



Overview of Horticulture Class Planning for Term 2 November/December 2023



English	Activities	Resources & Key Vocabulary
<p>AIMS Units</p> <p>Focus – Speaking and Listening to Obtain Information</p> <p>AIMS Units:</p> <p>Entry 1 Y/650/5858</p> <p>Entry 2 D/650/5878</p> <p>Entry 3 M/650/5936</p> <p>To be able to obtain information from others by speaking and listening.</p>	<p><u>Focus – Speaking and Listening to Obtain Information AIMS Units</u></p> <p>Reading and writing about a variety of explanation, instruction and narrative texts.</p> <p>Pre-Entry: Creating sentences using Colourful Semantics.</p> <p>Entry 1: Writing simple sentences about a topic.</p> <p>Entry 2: Writing simple and compound sentences about a topic.</p> <p>Entry 3: Writing a paragraph about a topic.</p> <p>Resulting discussions from these texts.</p> <p>Pre-Entry</p> <ul style="list-style-type: none"> • To ask relevant questions during discussion. • To answer simple questions demonstrating understanding. <p>Entry 1</p> <ul style="list-style-type: none"> • Using key word to listen for detail. • To listen for and identify the gist of short explanations in familiar situations. • To follow single-step instructions. • To ask questions. <p>Entry 2</p> <ul style="list-style-type: none"> • To listen and identify the gist, details and main points of explanations, instructions and narratives. • To follow oral instructions to carry out a task. • To ask questions and make requests. <p>Entry 3</p> <ul style="list-style-type: none"> • To listen and identify the gist, details and main points of explanations, instructions and narratives in different contexts. • To use strategies to clarify and confirm understanding. • To make requests and ask concise questions. <p><u>Focus – Reading/Phonics</u></p> <p>Pupils read their individual reading books and have the opportunity to change them in the library. Each student to work on their own individualised reading/phonics targets twice a week.</p>	<p>Texts:</p> <p>How to Be Extraordinary by Rashmi Sirdeshpande</p> <p>Charlotte’s Web by E.B. White</p> <p>The Best Ever Baking Book by Jane Bull</p> <p>Key Vocabulary:</p> <p>gist</p> <p>detail</p> <p>explanation</p> <p>key word</p> <p>instruction</p> <p>question</p> <p>narrative</p> <p>presentation</p>



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Maths	Activities	Resources & Key Vocabulary
<p>AIMs Units</p> <p>Focus – Time & Money</p> <p>Entry 1 –</p> <p>Time – K/650/6004 Money – F/650/5996</p> <p>Entry 2</p> <p>Time – L/650/6014 Money – J/650/6012</p> <p>Entry 3</p> <p>Time – R/650/6025 Money – T/650/6026</p>	<p><u>Entry 1</u></p> <ul style="list-style-type: none"> • Pupils to work on activities based on recognising the months and seasons of the year. • Matching events to the correct year and season • Pupils to work through activities based on identifying coins e.g., coin recognition labelling activity and write them in number with the correct symbol (p) • Pupils to practice selecting coins for different contexts. <p><u>Entry 2</u></p> <ul style="list-style-type: none"> • To work on activities based on reading and writing dates in different formats. • Reading time displayed on analogue clocks in hours, half hours and quarter hours. • To practice reading time displayed in 12-hour digital clocks in hours, half hours and quarter hours. • Working through activities based on counting out coins to make amounts up to £1 and write with the correct symbols (£ & p) • Practice working out the cost in pence of more than one item and write with the correct symbols (£ or p) <p><u>Entry 3</u></p> <ul style="list-style-type: none"> • Working through activities based on reading times written in AM and PM from analogue and 24-hour digital clocks, in hours and minutes. • Working through activities based on measuring and recording times and dates in common formats. 	<p><u>Key Vocabulary</u></p> <p>Daily events</p> <p>Month</p> <p>Season</p> <p>Analogue clock</p> <p>Digital clock</p> <p>Pounds</p> <p>Pence</p>



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Pre-entry – Daily Events and Counting	<ul style="list-style-type: none">• Working through activities based on reading and recording a range of temperatures to the nearest labelled and unlabeled division• Working on activities based on comparing a range of temperatures of different places.• Accessing activities based on recording a range of money using decimal notations and to also demonstrate how they can identify place value in a range of decimal numbers.• Pupils to add a range of amounts of money without the use of a calculator and answer correctly by writing in pounds and pence. • Sequence 4 pictures of daily events – to be given a selection of pictures of daily events which they are to practice sequencing in the correct order e.g. getting up, breakfast, lunch and tea• To continue practicing the sequencing of daily events • To take part in different activities based on following a counting sequence to 7 i.e., filling in the missing number when given numbers to count.• To take part in different activities based on counting up to 10 objects.	
Life & Living Skills	Activities	Resources



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<p>AIMs Personal & Social Development Qualification</p> <p>Unit – Cleaning</p> <p>Entry 1 M/616/4387</p> <p>Entry 2 D/616/5938</p> <p>Entry 3 T/616/4388</p>	<ul style="list-style-type: none"> • Identifying areas that need to be cleaned. • Identifying areas that need cleaning more often than others. • Using cleaning equipment and cleaning products. • Handling equipment and products safely. • Activities based on matching cleaning equipment to the job they are designed for. • Researching the different cleaning products available and what they are used for. • Creating posters and completing activities based on matching products to the cleaning task. • Group discussions on what areas we especially need to keep clean e.g., bathroom and kitchen, Why? Completing activities based on keeping kitchens clean. • Completing activities based on identifying the cleaning that may be required in different rooms e.g., lounge – dusting and hoovering – kitchen – cleaning work surfaces and mopping floors. • Practising cleaning different areas using different equipment and products. <p>Entry 3 – To complete a cleaning routine e.g., timetable for cleaning the toilets or staff room.</p>	<p>Resources cleaning products</p> <p>cleaning equipment e.g., mop & bucket, hoover, dusters, cloths, sweeping brush, dustpan, and brush</p> <p>Key Vocabulary</p> <p>cleaning</p> <p>products</p> <p>equipment</p> <p>safety</p>
<p>Hospitality</p>	<p>Activities</p>	<p>Resources</p>
<p>Food hygiene and storage</p> <p>Foundation & Intermediate</p>	<ul style="list-style-type: none"> • Working on activities based on the causes and symptoms of food poisoning – creating posters and PowerPoints. • Activities based on identifying when food is not fresh. • Practicing identifying the ‘sell by date’ and ‘use by date’ on food packaging. • Working on activities based on sorting food into fresh, frozen and tinned. • Activities based on food storage. 	<p>Key Vocabulary: Food poisoning</p> <p>Cross contamination</p> <p>Storage</p> <p>Food hygiene</p>



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	<ul style="list-style-type: none"> • Following instructions to wear correct PPE during cooking/practical sessions. • Take part in cooking food hygienically 	
PSHE	Activities	Resources
<p>Focus – Feelings, attitudes and mental wellbeing (Self-care and recognising mental health conditions)</p>	<ul style="list-style-type: none"> • To recognise emotions and how to deal with them. • To identify common types of mental ill health (e.g. anxiety and depression). • To learn how to recognise the early signs of mental wellbeing issues. • To recognise the importance of healthy eating. • To understand the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. • To know and use strategies to help relax when feeling stressed. • To know how to ask for help with mental health. • To take part in mindfulness activities. 	<p>Key Vocabulary: emotions anxiety stress mental health sleep self-esteem</p>