

Year group: (KS4)		Subject: Home Maintenance		
Year 10	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
AQA Award Scheme 111921 1. General Home Maintenance https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=111921 2 weeks	Lesson 1: Being safe in the home <i>To identify key areas within the home that need to be checked and maintained.</i> Lesson outline: Pupils to: <ul style="list-style-type: none"> • Discuss what Home Maintenance is and why it is important. • Identify two gas appliances in the household, or commonly used in the household. • Identify two actions in event of a gas leak. • Identify 5 electrical items within the household (could use real items) • Identify 3 safety precautions when using electrical items. 	WHY? This unit is part of the AQA Unit Award scheme, preparing KS4 pupils for post-16 education and widening their employability opportunities. Gives pupils an opportunity for practising safe procedures around the home, preparing them for living independently. Each unit is planned to give pupils opportunities to consolidate skills linked to their ECHP	Communication and interaction *listening and following instructions to complete a specific task * expanding vocab to name/identify a range of materials *Use strategies to organise, sequence and clarify thinking/ideas. Self-care and independence *identify and manage safety within a range of situations and environments.	Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers Moral- Offer reasoned views on your thoughts. Following school rules. Spiritual- enjoy learning about oneself, others and

	<p>Lesson 2: Being safe in the home</p> <p><i>To identify key areas within the home that need to be checked and maintained.</i></p> <p>Lesson outline: Pupils to:</p> <ul style="list-style-type: none"> • Identify where the water supply stopcock, electrical fuse box and gas supply is located (within school). • Turn the water supply, stopcock and fuse box on and off. • Test a smoke alarm • Identify three types of security in their own household e.g. window locks 	<p>outcomes as well as other areas of the wider curriculum. See links.</p> <p>WHY NOW? The KS4 home maintenance curriculum aims to prepare pupils for life beyond Culverhill.</p> <p>This unit is an introduction to home maintenance, focusing on the basic ways that pupils can keep themselves safe within the home providing the foundation for identifying safe practices and procedures when</p>	<p>Social, emotional mental health *working collaboratively with others. *building resilience *behaving appropriately</p> <p>Cognition and learning *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources and tools for the task *use strategies to develop resilience and perseverance</p>	<p>the surrounding world</p> <p>Cultural- understand, accept, respect and celebrate your own learning as well as your peers</p>
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		doing home maintenance.	Physical and Sensory *developing fine and gross motor control to manipulate a variety of tools	
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<p>AQA Award Scheme 105633</p> <p>2. Basic painting and decorating skills</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=105633</p> <p>1 - 2 weeks</p> <p>Resources:</p> <ul style="list-style-type: none"> -cloths -paint brushes -rollers/pallets -plywood boards -mat paint -emulsion paint -gloss paint 	<p>Lesson 1: painting plasterboard</p> <p><i>To develop an understanding of basic painting and decorating skills.</i></p> <p>Lesson outline:</p> <p>Pupils to:</p> <ul style="list-style-type: none"> • Identify safety procedures before starting the task. • Gather appropriate tools and equipment needed to paint the intended surface, e.g. overalls, cloth, rollers, brushes, pallets, appropriate paint. • Clean surface with a damp cloth • Stir the paint to the appropriate consistency. • Pour paint onto pallet and apply paint to the surface, avoiding drips and spills. • Clean brushes and other equipment correctly and safely. • Apply second coat once first coat is dry. 	<p>WHY?</p> <p>This unit is part of the AQA Unit Award scheme, preparing KS4 pupils for post-16 education and widening their employability opportunities.</p> <p>Gives pupils an opportunity for practising basic home maintenance tasks around the home, preparing pupils for living independently.</p> <p>Links to wider curriculum/ECHP outcomes, consolidating other areas of the wider</p>	<p>Communication and interaction</p> <ul style="list-style-type: none"> *listening and following instructions *expanding vocab *Use strategies to organise, sequence and clarify thinking/ideas. <p>Self-care and independence</p> <ul style="list-style-type: none"> *identify and manage safety within a range of situations and environments. <p>Social, emotional mental health</p> <ul style="list-style-type: none"> *working collaboratively with others. 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual-enjoy learning about oneself, others and</p>
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		<p>curriculum. See links.</p> <p>WHY NOW? The KS4 home maintenance curriculum aims to prepare pupils for life beyond Culverhill.</p> <p>This unit introduces pupils to basic indoor decorating skills before applying to other fixtures and fittings.</p> <p>Allows pupils to consolidate strategic skills from the KS3 curriculum to: - plan, organise and follow a set of</p>	<p>*building resilience *behaving appropriately</p> <p>Cognition and learning *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources</p> <p>Physical and Sensory *developing fine and gross motor control</p>	<p>the surrounding world</p> <p>Cultural- understand, accept, respect and celebrate your own learning as well as your peers</p>
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		<p>instructions before completing a specific task.</p> <p>- use a wide range of basic tools, materials and other resources competently and safely.</p>		
Year group: (KS4)		Subject: Home Maintenance		
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<p>AQA Award Scheme 111971</p> <p>3. Painting a fence</p> <p>https://www.aqa.org.uk/programmes/unit-award-</p>	<p>Lesson 1: prepare a wooden fence for painting</p> <p><i>To develop an understanding of basic painting and decorating skills.</i></p> <p>Lesson outline:</p>	<p>WHY?</p> <p>This unit is part of the AQA Unit Award scheme, preparing KS4 pupils for post-16 education and</p>	<p>Communication and interaction</p> <p>*listening and following instructions</p> <p>*expanding vocab</p>	<p>Social- Community visits to develop skill set.</p> <p>Understanding the value of the learning within the community setting</p>

<p>scheme/unit-details?unit=111971</p> <p>2 weeks</p> <p>Resources:</p> <ul style="list-style-type: none"> -cloths -paint brushes -rollers/pallets -fence panels -outdoor paint -wire brush -sand paper 	<p>Pupils to:</p> <ul style="list-style-type: none"> • Discuss why a fence needs regular painting. • Identify safety procedures before starting the task. • Gather appropriate clothing, tools and equipment needed to prepare the intended surface for painting, e.g. overalls, safety goggles, gloves, sand paper, wire brush, cloth etc. • Complete at least one preparatory task prior to painting the fence, e.g. sanding, wire brushing, cleaning with a damp cloth. • Tidy away materials and leave the environment clean and tidy. <p>Lesson 2: painting a wooden fence</p> <p><i>To develop an understanding of basic painting and decorating skills.</i></p> <p>Lesson outline:</p>	<p>widening their employability opportunities.</p> <p>Gives pupils an opportunity for practising basic home maintenance tasks around the home, preparing pupils for living independently.</p> <p>Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.</p> <p>WHY NOW?</p> <p>The KS4 DT curriculum aims to prepare pupils for life beyond Culverhill.</p>	<p>*Use strategies to organise, sequence and clarify thinking/ideas.</p> <p>Self-care and independence</p> <p>*identify and manage safety within a range of situations and environments.</p> <p>Social, emotional mental health</p> <p>*working collaboratively with others.</p> <p>*building resilience</p> <p>*behaving appropriately</p> <p>Cognition and learning</p>	<p>(British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual-enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- understand, accept, respect and celebrate your own</p>
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	<p>Pupils to:</p> <ul style="list-style-type: none"> • Identify safety procedures before starting the task. • Gather appropriate clothing, tools and equipment needed to paint the intended surface, e.g. overalls, safety goggles, gloves, paints, brushes, pallets etc. • Select the appropriate brush and apply paint to the fence. • Give two reasons to why brushes need to be cleaned at the end of the painting process. • Tidy away materials and leave the environment clean and tidy. 	<p>This unit allows pupils to consolidate their painting and decorating skills from the previous lesson and apply them to outdoor fixtures.</p> <p>This unit widens pupil's skill set, providing more employment opportunities.</p> <p>Allows pupils to consolidate strategic skills from the KS3 curriculum to:</p> <ul style="list-style-type: none"> - plan, organise and follow a set of instructions before completing a specific task. 	<p>*plan, monitor and evaluate learning</p> <p>*developing a sense of pride and achievement</p> <p>*selecting appropriate resources</p> <p>Physical and Sensory</p> <p>*developing fine and gross motor control</p>	<p>learning as well as your peers</p>
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		- use a wide range of basic tools, materials and other resources competently and safely.		
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AQA Award Scheme 114147 4. Assembling flat pack furniture https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=114147	Lesson 1: assembling flat pack furniture <i>To follow a set of instructions to assemble a piece of flat pack furniture.</i> Lesson outline: Pupils to: <ul style="list-style-type: none"> Unpack and check contents of the assembly pack. 	WHY? This unit is part of the AQA Unit Award scheme, preparing KS4 pupils for post-16 education and widening their employability opportunities. Gives pupils an opportunity for practising basic home maintenance tasks around	Communication and interaction *listening and following instructions *expanding vocab *Use strategies to organise, sequence and clarify thinking/ideas. Self-care and independence *identify and manage safety within a range of	Social-Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values).

<p>1 week</p> <p>Resources: -flat pack furniture -screwdrivers</p>	<ul style="list-style-type: none"> • Discuss and collect the appropriate tools to assemble to the piece of furniture. • Follow the manufacturer's instructions to assemble the piece of furniture. • Dispose of the packaging in the correct way e.g. separating recyclable / non-recyclable. 	<p>the home, preparing pupils for living independently.</p> <p>Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.</p> <p>WHY NOW? The KS4 DT curriculum aims to prepare pupils for life beyond Culverhill.</p> <p>This unit prepares pupils for living independently, allowing them to practise the process of building flat pack furniture before potentially furnishing their own homes.</p> <p>Allows pupils to consolidate strategic</p>	<p>situations and environments. Social, emotional mental health *working collaboratively with others. *building resilience *behaving appropriately</p> <p>Cognition and learning *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources</p> <p>Physical and Sensory *developing fine and gross motor control</p>	<p>Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p>
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		<p>skills from the KS3 curriculum to:</p> <ul style="list-style-type: none"> - plan, organise and follow a set of instructions before completing a specific task. - use a wide range of basic tools, materials and other resources competently and safely. 		<p>Cultural- understand, accept, respect and celebrate your own learning as well as your peers</p>
<p>Year group: (KS4) Subject: Home Maintenance</p>				
<p>AQA Award Scheme 74522</p> <p>NURTURE</p> <p>Introduction to DIY: domestic appliances</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=74522</p>	<p>Lesson 1: Using domestic appliances</p> <p><i>To identify key domestic appliances within the home that need to be checked and maintained.</i></p> <p>Lesson outline:</p> <p>Pupils to:</p> <ul style="list-style-type: none"> • Identify safe working practices when changing a lightbulb or battery. 	<p>WHY?</p> <p>This unit is part of the AQA Unit Award scheme, preparing KS4 pupils for post-16 education and widening their employability opportunities.</p> <p>Gives pupils an opportunity to practise basic safety procedures when using domestic</p>	<p>Communication and interaction</p> <ul style="list-style-type: none"> *listening and following instructions *expanding vocab *Use strategies to organise, sequence and clarify thinking/ideas. <p>Self-care and independence</p> <ul style="list-style-type: none"> *identify and manage safety within a range of 	<p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values).</p>

	<ul style="list-style-type: none"> • Demonstrate how to change a lightbulb safely. • Demonstrate how to choose the correct battery for an appliance and change it. 	<p>appliances around the home, increasing their independence.</p> <p>Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.</p> <p>WHY NOW? This unit allows pupils to achieve an AQA award unit qualification at a more personalised level.</p> <p>This unit is a foundation to home maintenance, focusing on the basic ways that pupils can keep themselves safe within the home.</p>	<p>situations and environments.</p> <p>Social, emotional mental health *working collaboratively with others. *building resilience *behaving appropriately</p> <p>Cognition and learning *plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources</p> <p>Physical and Sensory *developing fine and gross motor control</p>	<p>Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p>
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				Cultural- Understand, accept, respect and celebrate your own learning as well as your peers
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