composition and editing. Art and creativity lessons foster exploration of colour, shape, and patterns. Sports and leisure tasters may involve timed fitness challenges. In term two students will develop skills within Numeracy in Cooking, students hone skills through interactive experiences, mastering measurements, and recipe sequences. This dynamic approach applies numeracy concepts in a real-world context, enhancing practical skills and understanding in the kitchen.

Term 2

The two units focussed on this term are; numeracy in independent use of technology and shape, colour and creativity. During the first term students access photography, digital art, collages, slideshows, music, and journaling to build skills. Photography lessons teach composition, lighting, and nature appreciation on walks. Digital art uses apps to make geometric artworks. Collaging and slideshows reinforce sequencing and spatial layouts. Music playlists teach ordering, patterns, and duration. Journaling activities encourage numeric and visual representation. The Shape, Colour and Creativity unit teaches artistic concepts through outdoor inspiration, mosaics, colour analysis, galleries, and visiting local public art.

Term 3

The two units focussed on this term are; Numeracy in Sport and The world of Work. The Sports unit will develop numeracy across 6 active lessons. Students will visit parks to play games involving counting, scoring, and tallying for reinforcement. Dance routines with repeated steps teach sequencing. Leisure centre sports like laps and volleys build math skills through movement. Yoga links poses with counts. Surveys collect and analyse data on sports interests. The World of Work unit includes cafe visits to practice transactions, interviews to learn routines, workplace tours to see operations, projects to follow steps, and career reflections.

Home Learning Activities:

- Read for 10 minutes everyday. This can be magazines, articles online, books, leaflets.
- Students can practice related skills like following recipes or taking photos.
- Students can use tech devices at home to help with shopping.
- Find new recipes to follow and complete each step in the sequence.
- Help to create the weekly shopping list and help find the items in the shop.
- Use a self service checkout.
- Learn about keeping your bank card and PIN safe.
- Look at online banking and learn how to check your balance.
- Save for something you want to buy.
- Create a budget with your own money for the day/weekend.
- Students can discuss career interests and required steps

Should you require any more information or have any Numeracy specific queries please contact:

tgregson@mhs.bright-futures.co.uk

Digital Skills

Digital Skills aims to enable students to initiate and participate in digital and online activities safely in the workplace and other real-life contexts. Digital skills supports students to access their community as fully as possible, gain as greater degree of independence as individually possible and to develop transferrable employability skills. Students develop practical digital skills within the areas of using devices and handling information, creating and editing, communicating online and being safe and responsible online. Students will use their acquired digital skills and apply them to real contexts and scenarios including vocational situations and community scenarios.

Content

Term 1

In the first term, lessons emphasise social media literacy and internet safety, encouraging students to analyse memes and craft pledges for responsible online behaviour. A tablet introduction unfolds through a treasure hunt, promoting app navigation. Storytelling skills develop with narratives featuring tech elements, and foundational animation is explored through a greeting animation exercise. Concluding this phase, students present personal information digitally via time capsules. Transitioning to the social networking unit, the focus sharpens on online interactions. Students create interactive mind maps reflecting their hobbies and interests, fostering responsible and engaging digital participation.

Term 2

The two unit focussed on this term are; Touch Technology and Storytelling. In the Touch Technology unit, students study iPad features with hands-on navigation and gesture exploration. They create digital art using drawing apps and delve into augmented reality experiences. During the second term students embark on digital storytelling adventures. They use digital tools for storyboarding, explore branching narratives with "Choose Your Adventure," and create audio stories with ambient sounds. Photo stories capture visual journeys with captions, while character creation involves crafting unique digital characters. The unit culminates in a story showcase, encouraging class sharing, feedback, and appreciation.

Term 3

The two unit focussed on this term are; Animation and Presenting Personal information and CV's. In the Animation unit, students explore the art form step by step—starting with flip books, progressing to stop motion with playdough, and experimenting with beginner-friendly apps. They animate characters, create captivating backgrounds, and celebrate their masterpieces in an animated showcase. In the Personal Information and CVs unit, students craft digital self-portraits. They design interactive boards detailing personal interests, create CVs highlighting strengths, and weave personal narratives into PowerPoint presentations. Peer feedback sessions encourage constructive critique, leading to a Presentation Day where students showcase their work.

Home Learning Activities

- Discuss internet safety and practice online etiquette.
- Allow use of tablet where available to enhance learnt skills.
- Visit students ThingLink at home.
- Download simple art apps for practice.
- Display student animations and art.
- Discuss emerging skills and future goals.

Should you require any more information or have any Digital Skills specific queries please contact:

tgregson@mhs.bright-futures.co.uk



Careers

Careers sits at the heart of the sixth form curriculum, this is underpinned by our careers programme. Our careers curriculum aims to improve students self awareness of their own personal skills and qualities, develop key employability skills, help students to make informed choices about their future and to prepare them for their transition into the ever-changing world of work.

Our careers programme is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to 'learn by doing' in class, throughout school, in the local community and by access to a range of specialist professionals including sessions with an independent Careers Advisor.

Content

Term 1

Students will develop an understanding of various job opportunities within the creative sector and enterprise sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and with support record their progress using Kloodle. Students will also learn about personal information, form filling and different styles of CVs such as digital and video CVs.

Term 2

Students will develop an understanding of various job opportunities within the health and beauty sector and manual sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and with support record their progress using Kloodle. Students will also learn about labour market information, how to search for jobs and what information is needed to apply for a job.

Term 3

Students will develop an understanding of various job opportunities within the retail, hospitality and tourism sector and public sector, including identifying their own personal interests and strengths, as well as acquiring skills and knowledge to pursue careers in this field. They will identify the skills needed to work in the sector and reflect on whether they possess those skills personally. They will evaluate how well they have used these skills and record their progress using Kloodle. Students will also learn about preparing for a job interview and take part in a practise interview.

Home Learning Activities

- Students can research job and training opportunities within the sectors we have been learning about on the National Careers Service website:
<https://nationalcareers.service.gov.uk/>
- Students can also add to their online CV on the Kloodle platform:
<https://homepage.kloodle.com/>
- Students can log on to Kloodle via outlook using their school email address and password.

Should you require any more information or have any Careers specific queries please contact:

croberts@mhs.bright-futures.co.uk



Sport & Leisure

In Sixth Form this session moves away from a traditional Physical Education session and becomes a session where students are supported to develop life-long fitness and activity in whatever way is right for them.

The sessions aim to develop an increased knowledge of students' preferences when it comes to activity and control over their own decisions when it comes to exercise in order to develop sustainable exercise beyond school and into adulthood. Students are supported to develop their knowledge of activities to allow them to take part with independence alongside their peers, positively impacting their cultural and social capital. Students are also provided with links into their local community so that they can begin to develop sustainable exercise habits as members of their own communities.

Content

Term 1

In Term 1 of Sport and Leisure, students choose between two activity streams: team games, including basketball, football, dodgeball, and multisport, or walking. The focus is to encourage them to find an enjoyable activity that promotes a healthy and active lifestyle. Team games not only enhance physical skills but also foster teamwork and sportsmanship, vital for their overall well-being and future employability. The walking option emphasises leisurely and enjoyable walks, improving cardiovascular endurance and instilling the idea that physical activity can be both pleasurable and health-promoting.

Term 2

Term 2 will see a continuation of the opportunity to promote independence and fitness. Students will be given the option to mirror real life where they can make choices of how to keep healthy and active. They can choose a different activity each week but the range stays the same for 3 weeks. Term two will give them the option to complete a walk (approx. 5kms) or take part in circuit training/ health related fitness activities in school.

Term 3

The final term of the year will see the students continue to develop their teamwork and communication skills through accessing rounders and cricket sessions. The option of going off site to access a fast-paced walk will also be available on a carousel and again, this gives the students the ability to make choices each week depending on how they would like to be fit and active on the day. Encompassing physical movement, promoting a healthy lifestyle and gaining skills for life, the students will develop a breath of skills throughout the term.

Home Learning Activities

- Consider joining a sports club outside of school to further explore and enjoy your chosen physical activity.
- Go for long walks with family/carers.
- promote physical activity as a positive family bonding experience.
- Take part in fitness workouts at home, talk about the importance of maintaining an active and healthy lifestyle outside of school.
- Play football in the garden with your family or go to your local park to play catch or team games like tennis or basketball.
- Go on the local offer website and find things to join in with locally:
manchester.gov.uk/localoffer

Should you require any more information or have any Sport & Leisure specific queries please contact:
hharrison@mhs.bright-futures.co.uk



Wellbeing

The wellbeing curriculum in sixth form is the key stage 5 equivalent of PSHCE/RSE curriculum. The curriculum aims to support our students to become confident, independent members of society with an awareness of their rights and responsibilities as individuals and as part of a diverse society. Our wellbeing curriculum plan is tailored to our students' needs and priorities.

The curriculum aims to enable students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. Through the threshold concepts of: health and wellbeing, living in the wider world and relationships.

Content

Term 1

During the Autumn term students will focus on 'planning for the future' in the first half term before moving on to focus on respectful relationships during the second half term.

During the first half term students will explore future post-school opportunities including post-19 college options as well as developing their own one-page profiles and learning about EHCP reviews.

During the second half term students will learn about positive relationships and recognising abuse. Students will learn about assertive communication and consent as well as learning about strategies for managing negative/dangerous situations or relationships.

Term 2

During the second term students will learn about independence within health and wellbeing before focussing on readiness for work in the second half term.

Students will learn about responsible health choices, managing change and managing health and wellbeing including sexual health into adulthood.

Following that students will focus on readiness for work where they will learn about preparing for the world of work, work expectations, career opportunities as well as how to get a job and recruitment processes.

Term 3

During the Summer term students will learn about diversity & inclusion during the first half term before learning about health choices and safety. Throughout this term students will learn about living in a diverse world and what that means to them as well as learning how to challenge prejudice and discrimination should they encounter it.

During the second half term students will learn about personal safety in the community as well as focussing on first aid and the impact of substance use.

Home Learning Activities

- Explore post-19 options together. Look at local colleges and take a virtual tour.
- Look at post-19 college website including The Manchester College: tmc.ac.uk and Loreto College: Loreto.ac.uk
- Talk about the lesson content on the same day as the lesson has taken place. Ask questions and reflect on the subject matter together.
- Talk about health appointments. Support your child to make their appointments if possible.
- Talk about different career paths. Look at local jobs on reed.co.uk and create practice applications. Find your dream job and talk about it.
- Find a part time job and apply for it.



Independent Living Skills

This session aims for students to have access to a range of physical and social environments to develop concepts, attitudes, knowledge and skills which enable them to take their place as adults in society in a way which is enjoyable, fulfilling and with as higher degree of independence as individually possible.

It involves a high degree of practical activities which with the overall aim of developing skills which allows students to achieve as high a degree of personal independence and safety as possible within their daily lives leading to potentially living independently or semi-independently in the future. St

Content

Term 1

In term one, the two units pupils will focus on are: cleaning routines and personal hygiene. Students will delve into practical cleaning skills, understanding safety measures, and the significance of eco-friendly cleaning products. The "Gorton Clean Team" project has them forming mini cleaning companies, which equips them with the skills necessary for employment in the cleaning and maintenance sector. This hands-on experience prepares them for future roles in which cleanliness, safety, and team collaboration are essential. It's an opportunity for students to develop the discipline and skills needed to maintain a tidy and hygienic workspace, skills that translate into valuable real-life competencies.

Term 2

The two units pupils will focus on this term are: financial responsibility and planning meals for a period of time. The Financial Responsibility unit equips students with crucial financial skills. They practice currency identification, budgeting with mock salaries, prioritising needs vs. wants, safe online shopping, exploring savings strategies, and recognising common scams. These hands-on activities aim to enhance financial literacy and decision-making. In term 2 students acquire vital skills for balanced nutrition and budget-friendly choices. They explore the Eatwell Guide, create meal plans, execute recipes, design weeklong planners, engage in a cook-off for teamwork, analyse food labels for healthier choices, and experience the joy of growing food.

Term 3

The two units pupils will focus on this term are: Travel and Using local facilities for Health. In the "Travel" unit, students plan routes and calculate travel time, create safety guidelines, navigate a map-based activities, budget for a day trip, explore travel apps, and role-play scenarios. This unit develops practical navigation, safety awareness and addresses budgeting. The Using local facilities for Health unit develops practical health skills. Students engage in role-play for patient-provider interactions, learn about prescriptions, and explore mental health strategies. Physical challenges enhance fitness understanding, while check-up role-play emphasises the importance and frequency of health assessments.

Home Learning Activities

- Consider joining a sports club outside of school to further explore and enjoy your chosen physical activity.
- Encourage students to create a cleaning routine for their home.
- Teach them about safe storage of cleaning chemicals at home.
- Assign specific cleaning tasks for them to complete at home, both daily and weekly.
- Help create a budget for personal expenses.
- Discuss the difference between needs and wants and encourage wise choices.
- Talk about online shopping safety and discuss their online purchases.
- Plan trips or outings with family, considering routes, attractions, and safety.
- Talk about travel safety and how to create safety guidelines for family trips.
- Practice map-reading skills by planning outings using maps.

Should you require any more information or have any Independent Living Skills specific queries please contact:

tgregson@mhs.bright-futures.co.uk



Independent Living Skills

This session aims for students to have access to a range of physical and social environments to develop concepts, attitudes, knowledge and skills which enable them to take their place as adults in society in a way which is enjoyable, fulfilling and with as higher degree of independence as individually possible.

It involves a high degree of practical activities which with the overall aim of developing skills which allows students to achieve as high a degree of personal independence and safety as possible within their daily lives leading to potentially living independently or semi-independently in the future.

Content

Term 1

During the first term students will be focussing on household cleaning routines and planning meals for a period of time. During the household cleaning module students will learn about creating a household cleaning schedule for each room of the house. Students will build up their practical skills aiming to be able to carry out each cleaning task as independently as possible. This includes hoovering, dusting, washing dishes, mopping as well as hanging clothes and changing sheets. During the planning meals module students will build up to planning meals for a day/weekend and creating a shopping list according to their plan. Students will then use technology to support shopping and work on budgeting with support.

Term 2

During this term students will focus on personal presentation and hygiene in the first half term before going on to focus on financial responsibility. Students will be supported to plan their clothing for different events including work, social events and interviews as well as discussing hygiene routines. Students will then go on to learn about bank accounts including learning about how to open one. Students will also learn about using bank cards and cash machines as well as online shopping. A big focus is placed on keeping financial information safe including PIN, password and their personal information. Students will also discuss what they may have to budget for when they are older.

Term 3

This term students will focus on journey planning in the first half term before moving onto using local health facilities in the community. Students will learn about personal safety in the local community as well as using technology to plan local journeys both on foot and using public transport. Students will take part in a high level of practical activities in the local community with support.

We will then focus on using community health facilities. Students will learn about health professionals and their roles as well as practicing making phone/ online appointments for themselves.

Home Learning Activities

- Household cleaning – practice all of the things that we have done in school in each room of the house.
- Create you and your household a cleaning schedule by each room and assign jobs to each of you.
- Sort laundry and learn to use the washing machine. Hang clothes outside and help put them away when they are dry.
- Create a meal plan for the week.
- Create a shopping list for your meal plan and then go shopping with your parents/carers.
- Practice kitchen skills with supervision. Help out with cooking.
- Practice planning journeys using Google Maps.
- Practice using public transport. Look out for the bus number you need and use your bus pass when you get on. Look out for the right stop when you have reached your destination.

Should you require any more information or have any Independent Living Skills specific queries please contact:

cjohnson@mhs.bright-futures.co.uk



Hospitality & Catering

As part of their timetable students spend two mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

Content

Term 1

Throughout this term students will focus on improving and developing their baking skills. They will be challenged to work safely using a range of cooking resources and equipment to produce edible snacks. Learners will also be challenged to recognise and understand about germs, cross contamination and the importance of personal hygiene when working with food.

Term 2

During the spring term, the group will extend their kitchen skills by cooking and by making a variety of common snacks and light meals. We will learn about the different types of jobs with hospitality and catering and apply skills and qualities through practical exploration of roles. Learners will also focus on recognising and reacting to potential kitchen hazards.

Term 3

In the summer term learners will be making hot foods, they will be challenged to use and extend their understanding of cooking methods to produce meals using a range of ingredients. We will learn about the importance of food safety, how to recognise spoilage in food, use by dates and correct methods of storing food. The group will further be challenged to apply their job role knowledge by running a group mini enterprise.

Home Learning Activities

- Use BBC food recipes to practice cooking meals at home.
- Practice key kitchen skills including chopping, peeling & grating.
- Learn to make hot drinks with support.
- Design a hand washing poster to display at home.
- Help to unpack and store weekly food shopping items correctly.
- Help to clean the kitchen at home, use different cleaning equipment, with support, to remove germs and keep areas clean.
- Visit local cafes or restaurants to learn more about job roles and hospitality and catering environments.

Should you require any more information or have any Hospitality & Catering specific queries please contact:

jroscoe@mhs.bright-futures.co.uk

Duke of Edinburgh

As part of their timetable students spend two mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

Content

Term 1

In term one, students will focus on the volunteering and physical sections. During Duke of Edinburgh lessons, students can choose to volunteer through mentoring younger peers or fundraising for charity. Activities may include washing cars, crafts for the winter fair, etc. For Bronze, volunteering lasts 3 months in lessons. For Silver, students volunteer 3 months in lessons, then at lunchtimes for 3 more months. The physical section takes place in Sport & Leisure, where students take part in two fitness activities per week to improve over time. Teachers provide guidance on setting fitness goals

Term 2

In the exciting second term, students roll up their sleeves for a full three months of hands-on preparation for the DofE Bronze/ silver expeditions. They're on a mission to master the nitty-gritty skills that'll make their adventure a breeze. From decoding maps to using a compass, estimating distances, and tackling unfamiliar terrain – it's all in the mix. But that's not all! They're also diving into the essentials like first aid, camping skills, nailing down plans, smart budgeting, and mastering teamwork. It's a comprehensive unit designed to ensure they step into their outdoor adventure with not just skills but the confidence to conquer it all.

Term 3

In the final term, DofE Bronze and Silver participants embark on a 2-day/1-night or 3-day/2-night practice expedition, supervised and guided by teachers. This hands-on experience sets the stage for the assessed qualifying expedition, a challenging showcase of their skills. Teachers offer ongoing support, ensuring a safe and enriching journey. Post-expedition, participants document their experiences. The awards ceremony is the grand finale, celebrating their achievements and marking the successful completion of the DofE Bronze and Silver awards, a significant milestone in their sixth form adventure.

Home Learning Activities

- Practice using a map and compass to find local landmarks.
- Talk about one expedition skill they have learned each week.
- Assist in making a packing list for expedition.
- Allow use of home exercise equipment 30 mins/day.
- Go for a walk or jog together 2 times per week.
- Spend time outside together - visit local parks and build up walking distance.

Should you require any more information or have any Duke of Edinburgh specific queries please contact:

tgregson@mhs.bright-futures.co.uk

Horticulture

As part of their timetable students spend two mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

Content

Term 1

During the autumn term students will be introduced to Horticulture careers and the core skills and tasks which make up the job role.

Students will learn about the different tools and equipment needed for the practical jobs within this career sector and will be supported to learn to use each one safely. They will be supported to learn to use equipment including trowel, rake, hand-fork, secateurs, and wheelbarrow with independence. Students will learn about safety in the workplace including the personal protective equipment they must wear. Students will use their skills to begin work on the school horticulture area.

Term 2

This term students will further develop their use of tools and will be supported to become more proficient at using each one safely and for a purpose. Students will be responsible for maintaining the school horticulture area with their skills. They will learn to prepare soil for planting, clear an area of unwanted debris, assist in cultivating soil by hand as well as sowing seeds under supervision.

Students will also learn about the conditions that plants need to thrive and the steps that plants progress through as they are growing. Students will continue to learn about safety and storing tools safely.

Term 3

In the final term of the year students will be challenged to take their skills into a community project as part of an exciting group work placement. Students will work alongside community partners at RHS Bridgewater to contribute to the maintenance of the plants within the grounds. Students will be assisting with planting as well as taking care of existing planting areas and any other practical jobs required. Students will end the year by investigating jobs/courses within the industry and taking part in mock interviews.

Home Learning Activities

- If you have access to a garden you can practice all of the skills we have learnt with supervision.
- This includes watering plants, weeding areas, preparing soil, planting seeds/flowers, cutting back overgrown areas with supervision.
- Look after plants indoors, create a schedule for watering them and record when you have done this.
- Measure your plants inside and keep a record of their growth.
- Plant seeds and create a herb garden.
- Take photos of flowers/plants that you like and try and find out more about them.
- Go to a garden centre and look at all of the plants/flowers at different times of the year.
- Walk in a park and count how many different types of plants/flowers you find.
- Find out more about bees and how you can plant to support them.

Should you require any more information or have any Horticulture specific queries please contact:

cjohnson@mhs.bright-futures.co.uk

Art & Creativity

As part of their timetable students spend two mornings each week accessing vocational options which are linked to work sectors. Students have been able to choose from a range of options which all support vocational development and future aspirations. Content in these vocational options sessions is mapped to relevant nationally recognised Entry Level criteria and is supported by our careers programme. Nationally recognised accreditation is offered within these sessions where it is available and relevant. These units link directly into meaningful further education and training opportunities within the city including courses and supported internships.

Content

Term 1

During the autumn term students will be focussing on modelling and sculpture before working alongside artists from Venture Arts charity to produce a personal piece. During our sculpture project students will be learning the different types of sculpture and modelling techniques as well as developing their use of modelling tools to create texture. Students will also be developing fine motor skills through the sculpting process as well as using their imagination to create original models. After half term students will be working alongside artists from Venture Arts where they will use a combination of sketching, collaging, colouring, tracing and writing to create a personal piece culminating in showcasing their work at the Winter Fair.

Term 2

This term students will begin work on their nationally recognised accreditation Arts Award, Discover. Over the term students will experience different visual art forms to develop their understanding of a range of art form and the connection to their own lives. Students will be supported to participate in different arts activities over the term. Students will also build up knowledge of an artist that they are interested in and find out about their work. Finally students will share their work with the sixth form community showcasing their pieces whilst being challenged to reflect on their experiences. To gain their award students will build up a portfolio of evidence which demonstrates their progress in all areas.

Term 3

In the final term of the year students will initially be supported to complete their Arts Award portfolio, completing the artist research element and showcasing any work that they have now completed as part of a sixth form exhibition. Students will then submit their completed portfolio to gain their award. Once this has been completed students will form part of the Sixth Form Prom committee where they will create different art pieces in the theme of the Olympics ready for the prom at the end of the year. Students will use different mediums and materials including, paint, chalk, photography, digital art, collage and sculpture to create the themed pieces.

Home Learning Activities

- If you have access to paper and art materials at home create your own pieces using different materials. Please get in touch with us at school if you require any support with accessing resources.
- Look up your artist at home that you will be researching, choose your favourite piece and look at it together.
- If you have access to playdough or plasticine practice the techniques you have learnt and create some original models. Email us a picture at school to showcase your work.
- Find out about Manchester Artists.
- Find out about and visit local art galleries. Review them afterwards and talk about your favourite pieces.