



**Business Beacon Innovation Hub**

**Progression Pathway  
Curriculum Booklet**

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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Progression pathway. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.



To support partnership with parents and carers, all homework set can be viewed by visiting the "Show My Homework" link on the school's website. Parents and carers can log in using a parental pin (please email [admin@bbih.org](mailto:admin@bbih.org) if you need a copy of this). This keeps parents and carers fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us by emailing [admin@bbih.org](mailto:admin@bbih.org).

## English

TERM	MAIN ASSESSMENT TASK
<b>Autumn</b>  <b>Introduction to functional skills</b> <ul style="list-style-type: none"><li>- Understand the components to achieve functional skills (reading, writing, speaking and listening)</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>- Word class (nouns, adjectives, verbs, adverbs, pronouns, etc.)</li><li>- Literary devices (alliteration, metaphors, etc.)</li><li>- Spelling and Grammar (SPAG) strategies and punctuation.</li><li>- Writing the letters of the alphabet in sequence in lower and uppercase.</li><li>- Punctuate simple sentences with capital letters and full stops.</li></ul> <b>Spelling</b> <ul style="list-style-type: none"><li>- Designated Entry Level spelling words.</li></ul>	<ul style="list-style-type: none"><li>- Worksheets</li><li>- End of unit assessment</li></ul>
<b>Spring and Summer</b>	<ul style="list-style-type: none"><li>- Worksheets</li></ul>

**Reading**

- Reading for information
- Inference
- Purpose of a text
- Facts and opinion
- Comparing text
- Picking out main point

**Textual Feature**

- Identify how language and other textual features can be varied to suit different audiences and purposes.
- Recognise vocabulary typically associated with specific types and purposes of text

**Structural features**

- Understand organisational and structural features (e.g., index, menus, subheadings, paragraphs)

**Writing: Letters**

- Identify the correct layout for a formal letter.
- Plan and draft a formal letter.

**Writing: Emails**

- Identify the correct layout for an email.
- Plan and draft an email.

**Writing: Reports**

- Identify the correct layout for a report.
- Plan and draft a formal report.

**Spelling**

- Designated Entry level spelling words

**Speaking and listening prep**

- Task 1&2

**Revision**

- Exam question practice

- End of unit assessment
- Exam questions

**Course Description**

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.

**Assessment**

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped.

**Final Assessment**

- *Speaking, Listening and Communicating (10 minutes)*

- *Reading exam (45 minutes) 16 Marks needed to pass.*
- *Writing exam (50 minutes) 30 Marks needed to pass.*

## Homework

Homework is set at least once a week and lasts for approximately one hour. Students will be given worksheets during their last lesson of the week and a backup copy will be uploaded onto the website [showmyhomework.com](http://showmyhomework.com). This website allows students to reach out to their teacher if they require any assistance.

They will also be given 10-15 words weekly that they will be tested on every week.

## How Parents Can Help

- Every student will be provided with a functional skills revision book which you can work on at home with your child.
- Ensure that their child comes equipped to class with stationery.
- Encourage and support your child with their weekly spelling list.
- Encourage child to read for at least 45 minutes.

# Maths

TERM	MAIN ASSESSMENT TASK
<p><i>Autumn</i></p> <p><b>Using numbers and the number system – whole numbers, fractions and decimals</b></p> <ul style="list-style-type: none"> <li>- E3.1 Count, read, write, order and compare numbers up to 1000</li> <li>- E3.2 Add and subtract using three-digit whole numbers</li> <li>- E3.3 Divide three-digit whole numbers by single- and double- digit whole numbers and express remainders</li> <li>- E3.4 Multiply two-digit whole numbers by single and double-digit whole numbers</li> <li>- E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results</li> <li>- E3.6 Recognise and continue linear sequences of numbers up to 100</li> <li>E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheets</li> <li>- End of unit assessment</li> </ul>

- E3.8 Read, write and use decimals up to two decimal places
- E3.9 Recognise and continue sequences that involve decimals

#### **Using common measures, shape and space**

- E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence
- E3.11 Round amounts of money to the nearest £1 or 10p
- E3.12 Read, measure and record time using am and pm
- E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes
- E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
- E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres

#### ***Spring and Summer***

#### **Handling information and data**

- E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables
- E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs
- E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts

#### **Using common measures, shape and space**

- E3.16 Compare measures of weight, including grams and kilograms
- E3.17 Compare measures of capacity, including millilitres and litres
- E3.18 Use a suitable instrument to measure mass and length
- E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles
- E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns
- Revision
- Exam questions practice
- Mock practice papers

- Worksheets
- End of unit assessment
- Exam questions

#### **Course Description**

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.

### Assessment

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment.

### Homework

Homework is set at least once a week and lasts for approximately one hour. All homework is set on the website [showmyhomework.com](http://showmyhomework.com). This website allows students to reach out to their teacher if they require any assistance.

### How Parents Can Help

- The Pearson entry level functional skills mathematics revision workbook can be bought to help support students through their Maths lessons.
- Ensure that their child comes equipped to class with a stationary and calculator
- Encourage and support their child with mathematical vocabulary, spelling and timetable

### How Parents Can Help

## Catering

TERM	Main assessment task
<b>Autumn</b>  <b>Unit 1 - Preparing to cook.</b> <ul style="list-style-type: none"> <li>- 1.1 - Identify potential hazards and risks in the cooking environment</li> </ul>	Classwork/ Practical assessment

<ul style="list-style-type: none"> <li>- 1.2 - Demonstrate safe and hygienic working practices to prepare self for cooking</li> <li>- 1.3 - Demonstrate safe and hygienic working practices to prepare the cooking environment</li> </ul> <p><b>Unit 2 - Be able to use equipment and utensils for cooking.</b></p> <ul style="list-style-type: none"> <li>- 2.1 - Identify cooking equipment and utensils</li> <li>- 2.2 - Use equipment and utensils safely</li> <li>- 2.3 - Demonstrate safe cleaning of equipment and utensils.</li> <li>- 2.4 - Demonstrate safe storage of equipment and utensils.</li> </ul>	
<p><i>Spring and Summer</i></p> <p><b>Unit (2 continued)</b></p> <ul style="list-style-type: none"> <li>- 2.3 - Demonstrate safe cleaning of equipment and utensils</li> <li>- 2.4 - Demonstrate safe storage of equipment and utensils</li> </ul> <p><b>Unit 3 - Be able to prepare ingredients for cooking.</b></p> <ul style="list-style-type: none"> <li>- 3.1 - Select the correct ingredients for given recipes</li> <li>- 3.2 - Demonstrate how to prepare ingredients for cooking</li> <li>- 3.3 - Demonstrate the safe storage of ingredients</li> </ul> <p><b>Unit 4 - Be able to use cooking skills.</b></p> <ul style="list-style-type: none"> <li>- 4.1 - Outline cooking skills</li> <li>- 4.2 - Give examples of the uses of cooking skills</li> <li>- 4.3 - Demonstrate skills for cooking</li> </ul>	<p>Classwork/ Practical assessment</p>
<p><b>Course Description</b></p> <p>This course is designed to give students an introduction to catering and to help them to develop some of the skills that they will need to begin level 1 study in catering.</p>	
<p><b>Assessment</b></p> <p>Students will be assessed on the work they do in the classroom. They could also do practical assessments.</p>	
<p><b>Homework</b></p> <p>Students will be set work that helps them to reinforce what they have learnt in the classroom.</p>	



### How Parents Can Help

- Support students with out of class learning.
- Allow them to practise some of the skills that they have learnt in the kitchen.

## Art

TERM	MAIN ASSESSMENT TASK
<p><i>Autumn</i></p> <p><b>Art from around the world – drawing project</b></p> <ul style="list-style-type: none"><li>- Students learn to observe and create studies through various mediums such as pen, pencil, oil pastel, watercolour, collage and photographs. Students focus on art from different cultures and countries such as Aboriginal, Japanese, African, Mexican, Islamic art. They learn the skills and techniques from artists/cultures. Students practical experiments including printing, collage, painting through their own designs, helping them understand colour theory and composition.</li></ul>	<p>Written feedback is given on each completed piece and throughout the project. Assessment notes are given in the back of sketchbooks where applicable. Peer Assessment is exercised throughout each lesson.</p>
<p><i>Spring and Summer</i></p> <p><b>Intro to art 3D</b></p> <ul style="list-style-type: none"><li>- Students use their studies of art from around the world to create Mexican masks. They will use their 2D observation and the work of artists and select secondary 3D artworks to take inspiration from. Students will produce a variety of experimental outcomes in 3D mediums, such as clay and plaster, combining some of them and refining their work to produce final pieces.</li></ul> <p><b>Intro to different materials and mediums</b></p> <ul style="list-style-type: none"><li>- Students will continue to study 'Art from around the world' to create Japanese, British, Islamic art. They will use their 2D observation and the work of artists and select secondary 2D artworks to take inspiration from. Students will produce a variety of experimental outcomes in 2D/3D mediums, such as clay, coffee, graffiti, collages, refining their work to produce final pieces in a medium of their choice</li></ul>	<p>Written feedback is given on each completed piece and throughout the project. Assessment notes are given in the back of sketchbooks where applicable. Peer Assessment is exercised throughout each lesson.</p>

**LGBTQ month –**

- Students to study LGBTQ month and create awareness art and posters using some the skills from prior learning. Students to create a series of portraits of iconic LGBT figures.

**Course Description**

The aim of the course is to ensure that a broad and balanced curriculum is taught. Students will be able to develop a higher level of skills and expertise in a range of Art and Design techniques to take forward into their further studies if applicable. They will also gain a greater awareness of the visual world and certain aspects of the History of Art. Art and Design is a practical subject and lesson time will be almost exclusively spent in the creation of original art and design work.

The work produced consists of a series of Art projects set by the Art and Design staff. The Artwork will be both two and three-dimensional; students will use a range of materials throughout the course.

**Assessment**

The department has imbedded assessment language from the exam board throughout all key stages, and assessment is formally given in the middle of projects. Written feedback given for students to move forward in continuing work, as opposed to feeding back to completed work. Summative assessment is provided in peer, self and verbal assessment in lessons throughout all key stages.

Example: In key stage 3/4 regular feedback is given using AQA Art and design specification language and criteria linked to their current projects and tasks – recorded in their sketchbooks.

**Homework**

1-2 hours homework is expected each week – relating to the topic.

**How Parents Can Help**

Ensure that their child has adequate and appropriate drawing, colouring materials, e.g. a set of good quality shading pencils, colouring pencils, other materials as per teacher's request.

Provide their child with access to the internet for research and developing ICT related projects.

Assist in checking the quality of homework.

Take students to art galleries during the holidays.

# INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

## **Special Educational Needs and Disabilities (SEND)**

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

## **English as an Additional Language department (EAL)**

For students who are new to English we offer a short-term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.