Year group: (KS4) S	ubject: Home Maintenance			
Year 10	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
AQA Award Scheme	Lesson 1: Being safe in the home	WHY?	Communication	Social - Community
111921		This unit is part of	and interaction	visits to develop
	To identify key areas within the	the AQA Unit	*listening and	skill set.
1. General Home	home that need to be checked and	Award scheme,	following	Understanding the
Maintenance	maintained.	preparing KS4 pupils	instructions to	value of the
		for post-16	complete a	learning within the
	Lesson outline:	education and	specific task	community setting
https://www.aqa.org.uk/p	Pupils to:	widening their	* expanding vocab	(British Values).
rogrammes/unit-award-	<ul> <li>Discuss what Home</li> </ul>	employability	to name/identify	Relating learning to
scheme/unit-	Maintenance is and why it is	opportunities.	a range of	real life settings.
details?unit=111921	important.		materials	Work related
	<ul> <li>Identify two gas appliances in</li> </ul>	Gives pupils an	*Use strategies	learning. Social
	the household, or commonly	opportunity for	to organise,	development
2 weeks	used in the household.	practising safe	sequence and	between peers
	<ul> <li>Identify two actions in event</li> </ul>	procedures around	clarify	
	of a gas leak.	the home, preparing	thinking/ideas.	Moral- Offer
	<ul> <li>Identify 5 electrical items</li> </ul>	them for living		reasoned views on
	within the household (could	independently.	Self-care and	your thoughts.
	use real items)		independence	Following school
	<ul> <li>Identify 3 safety precautions</li> </ul>	Each unit is planned	*identify and	rules.
	when using electrical items.	to give pupils	manage safety	
		opportunities to	within a range of	Spiritual-enjoy
		consolidate skills	situations and	learning about
		linked to their ECHP	environments.	oneself, others and

Lesson 2: Being safe in the home	outcomes as well as other areas of the	Social, emotional	the surrounding world
To identify key areas within the	wider curriculum.	mental health	
home that need to be checked and	See links.	*working	Cultural-
maintained.		collaboratively	understand, accept,
	WHY NOW?	with others.	respect and
Lesson outline:	The KS4 home	*building	celebrate your own
Pupils to:	maintenance	resilience	learning as well as
Identify where the water	curriculum aims to	*behaving	your peers
supply stopcock, electrical	prepare pupils for	appropriately	
fuse box and gas supply is	life beyond		
located (within school).	Culverhill.	Cognition and	
<ul> <li>Turn the water supply,</li> </ul>		learning	
stopcock and fuse box on and	This unit is an	*plan, monitor and	
off.	introduction to home	evaluate learning	
<ul> <li>Test a smoke alarm</li> </ul>	maintenance,	*developing a	
<ul> <li>Identify three types of</li> </ul>	focusing on the	sense of pride	
security in their own	basic ways that	and achievement	
household e.g. window locks	pupils can keep	*selecting	
	themselves safe	appropriate	
	within the home	resources and	
	providing the	tools for the task	
	foundation for	*use strategies	
	identifying safe	to develop	
	practices and	resilience and	
	procedures when	perseverance	

		doing home maintenance.	Physical and Sensory *developing fine and gross motor control to manipulate a variety of tools	
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 105633

2. Basic painting and decorating skills

https://www.aqa.org.uk/p rogrammes/unit-awardscheme/unitdetails?unit=105633

#### 1-2 weeks

#### Resources:

- -cloths
- -paint brushes
- -rollers/pallets
- -plywood boards
- -mat paint
- -emulsion paint
- -gloss paint

#### Lesson 1: painting plasterboard

To develop an understanding of basic painting and decorating skills.

#### Lesson outline:

#### Pupils to:

- 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.

#### 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 the home, preparing pupils for living independently.

Links to wider curriculum/ECHP outcomes, consolidating other areas of the wider

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 situations and environments.

Social, emotional mental health \*working collaboratively with others.

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

curriculum. See	*building	the surrounding
links.	resilience	world
	*behaving	
WHY NOW?	appropriately	Cultural-
The KS4 home		understand, accept,
maintenance	Cognition and	respect and
curriculum aims to	learning	celebrate your own
prepare pupils for	*plan, monitor and	learning as well as
life beyond	evaluate learning	your peers
Culverhill.	*developing a	
	sense of pride	
This unit introduces	and achievement	
pupils to basic	*selecting	
indoor decorating	appropriate	
skills before	resources	
applying to other		
fixtures and	Physical and	
fittings.	Sensory	
	*developing fine	
Allows pupils to	and gross motor	
consolidate	control	
strategic skills from		
the KS3 curriculum		
to:		
- 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.		
•	ubject: Home Maintenance	T. P. L.	1 . 1 . 1	D
Year 10	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
AQA Award Scheme	Lesson 1: prepare a wooden fence	WHY?	Communication	Social - Community
111971	for painting	This unit is part of	and interaction	visits to develop
		the AQA Unit	*listening and	skill set.
3. Painting a fence	To develop an understanding of	Award scheme,	following	Understanding the
	basic painting and decorating skills.	preparing KS4 pupils	instructions	value of the learning
https://www.aqa.org.uk/p		for post-16	*expanding	within the
<u>rogrammes/unit-award-</u>	Lesson outline:	education and	vocab	community setting

## scheme/unitdetails?unit=111971

#### 2 weeks

#### Resources:

- -cloths
- -paint brushes
- -rollers/pallets
- -fence panels
- -outdoor paint
- -wire brush
- -sand paper

#### Pupils to:

- 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 googles, 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.

#### Lesson 2: painting a wooden fence

To develop an understanding of basic painting and decorating skills.

#### Lesson outline:

widening their employability opportunities.

Gives pupils an opportunity for practising basic home maintenance tasks around the home, preparing pupils for living independently.

Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.

#### WHY NOW?

The KS4 DT curriculum aims to prepare pupils for life beyond Culverhill.

\*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. emotional mental health \*working collaboratively with others \*building resilience \*behaving

appropriately

Cognition and

learning

(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 the surrounding world

Cultural understand, accept, respect and celebrate your own

• Gar too pai e.g glo etc • Se and • Giv bru the pro	entify safety procedures fore starting the task. ther appropriate clothing, ols and equipment needed to int the intended surface, g. overalls, safety googles, oves, paints, brushes, pallets c. elect the appropriate brush d apply paint to the fence. ve two reasons to why ushes need to be cleaned at e end of the painting ocess. dy away materials and leave e environment clean and	This unit allows pupils to consolidate their painting and decorating skills from the previous lesson and apply them to outdoor fixtures.  This unit widens pupil's skill set, providing more employment opportunities.  Allows pupils to consolidate strategic skills from the KS3 curriculum to: - plan, organise and follow a set of instructions before completing a specific task.	*plan, monitor and evaluate learning *developing a sense of pride and achievement *selecting appropriate resources  Physical and Sensory *developing fine and gross motor control	learning as well as your peers
--	---	--	---	--------------------------------

		- use a wide range of basic tools, materials and other resources competently and safely.		
Year group: (KS4) S	ubject: Home Maintenance			
Year 10	Outcomes	The link to curriculum aims. Why teach this and why now?	Linked to:	Promoting SMSC
AQA Award Scheme	Lesson 1: assembling flat	WHY?	Communication and	Social-
114147	pack furniture	This unit is part of the	interaction	Community
		AQA Unit Award scheme,	*listening and following	visits to
4. Assembling flat	To follow a set of	preparing KS4 pupils for	instructions	develop skill
pack furniture	instructions to assemble a	post-16 education and	*expanding vocab	set.
	piece of flat pack furniture.	widening their	*Use strategies to	Understandin
https://www.aqa.org.uk/p		employability	organise, sequence and	g the value of
rogrammes/unit-award-	Lesson outline:	opportunities.	clarify thinking/ideas.	the learning
scheme/unit-	Pupils to:			within the
details?unit=114147	<ul> <li>Unpack and check</li> </ul>	Gives pupils an	Self-care and	community
	contents of the	opportunity for	independence	setting
	assembly pack.	practising basic home	*identify and manage	(British
		maintenance tasks around	safety within a range of	Values).

#### 1 week

#### Resources:

- -flat pack furniture
- -screwdrivers

- 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 / nonrecyclable.

the home, preparing pupils for living independently.

Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.

#### WHY NOW?

The KS4 DT curriculum aims to prepare pupils for life beyond Culverhill.

This unit prepares pupils for living independently, allowing them to practise the process of building flat pack furniture before potentially furnishing their own homes.

Allows pupils to consolidate strategic

situations and environments.

### Social, emotional mental health

- \*working collaboratively with others.
- \*building resilience
  \*behaving appropriately

#### Cognition and learning

\*plan, monitor and evaluate learning \*developing a sense of pride and achievement \*selecting appropriate resources

## Physical and Sensory \*developing fine and gross motor control

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 the surrounding world

		skills from the KS3		
		curriculum to:		Cultural-
		- plan, organise and follow		understand,
		a set of instructions		accept,
		before completing a		respect and
		specific task.		celebrate
				your own
		- use a wide range of		learning as
		basic tools, materials and		well as your
		other resources		peers
		competently and safely.		
Year group: (KS4) S	Lubject: Home Maintenance			
AQA Award Scheme	Lesson 1: Using domestic	WHY?	Communication and	Social-
74522	appliances	This unit is part of the	interaction	Community
		AQA Unit Award scheme,	*listening and following	visits to
NURTURE	To identify key domestic	preparing KS4 pupils for	instructions	develop skill
	appliances within the home	post-16 education and	*expanding vocab	set.
Introduction to DIY:	that need to be checked and	widening their	*Use strategies to	Understandin
domestic appliances	maintained.	employability	organise, sequence and	g the value of
		opportunities.	clarify thinking/ideas.	the learning
https://www.aqa.org.uk	Lesson outline:			within the
/programmes/unit-	Pupils to:	Gives pupils an	Self-care and	community
award-scheme/unit-	<ul> <li>Identify safe working</li> </ul>	opportunity to practise	independence	setting
details?unit=74522	practices when changing	basic safety procedures	*identify and manage	(British
	a lightbulb or battery.	when using domestic	safety within a range of	Values).

•	Demonstrate how to			
	change a lightbulb			
	safely.			

 Demonstrate how to choose the correct battery for an appliance and change it. appliances around the home, increasing their independence.

Links to ECHP outcomes, consolidating other areas of the wider curriculum. See links.

#### WHY NOW?

This unit allows pupils to achieve an AQA award unit qualification at a more personalised level.

This unit is a foundation to home maintenance, focusing on the basic ways that pupils can keep themselves safe within the home. situations and environments.

## Social, emotional mental health

\*working collaboratively with others.
\*building resilience

\*behaving appropriately

#### Cognition and learning

\*plan, monitor and evaluate learning \*developing a sense of pride and achievement \*selecting appropriate resources

## Physical and Sensory \*developing fine and gross motor control

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 the surrounding world

		Cultural - Understand, accept, respect and celebrate your own
		learning as well as your peers