

# Scheme of Work



Funded by

**Skills Funding Agency**



Course title: Circus Big Top Learning Course code:	Accreditation opportunities (Including Functional Skills)
Tutor: Jonothan Hope	Length, start and end date: 10 weeks
<b>Course aim(s):</b> <ol style="list-style-type: none"> <li>1. Provide fun learning opportunities for parents with their children based on a range of primary national curriculum subjects</li> <li>2. Provide opportunities for parents to learn with their children</li> <li>3. Promote to children learning as fun and important by involving parents in their learning</li> <li>4. Introduce elements of the primary national curriculum to parents</li> <li>5. Empower parents to support their children with school work</li> </ol>	
<b>Progression opportunities: Maths or English functional skills</b>	

No	Differentiated learning outcomes							What have you planned for Initial Assessment and does it include functional skills?
	Basic	>	>	>	>	>	Advanced	
	Outcome A		Outcome B			Outcome C		
1	Create and produce information using relevant sentences and select appropriate images when needed		Create and produce information using complex sentences and select and edit appropriate images when needed			Create and produce information using a range of interesting sentences and select, edit and align appropriate images when needed		IA Questionnaire
2	Construct a structure to roll, bounce and balance items		Construct a structure to roll, bounce and balance items and test ways to make it more successful			Construct, test and improve a structure to roll, bounce and balance items. Describe changes made and why.		
3	Record data in the form of time and distance into a simple table		Record data in a table and present in a simple graph			Record data in a table, present data in graph and compare data sets.		

4	Write a short story with at least 3 basic sentences with clear chronological progression	Write a short story with at least 3 complex sentences with clear chronological progression	Write a short story that includes at least 3 adjectives, verbs and adverbs, showing a challenge that the main character has to overcome	
5	Demonstrate how to balance on at least 2 different body parts for 10 seconds	Demonstrate how to balance on at least 4 different body parts for 30 seconds	Demonstrate how to balance on at least 4 different body parts for 45 seconds using at least 1 circus object	
6	Search and find relevant information using a search engine.	Search and find relevant information using a search engine and take simple written notes	Search and find relevant information taking notes using short hand form.	
7	Demonstrate increased confidence and skill using a range of IT	Demonstrate ability to create attractive documents using a range of IT including	Demonstrate ability to create well formatted documents and attractive and function presentations.	
8	Create and decorate a basic 3D object from scrap by cutting and sticking.	Create a 3D object from scrap by cutting and sticking and contribute to creating the joint model	Create two 3D objects from scrap by cutting and sticking neatly making decision as to the best way to create sturdy objects with neat, fine detail.	What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?
Outcomes for children (if family learning)				

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
	1	Parents with children complete forms together Tutor led Ability to juggle 2 or 3 items, dexterity, hand eye co-ordination – tutor observation Feedback from parents and children re observations Learner feedback Group discussion – learner input. Parents to prompt their children. Written work Written work Completion of LDs.	<b>Introducing... The Circus</b> Introduction to session outcomes Ground rules, re respect, when to speak / listen. Course overview Juggling, discuss health and safety, re how to throw, how high and how to avoid hit others. Video Video feedback Identifying jobs at the circus and their requirements Create a Job Advert Summary Learning diaries
	2	Tutor to circulate and join conversations. Tutor observations Tutor observations and learner input / verbal feedback Verbal feedback and tutor observation Written work Learner feedback Tutor observations of learners carrying out task Tutor led demonstration Tutor observation of learners completing task Please complete your learning	<b>Science: Forces of the Circus</b> Introduction to session outcomes Children participate in whole session Discuss learning through trial and error – everyday life, children’s learning. Children to build / create a variety of structures using PE equipment: Gravity Test Rolling Balancing Bouncing test Evaluation and learning diaries (incl. photos)

### Good practice checklist

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?
- Ensuring learners feel safe and able to raise issues and concerns?
- Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?

		diaries. What have you learnt today?	
1	Tutor led Learner input, Learner verbal feedback Tutor observations Performance from learners – self and peer evaluation	<b>English – Circus Stories</b> Introduction to session outcomes. Circus Story Storytelling techniques Phonics Re-read story Acting Reflection on learning Evaluation of session. Learners record own progress.	
3	Tutor led Learner feedback Practice throwing and improving techniques Input in activity and written work Parental support to children Written work	<b>Maths: Data Gathering</b> Introduction to session outcomes Data gathering Throwing and dropping practice Choosing a recording method Recording data Presenting data Analysing data Reflection on learning Evaluation of session. Learners record own progress.	
4	Tutor led Discussion with children / parents –feed back to group Learner discussion and feedback Written work and ideas generated by children Group discussion, ideas written on flipchart Learner feedback (ch) Written work Tutor observation	<b>English: Story Writing</b> Introduction to session outcomes Story reading Story discussion Story planning Section planning Word generation Punctuation checker Story writing with parents Story sharing Reflection on learning Evaluation of session.	

			Learners record own progress.
5	<p>Discussion</p> <p>Tutor observation of learners performing tasks</p> <p>Learner feedback - discussion</p> <p>Tutor observation of learners performing tasks</p> <p>Learner feedback – ideas generated</p> <p>Learners successfully able to spin plate</p> <p>Tutor observation of learners performing tasks</p> <p>Written work</p>	<p><b>P.E. Circus Performing</b></p> <p>Introduction to session outcomes.</p> <p>Matching circus jobs to skills</p> <p>Tight rope balancing</p> <p>Balancing equipment</p> <p>Balancing challenge</p> <p>Spinning plates</p> <p>Plates with balancing</p> <p>Ending jump</p> <p>Reflection on learning evaluation of session.</p> <p>Learners record own progress.</p>	
6	<p>Discussion – ideas / questions written on flipchart</p> <p>Decisions written on flipchart</p> <p>Tutor observations</p> <p>Written work / saved files with notes and copy-pasted text.</p> <p>Tutor observation of presentations of work</p> <p>Written work</p>	<p><b>History – Researching the history of the circus</b></p> <p>Introduction to session outcomes</p> <p>Deciding on research topics: challenge learners to find out about circus’ from other cultures / countries and where and how the circus began in Europe and America</p> <p>Choosing topics</p> <p>How to Search</p> <p>Suggested websites for children</p> <p>Taking notes</p> <p>Gathering information and taking notes</p> <p>Sharing</p> <p>Reflection on learning</p> <p>Evaluation of session.</p> <p>Learners record own progress.</p>	
7	<p>Tutor observation of learners successfully performing tricks</p> <p>Tutor observation</p> <p>Photos taken</p> <p>Tutor observation / files successfully uploaded from camera</p>	<p><b>ICT: Circus Media</b></p> <p>Introduction to session outcomes.</p> <p>Setting the scene</p> <p>Quick skills practice</p> <p>How to use a camera</p> <p>Photo shoot</p>	

		<p>to folder  Photos edited and saved  Tutor observation  File saved  Written work</p>	<p>Uploading to the computer  Viewing photos  Editing photos  Importing into programs  Photo Story  Reflection on learning  Evaluation of session.  Learners record own progress.  IAG session, discuss further course wishes, upcoming planned sessions and other venues / orgs. Give out paperwork, invite DW to attend session.</p>
	7	<p>Tutor observation of learners completing tasks  Presentations completed  Presentations completed  Learners' ability to complete task  Written work in learning diary</p>	<p><b>ICT: Part 2 – Presentations</b>  Introduction to session outcomes.  Locating and opening documents  Basic PowerPoint Tutorial  PowerPoint creation  Advanced Ppt. features – mini-plenary  Continued Ppt. creation.  Saving  Sharing  Reflection on learning  Evaluation of session.  Learners record own progress.</p>
	8	<p>Discussion – learner feedback  Tutor led, learner engagement  Feedback and decisions made – noted on flipchart  Tutor observations of learners' work.  Pieces created  Overall display finished  Photo evidence  Written work - diaries  Evaluation of course with learners  Summative Assessment and learning diaries</p>	<p><b>Art: 3D Modelling</b>  Introduction to session outcomes.  Brainstorm ideas  Junk creation demonstration  Job allocation  Junk creation  Finishing touches  Photographs and display  Reflection on learning  Evaluation of session.  Learners record own progress.  Discuss circus clubs in local area: circomedia, <a href="http://">http://</a> and</p>
<p><b>How will you know the course aims and LOs have been achieved?</b>  <b>Learner diaries checked, written work checked incl. presentations, junk model created</b></p>			

<b>Tutor reflection / Notes for future delivery</b>

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