

Scheme of Work



Funded by

Skills Funding Agency



Course title: Transition into Primary	Accreditation opportunities (Including Functional Skills)
Course code:	
Tutor: Jonothan Hope	Length, start and end date:
Course aim(s):	
<ol style="list-style-type: none"> 1. Learn new ways to support early learning of maths 2. Learn new ways to support early learning of reading and writing (phonics) 3. Prepare your child with the skills and abilities needed to start school full-time 4. Learn ways to develop your child's confidence and independence 5. Be prepared as a parent for your child starting school 6. Understand the learning goals of the early years foundation stage (EYFS) and how to develop them at home 	
Progression opportunities: KUWTC Maths / English (Keeping Up With The Children)	

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	Recall 2 ways to develop children's confidence regarding starting school		Describe how to implement two confidence developing strategies, (incl. Ask-say-do Quality time)		Describe how to develop children's confidence by recognising feelings and implementing a variety of strategies			Confidence wheel – initial assessment (also used at end of course)
2	Develop a set of ground rules that mirrors classroom rules		Identify the 3 main learning styles and recall 1 activity to use each at home		Recall the 7 areas of learning and describe how children can be supported at home			
3	Describe a phoneme and a grapheme		Part read and part support child to read with enthusiasm helping with sounding out unknown words.		Demonstrate how to sound out a word by breaking it into individual sounds.			What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?

4	Recall at least 3 of the 5 suggested ideas for introducing maths at home	Demonstrate ability to support child with the 4 operations at Reception level with support	Demonstrate ability to support child with the 4 operations at Reception level independently
5	Identify 1 gross and 1 fine motor skill activity to implement at home	Identify at least 3 gross and 3 fine motor skills activities to implement at home	Describe both gross and fine motor skills activities (3 of each) to implement at home
6	Describe 1 way to encourage children to try new food	Describe a healthy lunch and 1 way to encourage children to eat a wide range of food	Describe 5 things that will ensure parents are well prepared for their child starting school including recounting 2 benefits of different food types.
<p>Outcomes for children (if family learning)</p> <ol style="list-style-type: none"> 1. Actively engage in a conversation about feelings and expectations about starting school 2. Actively engage in attempting to use maths with parent's support 3. Engage in reading a book with parent 4. Sound out a CVC word with parental support 5. 1. Try at least 1 / 2 new learning activities with parental support 6. Discuss character names for at least 2 food items / types, e.g. Carly the Carrot 			

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
1	1 Ch.1	<ul style="list-style-type: none"> • Tutor led • Paperwork completed • Learner feedback / discussion • Suggestions given / answers to questions posed • Tutor observation • Group discussion – ideas written on flipchart • Group discussion – learner feedback • Learner feedback • Group discussion • LDs completed 	<p>Building Confidence (Parents only)</p> <ul style="list-style-type: none"> • Introduction to session outcomes. • Admin and IA, including individual needs for children with known disabilities • Ground rules • Initial questions & comments • Children’s feelings • Independence • Quality Time • Ask-say-do • Overcoming anxiety • Working with others • Sharing • Turn taking, frustration- brainstorm ideas for helping children deal with frustration • Reflection on learning • Evaluation of session. • Learners record own progress.
2	2 Ch.5	<ul style="list-style-type: none"> • Tutor led • Group discussion / feedback • Group feedback – ideas written on flipchart • Pairs work then group feedback • Tutor led questions • LDs completed 	<p>EYFS (Parents only)</p> <ul style="list-style-type: none"> • Introduction to session outcomes. • Human needs task – identify needs and order based on learners’ opinions as to their importance • Rules – write a set of rules together for home • Learning in Reception class • Learning ingredients • Learning through play • Transferable skills • Plan a home activity to support one of the 7 standards • EYFS areas of learning • Effective learning
3	3 Ch. 3 & 4	<ul style="list-style-type: none"> • Tutor led • Learner feedback, answering questions verbally 	<p>Reading & Writing (Parents then children together)</p> <ul style="list-style-type: none"> • Introduction to session outcomes. • What is phonics & why is it important • Letters and sounds – same spelling different sound

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?

		<ul style="list-style-type: none"> • Tutor observation and written letter formation • Learner verbal sounding-out, feedback • Learner verbal sounding-out • Discussion • LDs completed 	<ul style="list-style-type: none"> • Letter formation • Dinosaur names – decode dinosaur names • Make up nonsense words for each other – sound it out • Fun with phonics – game with actions • Sounding out • Story telling • Children arrive • Reading together • Phonics and actions • Phonics game • Reflection on learning • Evaluation of session • Learners record own progress
4	4 Ch. 2	<ul style="list-style-type: none"> • Tutor led • Group discussion • Tutor led – learner feedback discussion • Discussion and tutor observation • Learner feedback – recorded on flipchart • LDs completed 	<p>Maths (Parents then children together)</p> <ul style="list-style-type: none"> • Introduction to session outcomes. • Maths baseline • Maths topics in Reception • Maths at home – money, patterns and position • Direction – robot moving game • Four operations • Children join • Plenary • Reflection on learning • Evaluation of session • Learners record own progress
5	5 Ch. 4	<ul style="list-style-type: none"> • Tutor led • Discussion • Learner feedback, • Tutor observations of group discussions • Group discussion • Tutor observation • Discussion – ideas noted on flipchart • Learning diaries completed 	<p>Getting children ready</p> <ul style="list-style-type: none"> • Introduction to session outcomes. • Gross and fine motors skills – activities at home • Junk modeling – make a game from junk • Understanding emotions • Getting on with others • Exploring with Curiosity – bug hotels • Classroom expectations: listening skills, asking for help, routines, • Final thoughts – criteria for starting school • Reflection on learning • Evaluation of session • Learners record own progress

6	6 Ch.6	<ul style="list-style-type: none"> • Tutor led • Discussion – learner input • Tutor observation of learners' conversations with partners • Learner feedback • Observation of learners' accessing information • Requests for further information • LDs and feedback completed 	<p>Getting organised (parents)</p> <ul style="list-style-type: none"> • Introduction to session outcomes • Healthy lunch – healthy diet • Nutrients – what do children need? – post-it activity • Encouraging curious eaters • Fun with food – names and stories with food • Morning routine – visual timetable • Book bags • Labelling things • Recognise own name and clothes, belongings • Uniform, including PE – where to buy and cost • Parent Support • Communication from school: noticeboards, SMS service, contact details, newsletters, website • Day one • Hand-outs • Reflection on learning • Evaluation of session • Learners record own progress
<p>How will you know the course aims and LOs have been achieved?</p> <p>Final assessment (confidence wheel) and feedback questionnaires.</p>			
<p>Tutor reflection / Notes for future delivery</p>			