

Futures	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animal Care	<p>Module 3- Looking After Animals (Section A)</p> <p>1- Write an information sheet for a new pet owner showing what they must consider before buying their pet.</p> <p>4- Invite a speaker (e.g. veterinary nurse, animal behaviourist, zoo keeper, animal welfare officer, farm worker, groom) to your centre to talk about looking after animals..</p>	<p>Module 5 - Animals In The Media</p> <p>Find out about a TV personality who is known for their work with animals and write a profile of them</p> <p>Watch a TV programme or film that shows working animals.</p> <p>Invite a person who uses working animals Find out about the jobs the animals do and how they are trained to do their job.</p> <p>Watch a film that features an animal character, either animated or live</p>	<p>Module 6, Challenge 3 - Animals And The Law</p> <p>Create a leaflet for a new pet owner to explain their legal responsibilities with regard to their pet.</p> <p>Produce a poster to raise awareness of the dangers of leaving animals in vehicles.</p> <p>Should it be against the law to use animals in circuses?</p> <p>Take part in a discussion about this issue. Prepare notes to help you justify your argument.</p>	<p>Module 7, - Careers In Working With Animals</p> <p>Research jobs that involve working with animals.</p> <p>Select a job you would like to do that involves working with animals. Identify the skills and qualities needed to do this job.</p> <p>Invite someone who works with animals to talk to your group. Find out how they got into the job, what they like about it and what they find difficult.</p>	<p>Module 4 - Animals In Trouble</p> <p>In a group, or as an individual, organise and take part in activities to raise money for a local rescue centre, national animal conservation group or rescue organisation.</p>	<p>Module 4 - Animals In Trouble</p> <p>In a group, or as an individual, organise and take part in activities to raise money for a local rescue centre, national animal conservation group or rescue organisation.</p>

<p>6- Watch a TV programme or film that deals with animal behaviour..</p> <p>Module 4 - Animals In Trouble</p> <p>Design a leaflet to explain the reasons why animals in the wild may become endangered</p> <p>Watch a TV programme or film about animals in trouble.</p> <p>Look into the work of an organisation concerned with</p>	<p>action. Produce a storyboard to show what happened to the animal in the film.</p> <p>Invite a speaker (e.g. veterinary nurse, animal behaviourist, zoo keeper, animal welfare officer, farm worker, groom) to your centre to talk about looking after animals. Record what you have learnt using a method of your choice.</p>	<p>Module 1, - Animal Investigation</p> <p>Visit a pet shop or store. Make notes about the types of pets for sale and how much they cost.</p>				
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	animal conservation					
Horticulture	<p>Module 1 - Growing food in the allotment</p> <p>Challenge B1: Start a new allotment or maintain an existing allotment over an extended period of time-taking part in a wide range of jobs including routine care.</p> <p>Challenge B4: make compost that you could use on your allotment, maintaining and monitoring its process. Use your compost when planting your vegetables and seedlings.</p>	<p>Module 2- Using your produce in the kitchen</p> <p>Challenge B2: Pickling in vinegar is one way to preserve food. Investigate the kinds of vegetables that are usually pickled. Find a recipe and make your own pickles.</p> <p>Challenge B4: find recipes for juices and smoothies that use fruit and vegetables that you have grown yourself and make some. have a go inventing your own unique recipe and give your drink a name.</p> <p>Challenge B7: Use the correct method to make interesting, flavoured oils for</p>	<p>Module 3 - Wildlife in the garden</p> <p>Challenge B1: make and site a big hotel, hedgehog home, bat box, bird nesting box or frog house. Describe the benefits and features of your house of your design and how you choose where to site it.</p> <p>Challenge B6: As part of a group, help prepare a range of posters or make a book that identifies plants and animals that are thought to be gardeners friends.</p>	<p>Module 4 - Construction in the garden</p> <p>Challenge A1: find out different ways to support climbing plants. Build one plant support and produce an annotated diagram or photograph showing how it was made.</p> <p>Challenge A2: Construct a cold frame to protect young plants from insects or bird damage. make an instructional video or photo strip showing other people how to do this.</p> <p>Challenge A6: Chose one of the</p>	<p>Module 5 - Art in the garden</p> <p>Challenge A1: Decorate a range of terracotta pots with paints, mosaics, and other adornments. use them to create a colourful display and take a photograph of your work as a record.</p> <p>Challenge A5: Using a medium of your choice, create a picture inspired by your garden area. Frame your work and display it in a prominent place.</p> <p>Challenge A7: Create hanging lanterns to hold</p>	<p>Module 5 - Arts and crafts in the garden</p> <p>Challenge B3: Revitalise some out garden furniture, a shed or other suitable items with paints and decorate techniques. Describe what you did and evaluate how well it turned out.</p> <p>Challenge B7: Study the work of an artist whose creations have been inspired by the natural world. Either create a display of their work or create your own piece inspired by your chosen artist.</p>

		<p>culinary use. Select herbs that you have grown. label any bottles you have made.</p> <p>Challenge B9: Create your own recipe for a soup using vegetables that you have grown. Make your soup and get feedback from others.</p>		<p>following: .use suitable material to construct a raised bed. Build a compost bin from recycled wood. .use diagrams or a series of annotated photographs to document how you made it.</p> <p>Challenge A7: Design and make a simple feature from wood (window box, planter). Keep a record of what you did and the finished product.</p>	<p>tea lights candles (jam jars, small glass pots, tin cans) and describe how they might enhance your garden.</p> <p>Challenge A8: Investigate how other people have used recycled materials in their gardens (tyre planters, wellington boots pots, cutlery plant labels) create a display of your favourite ideas.</p> <p>Challenge A9: Visit some gardens to see how other people have used arts and crafts in their outdoor space. Create a photo display to illustrate the range of ideas you have seen. Indicate those that you particularly like.</p>	
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<p>Hair and Beauty</p>	<p>Module 1 - Customer service</p> <p>Challenge 2A: Storyboard / leaflet for a training manual to show that you know what is and isn't appropriate: -When a client is not happy with the finished result. -Conversation topics when performing a treatment.</p> <p>Challenge 4A: Interview or observe a hairdresser: -Improvement client care -During treatment -After treatment Create a guide on how to improve customer care.</p>	<p>Module 2 - Nail services</p> <p>Challenge 5A: Create a nail display board: Using 15-20 false nails and painting techniques. -Different effects -Varnishes -Nail art designs.</p> <p>Challenge 4A: Apply three different nail enamels: -Dark -Light -Natural Write tips to remember when using the materials again.</p> <p>Challenge 3A: Perform a hand and arm massage on three different clients: -Male client -Mature client -Young client</p>	<p>Module 3 - Basic hairdressing techniques.</p> <p>Challenge 1A: Wash three different clients hair: -Long hair client -Male client -Mature woman Using the correct products for each hair type.</p> <p>Challenge 1B: Hair drying up to three different clients hair: -Curly/wavy -Long hair -Short hair Learn to finger dry, brush dry and use hair clips/grips.</p> <p>Challenge 2A: Review at least 6 different products used on clients hair: -Cost -Content -Purpose of product.</p>	<p>Module 3 - Basic hairdressing techniques.</p> <p>Challenge 5B: Learn to braid on your own hair and a peers' hair. -Strand braid -French braid -Rope twisted braid -Reverse braid Demonstrate the technique to the group.</p> <p>Challenge 7A: Celebrity hairstyles, explore how their hair fashion has changed throughout their career: -Preferred look -Prompted the changes -Hair style fashionable</p>	<p>Module 4 - Basic Facial treatments.</p> <p>Challenge 4A: Research about at least ten skin conditions such as: -Moles -Spider Naevus -Acne -Eczema</p> <p>Challenge 1A: Perform practical face mask applications using setting and non-setting masks. -Apply with a brush. -Apply with a spatula. -Produce neat edges, eyes, mouth and hairline. -Remove the mask when treatment is complete.</p> <p>Challenge 6A: Design a client information leaflet outlining the</p>	<p>Module 6 - Careers in Hair and Beauty.</p> <p>Challenge 1A: Research different types of jobs available in the hair and beauty industry. Identify 2 job roles of interest and explore: -Qualifications -Working hours -Pay and conditions -Personal attributes/ qualities.</p> <p>Challenge 3A: Visit two different work places in the hair and beauty sector -Salon -Spa -Barbers Find out about the job opportunities within each workplace.</p> <p>Challenge 6A:</p>
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	<p>Challenge 3A: Code of conduct for staff: -Information up to date about services and products. -Clients ethnicity or disability can affect hair washing. -Informing about other products and services.</p>	<p>Complete a client treatment evaluation sheet - What went well and improvements.</p>	<p>Summaries the products and give opinions of products.</p>		<p>benefits of regular facial treatments: -Cleansing -Toning -Moisturising -Exfoliation</p>	<p>Visit a further education and/or training provider. Investigate the training opportunities required to work in a hair and beauty career.</p>
Food Wise	<p>Module 1 Healthy Eating Module 2 Basic Food Safety Practical task; tear and share savoury scones to revise practical routines.</p> <p>Module 2A 1; Find out what problems may occur if food hygiene is not maintained in the kitchen or food preparation area.</p> <p>Module 2A1; ongoing. Practical session to</p>	<p>Module 2 A2; . Practical activity using a range of perishable foods from the fridge. Challenge 3 complete.</p> <p>Module 1 A2; Identify the importance of the following nutrients and their benefits to the body and give examples where each can be found.</p> <p>Module 1 A2; Practical session</p> <p>Module 1 A2; Create a group display to illustrate nutrients,</p>	<p>Intro to Spring Term; completion Module 2 3A;</p> <p>Write a list of rules to follow to ensure that all dishes, utensils and work surfaces are cleaned thoroughly. Create a collage of cleaning products that are suitable for use in a kitchen or food preparation area. Challenge 5 complete.</p> <p>To introduce Module 3A1 example of a fun way of encouraging</p>	<p>Module 3 A7; Ongoing</p> <p>Cooking vegetables in a variety of ways. Identify which method retained the most colour, flavour and texture. Use a table to record what you have found.</p> <p>Module 3 A6;</p> <p>Prepare a leaflet or poster to explain how care must be taken when;</p>	<p>Intro to Summer Term;</p> <p>Module 1A9; Create a list of fruit and vegetables that could make up your five a day. Include the portion size for each item. Create a display to encourage others to eat their 5 a day.</p> <p>Module 1A9;</p> <p>Complete display to encourage people to eat their 5 portions a</p>	<p>Module 3 Food preparation and Module 3A4;</p> <p>4/4 challenges complete Module 3</p> <p>Module 4 Cooking on a budget Module 4A9 Find a recipe that you like to cook, make a list of ingredients you will need and then find out the cost of making the dish. List ways that you could reduce the overall cost without affecting the quality of the dish. Create</p>

<p>demonstrate safe and hygienic handling.</p> <p>Module 2A1; Create a poster, leaflet or display that gives advice on maintaining personal hygiene around food. Challenge 1 complete.</p> <p>Module 1 A1; Identify the importance of the following food groups; give 5 examples of foods in each group – proteins, fats and carbohydrates. Intro and practical session</p> <p>Module 1 A1; ongoing. Practical session carbohydrate and fat.</p> <p>Module 1 A1; Create a group display to illustrate food groups, showing how much of each</p>	<p>showing how much we need of each and how they benefit the body. Include recipes or dishes that contain these nutrients. Challenge 4 complete.</p> <p>Module 2 3A; Demonstrate that you know how to clear and clean a kitchen after a meal has been prepared. Practical activity meal preparation.</p> <p>Module 2 3A; Write a list of rules to follow to ensure that all dishes, utensils and work surfaces are cleaned thoroughly. Create a collage of cleaning products that are suitable for use in a kitchen or food preparation area. Challenge 5 complete.</p> <p>Module 2 3A; Write a list of rules to follow to ensure that all dishes, utensils and work surfaces are cleaned thoroughly. Create a collage of cleaning products that</p>	<p>younger children to eat more vegetables and fruit</p> <p>Module 3A1; introduction</p> <p>It is common for children not to want to eat fruit and vegetables. Think about your own experiences when you were younger and discuss how you could make these foods more exciting for children to eat.</p> <p>Module 4A6 introduction</p> <p>Choose 2 supermarkets and create a price comparison chart of 20 essential food items that you use in your household.</p> <p>Module 3A1; ongoing. Practical session to cook and evaluate the meal planned</p>	<p>Cooking food in a microwave</p> <p>Defrosting food in a microwave</p> <p>Reheating food in a microwave</p> <p>Using containers and wrappings with a microwave</p> <p>Show you can safely use a microwave.</p> <p>Module 4 A8; Introduction</p> <p>Compare the cost of different types of takeaway e.g Chinese, pizza, curry, with home cooked meals</p> <p>Module 4 A8; Practical activity cooking own choice of a takeaway equivalent</p> <p>Module 7 ; Practical cooking skills kneading method to make a recipe of own choice</p> <p>Module 7 ; Practical cooking skills melting</p>	<p>day of fruit and vegetables.</p> <p>Complete skills sheet to evaluate this Module.</p> <p>Module 1 A10; Look at a basic recipe for a popular food product and come up with ways that you could modify this product to make it healthier. Explain your reasons.</p> <p>Completion of Module 1 A10</p> <p>4/4 challenges complete Module 1</p> <p>Module 2 Basic Food Safety Module 2A4 Look into use by and best before dates on food. Find out; when they were introduced and why, how they help us to determine if food is safe to eat, what problems are associated with them. Take part in a discussion or create</p>	<p>the dish and evaluate the finished product.</p> <p>Module 4 Cooking on a budget Module 4A9. 4/4 challenges complete Module 4</p> <p>Review of ASDAN course</p> <p>Any final completion if required.</p>
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	<p>food we need and how they benefit the body. Include recipes or dishes that contain these food groups. Challenge 2 complete.</p> <p>Module 2 A2; Describe how a range of foods should be stored in the fridge and freezer and comment on why this is necessary. Create a poster to show how these foods should be stored.</p>	<p>are suitable for use in a kitchen or food preparation area. Challenge 5 complete.</p> <p>Consolidation of challenges completed this term. Practical activity Christmas cooking theme.</p>	<p>Module 4A6; ongoing. Explain which supermarket you would choose to shop at and why.</p> <p>Module 4 A2 Introduction; Plan a meal for 4 people for under £8</p> <p>Module 3 7A; Introduction; Cook a variety of vegetables using as many methods as you can. Find out which method of cooking retains most nutrients.</p> <p>Module 4 A2; Ongoing cook the meal planned on week 4</p>	<p>method to make a recipe of own choice</p> <p>Review of challenges completed this term, identify any areas requiring completion for student portfolios.</p>	<p>an information leaflet.</p> <p>Module 2 Basic Food Safety Module 2A4</p> <p>4/4 Modules complete Basic Food Safety</p> <p>Module 3 Food preparation and Module 3A4 Look at some websites on food art. Create at least 3 simple garnishes that would improve the presentation of meals and make them more attractive to look at. Take photographs of your creations.</p>	
<p>Construction</p> <p>The modules could be done in a different order, depending</p>	<p>Module 4 Painting and Decorative Finishing</p> <p>B1. Measure up an area in your home or centre to decorate. Make scale</p>	<p>Module 3 Carpentry and Joinery</p> <p>A2. Make an illustrated dictionary of hand and power tools used by joiners and carpenters. Include at least 20 tools and</p>	<p>Module 5 Health and Safety in the Construction Sector</p> <p>B4. Learn about first aid in relation to health and safety in a construction environment and complete a</p>	<p>Module 1 General Construction Operations</p> <p>A4. Take part in a planned visit to two different types of construction worksite. Make notes on both site</p>	<p>Module 2 Bricklaying</p> <p>A1. Make an illustrated guide describing at least three different materials commonly used to</p>	<p>Module 6 Careers in the Construction Sector</p> <p>B3. Use your construction skills in a voluntary activity that contributes to your community (e.g.</p>

<p>on the availability of facilities off site.</p>	<p>drawings, calculate the materials required to do the job and provide costings for two different designs.</p> <p>Present the options and discuss the advantages and disadvantages of each design.</p> <p>B6. Other agreed challenge: Carry out the work planned in challenge 1 – Decorating a hair salon.</p>	<p>give typical uses for each one that you put in your dictionary.</p> <p>A3. Find and photograph two wooden buildings or structures. Annotate the photographs to show the different timbers used and why they have been chosen for those parts of the structure.</p> <p>A5. Create a poster to show the three most common joints used in joinery. For each, show how the pieces of wood are joined, the advantages and disadvantages of the joint and its common uses.</p> <p>Or: Section B B4. Plan and make a product that uses two different woodworking joints. Your plan should</p>	<p>recognised first aid course.</p>	<p>inductions and use these to take part in a discussion on the hazards and rules that are common to all construction sites.</p> <p>A6. With others, and under appropriate supervision, show that you can safely hand-dig a trench 3m long, 1m wide and 1m deep.</p> <p>Prepare carefully and document your progress. Review your work to improve your next trench.</p> <p>A7. Find out about the laws governing the disposal of building waste. For three materials of your choice show where and how they can be legally disposed of.</p> <p>Compare the costs of legal disposal</p>	<p>construct these parts of a building:</p> <ul style="list-style-type: none"> - floors - walls - roofs <p>A5. Setting-out can mean different things in bricklaying. Use a YouTube video of this process and create your own guide in text and diagrams.</p> <p>A6. Make a list of the basic tools required by a bricklayer and what each is used for. Visit a local or online builder's merchant to find out how much a bricklayer's kit will cost.</p> <p>Or: Section B</p> <p>B2. Under supervision, learn how to mix mortar by hand. Research</p>	<p>repairing or redecorating a community area, building raised beds to make gardening accessible, making a wheelchair path).</p> <p>Make a before and after display and update your CV to show your experiences.</p>
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		include scale drawings and details of materials needed. Evaluate your finished product and include feedback from others.		with the cost of fines or imprisonment for dumping waste material.	the health risks of cement and lime dust. Create a guide to mortar mixing showing the ratios, method and PPE.	
Football	<p>Module 3 - Researching football</p> <p>Section A1 - Identify football-related issues that have been prominent in the media.</p> <p>Section A2 - Research football provision for different groups of people in your community (e.g. under-7s, teenagers, adults, someone with a disability).</p>	<p>Module 1 - Football participation</p> <p>Section A6 - Create a profile of the footballer you admire most in a format of your choice. Include a description of the player and their career and achievements so far.</p> <p>Section A1 - With others, take part in football tricks and skills sessions. Each person should demonstrate a new skill, or one they have developed. Decide as a group</p>	<p>Module 2 - Health, fitness and nutrition</p> <p>Section A1 - Take part in one of the following supervised fitness programmes that will, over time, improve your physical fitness: running, sprinting, circuit or weight training.</p> <p>Section A2 - Devise a number of warm-up or cool-down exercises, which could be used at the start or end of training.</p>	<p>Module 4 - Football in the community</p> <p>Section A1 - Find out about the opportunities for voluntary work within the football community.</p> <p>Section A4 - Find out about the work of a football club's community programme in your local area.</p> <p>Section A5 - Gather information about your nearest professional football club.</p>	<p>Module 5 - Coaching and officiating</p> <p>Section A1 - Present the basic laws of football in a format suitable for younger players. This could be a poster or leaflet, or an explanation of the rules in a video or podcast.</p> <p>Section A2 - With others, devise a coaching programme for a group of players that will develop their levels of</p>	<p>Module 7 - Working in football</p> <p>Section A1 - Investigate the skills and qualities needed by different people employed by a football club. Consider those who carry out roles other than being a player (e.g. physiotherapists, ground maintenance, stewards, catering staff).</p> <p>Section A4 - Design an advert and write a job</p>

<p>Section A5 - Find out how a high-profile footballer has used their status to support and raise awareness of a charity campaign.</p> <p>Section A6 - Investigate and compare the costs associated with attending home and away football matches. Consider items such as tickets, food and travel costs.</p> <p>Section A7 - Create a scrapbook of press cuttings to compare contrasting media coverage of a football match of your choice. Compare how the games were reported</p>	<p>which person has the best tricks or skills.</p> <p>Section A3 - Show that you have taken part in a series of football training sessions or games over a period of time.</p> <p>Section A4 - Investigate how much it would cost to buy the kit you would need if you joined a local team. Create a list of items the club would supply and those you would need to buy to be able to participate.</p> <p>Section A5 - Work as a pair or in a group to set up and run a football match or a 5-a-side game. Organise and hand out equipment, such as bibs and cones, and officiate the game. Review how</p>	<p>Section A3 - Work with others to design a circuit of exercises to improve your overall fitness. Use the circuit over a period of time as part of your weekly training routine.</p> <p>Section A5 - Find out about the training programme and diet of an amateur or professional footballer.</p> <p>Section A6 - Investigate at least two common football injuries. Present your findings in a report explaining: why they occur, how they are treated and how they might be prevented.</p>	<p>Section A6 - Research three occasions when football has been used to bring different sections of the community together.</p> <p>Section A7 - Investigate reports of violent behaviour at football matches. Find out about what caused the violence and what steps have been taken to reduce it.</p> <p>Section A8 - Investigate reports of racism or conflict at football matches. Find out what steps have been taken to reduce this.</p>	<p>fitness in the following areas; endurance, balance, agility, speed and strength. Produce a report of your coaching programme that focuses on the techniques you included to motivate and encourage the players.</p> <p>Section A4 - Show your understanding of the laws of football by designing a quiz. Write 10 questions that test what you would do if you were the referee in different situations during a game.</p> <p>Section A5 - Officiate in a short match. Present a report of the match and your performance,</p>	<p>description for a non-playing role within a professional football club.</p> <p>Section A5 - Create a mind map that shows as many employment opportunities associated with football as you can.</p> <p>Section A6 - Consider what skills and qualities you have as a player (e.g. being punctual, able to work as part of a team).</p> <p>Section A7 - Interview at least two people who work within the football industry by finding out why they went into the job, what training and qualifications they needed, future</p>
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	and present your findings in a format of your choice.	your plans went and explain what you would do differently next time.			including feedback from players. Section A6 - Find out about the role of the referee and the other match officials. Include information on the training and support available to keep them performing at their best.	opportunities available to them.
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