

## Scheme of Work

<b>Course title: Preparing for Secondary</b> <b>Course code:</b>	<b>Accreditation opportunities (Including Functional Skills)</b>
<b>Tutor:</b>	<b>Length, start and end date: 5 weeks (2hr sessions)</b>
<b>Course aim(s):</b> <ol style="list-style-type: none"> <li>1. Parents to feel more confident in supporting their child in the run up to, and through the transition to secondary school</li> <li>2. Equip parents with practical skills for supporting transition including supporting at home</li> <li>3. Raise awareness of the necessary skills children will need for any kind of change and provide strategies for developing these</li> <li>4. Equip children with the knowledge and means to develop the necessary skills for change, focusing on transition to secondary</li> <li>5. Identify children would be benefit from attending a summer transition programme to further develop and embed necessary skills</li> </ol>	
<b>Progression opportunities: KUWTC Maths, KUWTC English, FS Maths / English, ESOL, ICT</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	Describe the skills required for a successful transition.		Summarise the skills required and interpret for self / children			Apply the required skills to family life, providing examples of how to implement.		
2	Recognise the importance of keeping things the same, maintaining routines.		Compare a variety of things that can be kept the same, including routines.			Prioritise the options for keeping things the same, attaching importance to each.		
3	Describe ways to support independence and autonomy.		Relate methods for supporting independence and autonomy to real-life / personal situation.			Design and implement a workable method for increasing child's independence.		<b>What were the results of your Initial</b>
4	Recall the 6 social skills suggested that help to make friends		Summarise how any of the skills could help my child			Describe how and when I can support my child to practise and build these skills		<b>Assessment? How will you apply this to</b>

5	Recognise how being confident and assertive can help my child in any situation	Compare current confidence and assertiveness level of child to optimum level for secondary	Plan situations for my child to develop confidence and assertiveness	<b>meet the needs of specific learners?</b>
6	Describe at least one way to deal effectively with conflict	Prioritise which of the four elements are most important to my child	Apply effectively the skills and steps to a real-life situation and evaluate efficacy	
<b>Outcomes for children</b>				
C1	Identify personal skills required for a successful transition.	Relate suggested skills to own personal skillset and circumstances	Plan for how to use or develop personally chosen skills.	
C2	Describe what I would like to keep the same, including routines.	Compare various things that could be kept the same and things that will change.	Develop a plan for how to manage change and how maintain sameness	
C3	Explain what I would like more independence with.	Infer the possible benefits of an autonomy agreement and more independence	Criticise the pros and cons of more independence and plan for possible pitfalls	
C4	Identify personal skills required for a successful transition.	Relate suggested skills to own personal skillset and circumstances	Plan for how to use or develop personally chosen skills.	
C5	Describe what I would like to keep the same, including routines.	Compare various things that could be kept the same and things that will change.	Develop a plan for how to manage change and how maintain sameness	
C6	Explain what I would like more independence with.	Infer the possible benefits of an autonomy agreement and more independence	Criticise the pros and cons of more independence and plan for possible pitfalls	

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
<b>Supporting My Child Through Successful Transition</b>			
	P1-3 C1-6	Discussion – tutor observation. Verbal responses from learners. Pairs and group discussion. Tutor observation. Activity completed in groups. Tutor observation and discussion. Tutor led Discussion Written work Observation of Line-up activity. Written work using pro-forma sheet. Discussion and lists created.. Contracts completed or partially completed Verbal Children’s verbal input Diaries completed – written. Feedback – verbal, if given.	Introductions House-keeping Starter Question Worries Positives Your Children Course and Session Overview Definition of Successful Transition Skills & Attributes Routines & Sameness Autonomy & Independence Autonomy Contract Welcome Children Skills, Attributes & Attitudes Autonomy & Independence Fragile vs. Robust Celebrating Mistakes Learning Diaries Next Week

### 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?

		<b>Developing Skills for Transition</b>	
	P4-6 C4-6	Tutor led Tutor observation Enrolment forms Written work – sheet completed Discussions with learners. Diary entries, feedback, other written notes.	Remember Last Week? House-keeping Course Overview Being Mindful Enrolments and diary checks Definition reminder Warm-up game Social Skills: taking part Social Skills: 6 Tips Building Confidence Being Assertive Your Need, My Need, Solution Dealing with Conflict Managing Emotions Problem Solving Understanding Others Being Mindful Who do you Know? Reflection and learning diaries
<p>How will you know the course aims and LOs have been achieved?</p> <p>End of course diaries / evaluation of written work as a whole for each learner.</p>			
<p>Tutor reflection / Notes for future delivery</p>			