EQUALS

esSENtials 14+
for life

Moving On

World Studies

Science
Technology
Foreign Cultures
Creativity
Humanities

Traveller

Moving On

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Preview

World Studies

Science
Recycling and composting

Machinery

Plants and growth

Technology
Dyes, decoration and weaving

Food from different cultures

An item for the home

Foreign Cultures
African culture language

Lifestyles

Wider culture

Creativity
Traditional music

Artefacts in the community

Drama in the community

Humanities
Religions, worship and festivals

Agriculture

Ancient cultures

Independent Living

Personal, Social and Health Education
Emotions

Relationships

Financial responsibility

Citizenship
Community project

International current affairs

International environmental issues

Leisure and Recreation
Using the community for leisure

Team sports

Physiotherapy /sensory environments

Daily Living Skills
Greenhouse propagation

Preparing a meal

Using household tools and appliances

Vocational Studies

Work Related Learning
Mini Enterprise

Work experience in the community

Risk assessments

Careers Education & Guidance / Post School Planning
Interviews

Role of transitions staff

Progress file

Traveller

World Studies Course Content

Science
a. Recycling and composting
b. Machinery
c. Plants and growth

Technology
a. Dyes, decoration and weaving
b. Food from different cultures
c. An item for the home

Foreign Cultures
African culture:
a. Language
b. Lifestyles
c. Wider Culture

Creativity
a. Traditional music
b. Artefacts in the community
c. Drama in the community

Humanities
a. Religions, worship and festivals
b. Agriculture
c. Ancient cultures

Programme: Traveller

Course of Study: World Studies

Subject Area: Science

Unit Content:

a. Recycling and composting

The student will learn about and experience recycling and composting.

b. Machinery

The student will learn about and experience machinery.

c. Plants and growth

The student will learn about and experience plants and growth.

Resources

Recycling and Composting

http://www.recyclezone.org.uk/tz_wasteweb.aspx - teaching ideas and activities website
http://www.theteachersguide.com/Recyclinglessonplans.htm - examples of lesson plans
http://www.recycool.org/resources - teaching ideas and activities website

Machinery

http://www.explainthatstuff.com – a website with a list of machines and how they work

Plants and Growth

http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=16180339&p_unit_id=314 – website with lesson plans related to growing plants

Course of Study	**World Studies**
Subject Area	**Science**
Unit	**a. Recycling and Composting**

Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
The student will learn about and experience: **Recycling and composting**	• Create a sensory display using recycled materials with different textures e.g. paper and cardboard, plastics, aluminium cans, compost feely box, glass bottles. Sort the materials using sounds e.g. scrunching paper v cans. • Become Litter Detectives and track down the culprits. The Crime – litter? Who Dunnit who litters and why? Prevention is better than cure – recycling! What the Law says – rules! • Visit recycling centres and local authority waste/recycling officers.	• Developing I.C.T. skills • Early mathematics: sequencing and sorting • Encountering experience: being part of things	**1. Encounter** Characterised by presence and reflex responses relating to recycling and composting. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to recycling and composting. **3. Interest** Characterised by more consistent and differentiated reactions relating to recycling and composting. **4. Supported participation** Characterised by cooperation and engagement relating to recycling and composting. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to recycling and composting. **6. Development** Characterised by remembered responses and intentional communication relating to recycling and composting. **7. Exploration** Characterised by concentration, recall and observation relating to recycling and composting. **8. Initiation** Characterised by established responses and conventional communication relating to recycling and composting. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings relating to recycling and composting. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to recycling and composting.

Course of Study	**World Studies**		
Subject Area	**Science**		
Unit	**b. Machinery**		
Learning Objectives	**Sample Teaching Activities**	**Examples of Personal Progress Units**	**Sets – Differentiated Learning Outcomes**
The student will learn about and experience: **Machinery**	• Experience the sights, sounds and smells of different machines in different settings: Home School Work Transport • Find out how things work e.g. Energy – boilers Engineering – pumps Electricity – doorbell Communication – mobiles Home – washing machine Leisure – camera • Arrange a visit to find out about machines: Garage Factory Shop Home	• Early mathematics: shape • Developing community participation skills: getting out and about • Travel within the local community: going places • Engaging with the world around you: objects	**1. Encounter** Characterised by presence and reflex responses relating to machinery. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to machinery. **3. Interest** Characterised by more consistent and differentiated reactions relating to machinery. **4. Supported participation** Characterised by cooperation and engagement relating to machinery. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to machinery. **6. Development** Characterised by remembered responses and intentional communication relating to machinery. **7. Exploration** Characterised by concentration, recall and observation relating to machinery. **8. Initiation** Characterised by established responses and conventional communication relating to machinery. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings relating to machinery. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to machinery.

Course of Study	**World Studies**		
Subject Area	**Science**		
Unit	**c. Plants and growth**		
Learning Objectives	**Sample Teaching Activities**	**Examples of Personal Progress Units**	**Sets – Differentiated Learning Outcomes**
The student will learn about and experience: **Plants and growth**	• Create a sensory area using different types of plant: Bamboo for sound Herbs for taste Lavender for smell Sage for touch • Grow a variety of plants from seeds to: Compare the similarities and differences Record the stages of growth Identify parts of a plant Know seeds make their own seeds • Experiment to find out what plants need to grow e.g. put one plant in sun and one in darkness. Keep records of observations using charts, photos and using Widgit symbols.	• Developing communication skills • Developing reading skills • Developing writing skills • Developing skills for the workplace: following instructions • Encountering experience: being part of things • Engaging with the world around you: objects	**1. Encounter** Characterised by presence and reflex responses relating to plants and growth. **2. Early awareness** Characterised by fleeting attention and inconsistent responses relating to plants and growth. **3. Interest** Characterised by more consistent and differentiated reactions relating to plants and growth. **4. Supported participation** Characterised by cooperation and engagement relating to plants and growth. **5. Active involvement** Characterised by recognition, anticipation and proactive responses relating to plants and growth. **6. Development** Characterised by remembered responses and intentional communication relating to plants and growth. **7. Exploration** Characterised by concentration, recall and observation relating to plants and growth. **8. Initiation** Characterised by established responses and conventional communication relating to plants and growth. **9. Consolidation** Characterised by the formation of skills, knowledge, concepts and understandings to plants and growth. **10. Application** Characterised by the application of skills, knowledge, concepts and understandings relating to plants and growth.