



Key Stage	Year Group	Subject	Teacher	Programme of Study		
4	11	Construction	Mr P. Jones	Edexcel Level 1 Extended Certificate in Construction (LVJ51)		
Autumn a		Autumn b	Spring a	Spring b	Summer a	Summer b
Topic(s)		Topic(s)	Topic(s)	Topic(s)	Topic(s)	Topic(s)
Unit 1: Producing a Timber Product		Unit 1: Producing a Timber Product	Unit 2: Decorating Household Goods	Unit 3: Developing Home Improvement skills	Unit 20: Developing Building Maintenance Skills	Unit 20: Developing Building Maintenance Skills
Assessment Tasks Completion of coursework tasks:		Assessment Tasks Completion of coursework tasks:	Assessment Tasks Completion of coursework tasks:	Assessment Task Completion of coursework tasks:		
<ul style="list-style-type: none"> 1.1, 1.3, 1.3 Identification and selection of tools, materials and personal protective equipment used to produce a timber product 2.1 Creation of a timber product using hand and power tools (to each learners own specification) 3.1, 3.2, 4.1, 4.2 Demonstrate the ability to work safely, accurately and responsibly in the workshop demonstrating good communication skills 		<ul style="list-style-type: none"> 1.1, 2.1 Identification and selection of tools, materials and personal protective equipment 3.1, 3.2, 3.3 Decorating a range of household goods to change appearance 4.1, 4.2, 4.3, 4.4 Demonstrate the ability to work safely, accurately and responsibly in the workshop demonstrating good communication skills 	<ul style="list-style-type: none"> 1.1, 2.1 Identification and selection of tools, materials and personal protective equipment 3.1, 3.2, 3.3 Carry out a range of home improvement tasks in a safe manner 4.1, 4.2, 4.3, 4.4 Demonstrate the ability to work safely, accurately and responsibly in the workshop demonstrating good communication skills 	<ul style="list-style-type: none"> 1.12.1, 3.1 Identification and selection of tools, materials and personal protective equipment used in Building Maintenance tasks 4.1 Carry out a range of building maintenance tasks around the school 5.1, 5.2, 6.1, 6.2 Demonstrate the ability to work safely, accurately and responsibly in the workshop demonstrating good communication skills 		
Personal Development/CEIAG	Personal Development/CEIAG	Personal Development/CEIAG	Personal Development/CEIAG	Personal Development/CEIAG	Personal Development/CEIAG	Personal Development/CEIAG
<p>Mental Health: Having a fulltime job can be extremely challenging and can cause stress.</p> <p>What additional stresses would you have if you owned your own business?</p>	<p>Understanding causes of debt: We will find out the average salary for joiner, work out outgoings and what we have left as disposable income. See if any of the outgoings are not needed</p>	<p>Relationships: How would your relationship with your boss in a construction firm be different to your relationship with teachers in school? In what ways would you have to behave differently?</p>	<p>Exploring influence of role models: Who do you look up to in school? What is it about them that you think is good/positive? What traits do they have that you admire?</p>	<p>Understanding families and learning parenting skills: When you grow up and have a family what do you think are the skills you will need to have to bring your children up how you want them to be</p>	<p>Preparation for work experience: If you were to leave school now and get a full time job what skills would you need to take into the workplace? What skills do you need to develop as a person to be able to go into a workplace and thrive?</p>	
Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing	Reading & Writing
Learners will use the internet to find out what skills and behaviours are desirable in their chosen field	Learners will complete a skills analysis identifying their own strengths and weaknesses	Learners will identify the tools commonly used for carpentry tasks and describe how they are used safely	Learners will identify commonly used materials and justify why they are used by describing their properties	justify the safe use of hand tools, portable power tools and materials to minimise health, safety and welfare risks	justify the use of appropriate PPE and safe working practices to minimise health, safety and welfare risks	
Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
<p>Group discussion: What skills are desirable in the workplace? What skills do we each have? How do each of the skills relate to your chosen goal?</p>	<p>Communication skills: Learners will present the findings of their skills analysis to class (or just me dependent on willingness)</p>	<p>Listening skills: Teacher demonstration on the safe use of power tools. Learners to make notes and be questioned</p>	<p>Group discussion: Learners will discuss the idea of recycling and how it impact on the environment</p>	<p>Role play: Learners will be videoed demonstrating how to maintain a tidy workspace</p>	<p>Presenting skills: Learners will give short demonstration on the safe use of low level access equipment (step up platform)</p>	

Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning	Numeracy & Mathematical Reasoning
Working out gross and net pay or salary when researching possible career paths	Work out career earnings and total deductions each month based on tax and NI contributions	Learners create timeline for the manufacturing plan	Learners will use rulers and other measuring devices when marking out	Learners will be converting feet and inches into millimetres and centimetres	Learners will itemise the equipment needed for the building maintenance tasks, then use this information to complete requisition orders so supplies can be purchased
Creative Media	Creative Media	Creative Media	Creative Media	Creative Media	Creative Media
<ul style="list-style-type: none"> Presenting data from skills analysis Bar charts Pie charts 	<ul style="list-style-type: none"> Word processed career progression plan Charts and graphs included Images 	<ul style="list-style-type: none"> Flow chart identifying the stages of production Editing photographs 	<ul style="list-style-type: none"> Video editing Produce 'how to' instructional videos for marking and cutting joints 	<ul style="list-style-type: none"> Photographing the safe use of low level access equipment Pupils to set up the room safely and photograph as 	<ul style="list-style-type: none"> Creation of requisition orders (tables using excel)