Crisp Vocational Provision Ltd
Building futures for tomorrow

Pearson BTEC L1 Introductory Diploma in Construction (2026-27) (Qualification Number 601/8544/2)

Learners must complete both core units and three sector units.
Pearson BTEC Level 1 Introductory Diploma in Construction (360 GLH)

At Crisp Vocational Provision, we recognise the diverse and often complex educational journeys of our learners. Many students join us at different points throughout the academic year, and our curriculum is designed to ensure that every learner has the opportunity to achieve a meaningful qualification, regardless of their start date.

The BTEC Introduction to Construction Planning course is structured to offer flexible entry and progression routes:
Diploma: Students who are present from the beginning of the academic year and complete all required units will be eligible to achieve the full Diploma.
Certificate or Award: Students who join later in the year can work towards the Certificate or Award, depending on the number of units completed and guided learning hours achieved.
Progression: Students who remain with us into the following academic year will have the opportunity to complete any outstanding units, enabling them to progress from the Certificate or Award to the full Diploma.

This flexible approach ensures that all learners are supported to succeed and that their time at Crisp Vocational Provision contributes meaningfully to their educational and vocational development. It also aligns with our commitment to inclusive practice and personalised learning pathways.

Guided Learning Hours: 360
Aims: Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).
Objectives: Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the construction sector and supporting progression on to further study.

Group A
Unit A1: Being organised
Guided learning hours: 30

Level:1
This unit is mandatory
This unit is internally assessed

Unit A2: Developing a Personal Progression Plan
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Unit A3: Working with others
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Unit A4: Researching a topic
Guided Learning Hours: 30
Level: 1
This unit is mandatory
This unit is internally assessed

Group B
Unit CON5 : Drawing a Plan of a Room
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON6 : Building a Simple Wall
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON11 : Decorating an Inside Wall
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON13: Developing Plastering Skills
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON7: Making Carpentry Joints
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON9: Costing a Small Repair Job
Guided Learning Hours: 40
Level: 1
This unit is mandatory

This unit is internally assessed

Unit CON8 : Fixing a Water Pipe
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON10 : Making Minor Repairs in a House
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON11 : Decorating an Inside Wall
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

Unit CON14: Developing Building Maintenance Skills
Guided Learning Hours: 40
Level: 1
This unit is mandatory
This unit is internally assessed

UNIT A2 – Mandatory unit for Award, Certificate and Diploma

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Identify the skills and behaviours needed to meet personal progression goals **B** Produce a progression plan to meet intended progression goals	• Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan	• Audit of skills and behaviours • Personal progression plan	• Sources of information about progression opportunities and requirements • Producing a progression plan

Unit: A2	**Duration: Autumn Term 1**

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

That is why the DofE programme would work well alongside our curriculum and aims, as it develops the skills and attitudes needed to become more rounded, confident adults. Which are very beneficial and qualities that colleges, universities and employers are attracted to.

Skills:
- Presentation skills
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:

- Identify the skills and behaviours needed to meet personal progression goals
- Produce a progression plan to meet intended progression goals

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. Benefits and purpose of developing a progression plan Gives direction and focus to short-term and long-term goals Sets out the key steps to achieve progression goal Allows for discussion with others, e.g. tutors, parents, peers Gives time for reflection on what is achievable and realistic **2. Finding out about progression opportunities** Progression opportunities such as to further learning, work or apprenticeships Local sources of information about potential progression routes such as colleges, careers fairs Sources of advice and guidance for progression Tutor advice Careers advice	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Screen shots, mind maps, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary	Power Points Research opportunities

Entry requirements such as baseline entry qualifications, an entry interview, portfolio **3. Setting a progression goal** Matching own skills and behaviours with progression goals Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets Using research findings to identify the requirements to meet goals Setting a progression goal to work towards **4. Identifying the skills and behaviours needed to meet progression goal** Transferable skills, e.g. communication, working with others, problem solving Employability skills, e.g. IT skills, being able to drive Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy Qualifications needed for progression, e.g. level of English and Maths **5. Reviewing own skills and behaviours against progression goal** Carrying out a self-audit of skills and behaviours using past experience of education and learning Gathering feedback from others about own strengths and areas for improvement Attitudes and behaviours needed for progression **6. Creating a progression plan** short-term and long-term progression goals identification of key activities needed to move towards the progression goal key actions to improve skills and behaviours key milestones to achieve goal, e.g. interview dates, application deadlines realistic timelines to meet goal			Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:**

Tools and equipment		-Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

CON 5 Drawing a Plan of a Room

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Produce a plan of a room **B** Manage and communicate construction information on a plan	• Plans and common symbols • Materials and drawing equipment	• Plan of a room to a given scale. • Learners' construction information on the plan using drawing symbols.	• Reading construction information • Interpreting construction information • Producing plans • Communicating information • Information contained on plans • Symbols used in drawing • Equipment required to produce drawings • Scale and layout • Managing information • Communicating information

Unit: CON05 Drawing a plan of a room	**Duration: Autumn Term 1**

Unit Aims:

Drawings in the construction industry are used to pass ideas, information and plans to other people. These drawings are known as plans. They tell builders where to construct walls and floors and show where pipes and electric wires should be laid. They help construction teams to estimate the cost of a build. In this unit, you will learn how to produce a plan of a room to a simple scale and communicate important information. There are a number of different symbols that you will come across that are important when designing a plan of a room. You will also use templates and other equipment to produce a neatly laid out plan that is easy to read. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you be in completing the core skills units in Group A of the qualification. Learning aims In this unit you will: A Produce a plan of a room B Manage and communicate construction information on a plan.

Skills:

- Fine motor skills
- Converting written instructions to actions
- New skills and abilities
- The ability to plan and use time
- Developing problem solving

-Reading construction information
-Interpreting construction information
-Producing plans
-Communicating information

Learning outcomes

For distinction standard, learners:

• produce a clear, relevant and accurate plan that shows:
o correct layout o use of correct symbols
o use of an accurate scale and dimensions

• measure a room accurately and transfer to a plan. Accurate in this instance means that learners will measure accurately and manage information effectively when transferring on to a plan.

All features of the room will be recorded correctly.

For merit standard, learners:
produce an appropriate plan that shows:
o a layout where a minor amount of features (doors/windows or other fixtures) have disproportionate dimensions
o use of correct graphical symbols
o use of an appropriate scale and plan is dimensioned
o main symbols of important features of the room
• interpret information with minor errors.
Appropriate in this instance means that there will be minor errors and miscalculations of scale. The drawing of the plan itself may contain minor errors or may not be as clear in parts. Overall all features of the room will be recorded but may not be in the correct order.

For pass standard, learners:
• produce a plan that shows:
o a layout where significant features (doors/windows or other fixtures) have not been dimensioned correctly o main symbols or important features of the room
o use of scale and dimensions that may not be accurate in all sections
• may make errors with use of graphical symbols and scale
• interpret basic information with some errors/missing information.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Knowledge and sector skills Plans and common symbols • Plans: o interpreting and communicating information from the room to a plan o aspects of a plan of a room: features, position of walls, fittings, doors and windows drawing scales – 1 : 1, 1 : 10, 1 : 20.	Teachers will plan for different groups of learners. They may do so by level of support, step-by-	• Plan of a room to a given scale. • Learners' construction information on the	**Maths opportunities:** • Solve problems requiring calculation with common measures, including money, time,	Power Points Research opportunities Planning software

• Symbols used in construction drawings for: o materials – brickwork, blockwork, timber, concrete o sanitary fittings – bath, wash hand basin, WC, pipes and valves o components, doors and windows o line weighting and dimensions. Materials and drawing equipment • Materials and equipment required to produce drawings: paper of various sizes, pencils, erasers, set squares, templates, compasses, scale ruler and drawing boards. • Drawing skills: o setting out the drawing paper with suitable border and title block o choosing the scale and carrying out conversion of units o producing a two-dimensional drawing using appropriate symbols to a simple scale. Transferable skills • Managing information: producing a plan of a room to a simple scale, collecting and organising information, representing information in different ways. • Communicating information: using common symbols to identify important construction information, communicating information to others through common symbols, using written language to inform others.	steps, level of challenge or by outcome, etc.	plan using drawing symbols.	length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs. • Solve simple problems involving ratio, where one number is a multiple of the other in a drawing scale. • Convert units of measure in the same system. **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words Present information/points of view clearly and in an appropriate form. **Planning Real life:** Employability, careers links, practical skills for life. Planning and Problem solving	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**	**Horizontal, vertical, mortar, pointing, preparation**	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	
				Formative	Summative
Session 1 **Con 5**	By the end of the session, you **must** be able to: Measure a room's length and breadth in order to get the area and understand why this is necessary You **should** be able to: use a measuring tape to get accurate measurements of a room. You **could** be able to: read the plan of a room **Keywords: Square meters**	**Introduction -** Measurements **Information -** Ask students how big the storage room is. Ask them how they would me asure this. Go through the need for accurate plans of a house. **Practical task –** Students can measure the area of the storage rom. How big is the room. Ask them how they would measure this. • Go through the methods of measuring – meters versus feet. **Ensuring success -** Keep it simple. Keep measurements low and easier to multiply – 1m by 1m/ 2m by 2m etc. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printout of standard house, plus simple room 2 meters by 2 meters Other: Tape measure, meter rule, ruler, Square, calculator, pencil, eraser	Formative: Listen to verbal responses, make sure everyone is included and can critically look at how they did.	Summative: Worksheet completed

Session 2	By the end of the session, you **must** be able to: Measure a room's length and breadth to get the area plus the need to add 10% when purchasing materials You **should** be able to: use a measuring tape to get accurate measurements of a room and understand different flooring materials. You **could** be able to: draw the plan of a room **Keywords: Square meters**	**Introduction:** Measurements **Information** • Ask students how big the room is. Ask them how they would measure this. Acknowledge the difficulty in measuring a non-square room • Go through the need for accurate plans of a house. **Practical task –** Students can measure the area of the storage rom. How big is the room. Ask them how they would measure this. • Go through the methods of measuring. **Ensuring success** • Keep it simple. Make a fake room on the floor using chalk/wood that is 2m by 2m = $4m^2$/ 1m by 1m = $1m^2$ **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: Recording measurements Other: Tape measure, meter rule, ruler, Square, caluclator, pencil, eraser	Formative: Listen to verbal responses, make sure everyone is included and can critically look at how they did. Summative: Measurement log
Session 3	By the end of the session, you **must** be able to: Use a square and ruler to make straight lines to form a rectangle/square representation of a room You **should** be able to: make a clear drawing that is legible with measurements added	**Introduction:** Students will learn how to make a drawing of a room (in pairs) **Information** • We will debate the need for accurate drawings and measurements. **Practical task –** Students will draw representations of the dimensions on paper • Go through the methods of measuring. **Ensuring success**	PPT: Examples online Other: Tape measure, meter rule, ruler, Square, caluclator, pencil, eraser	Formative: Drawings, peer assessment. Listen to verbal responses, make sure everyone is included and can critically look at how they did. Summative: Drawings of room Use of equipment

	You **could** be able to: draw the plan of a room to scale with all measurements required **Keywords:** Square and ruler	• Draw simple examples on the board. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 4	By the end of the session, you **must** be able to: Use a square and ruler to make straight lines to form a rectangle/square representation of a room You **should** be able to: make a clear drawing that is legible with measurements added You **could** be able to: draw the plan of a room to scale with all measurements required **Keywords:** Square and ruler	**Introduction:** Drawing a room (continued) **Information** • We will be familiar with accurate drawings and measurements. **Practical task –** Students can measure the area of the storage room. How big is the room. Ask them how they would measure this. • Go through the methods of measuring. **Ensuring success** • Draw simple examples on the board. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printout of standard house, plus simple room 2 meters by 2 meters Other: Tape measure, meter rule, ruler, Square, calculator, pencil, eraser	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

CON 6 Building a Simple Wall

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Prepare the tools and materials to build a simple wall	• Selection of materials, tools and equipment used in preparation for building a wall • Building a wall	• Photographs of the wall that has been built. • Log of progress, including calculations.	• Types of bricks used to build a wall • Setting up the working area • Working safely • Using bricklaying tools
B Build a simple wall and solve problems			

Unit: CON06 Building a simple wall	**Duration: Autumn Term 1**

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

In this unit you will:
A Prepare the tools and materials to build a simple wall
B Build a simple wall and solve problems.

Skills:
- Fine motor skills
- Converting written instructions to actions
- New skills and abilities
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:

- Produce a simple plan of a room that has a scale and common symbols.
- Produce a clear plan of a room showing use of scale and common symbols
- Produce an accurate plan of a room showing correct use of scale and common symbols.
- Transfer basic construction information about a room on to a plan.
- Transfer construction information about a room on to a plan.
- Transfer key construction information about a room on to a plan.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
Knowledge and sector skills Selection of materials, tools and equipment used in preparation for building a wall • Bricks, sand, mortar and stretcher bond agents. • The bricklaying trowel, lines and pins, bricklaying level, jointer, mortar board, shovel and wheelbarrow. Building a wall	Teachers will plan for different groups of learners. They may do so by level of support, step-by-	• Photographs of the wall that has been built.	**Maths opportunities:** • Solve problems requiring calculation with common measures, including money, time,	Power Points Research opportunities Planning software

• Building simple structures up to three courses of brick in height, free standing walls, double skinned walls and foundations. • Reading drawings to understand what has to be built, working out dimensions, using a tape measure, using a level to check horizontal and vertical levels. • Awareness of the hazards and precautions that need to be taken before starting bricklaying. • Using materials, calculation of quantities to meet the drawn information and specification. • Laying bricks to line and level following given dimensions, laying courses of bricks, laying mortar beds, hand-eye coordination, maintaining vertical plumb, maintaining horizontal control for level. • Pointing, vertical and horizontal joints, bucket handle or tooled finish, reason why the joint is pointed, keeping the finished wall clean and free of mortar staining. Transferable skills • Planning: the skills required to read and understand a drawing of a wall and the courses and positioning of each brick, building simple corners in a wall, brickwork dimensions, relaying bricks that exceed the calculated specification, redesigning a wall and calculating measurements. • Problem solving: solving calculation of quantities and course dimensions, addressing calculations by measuring using a tape measure, using a gauge lat, interpreting and calculating brickwork dimensions, responding to errors and spillages, responding to problems in design and construction.	steps, level of challenge or by outcome, etc.	• Log of progress, including calculations.	length, weight, capacity and temperature. • Extract and interpret information from tables, diagrams, charts and graphs. **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life. Planning and Problem solving	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**	**Horizontal, vertical, mortar, pointing, preparation**	**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session 5 Con 6	By the end of the session, you **must** be able to: Measure a wall's length and height. - To understand the need for having studs behind plasterboards You **should** be able to: understand the need to space out studs at constant spaces You **could** be able to: mark a double top and bottom stud layout plus uprights. **Keywords:** Studs, spacings and plasterboard	**Introduction:** Building a simple wall **Information** • Ask students what the walls in the room are made of. Ask them about stud wall construction - Benefits and weaknesses. **Practical task –** Students will refer to their drawings from session 1-4. Ask them how they would use their drawing to apply measurements for cutting. • Go through measuring techniques – Overall lengths minus double thicknesses etc. **Ensuring success** • Use offcuts as measuring markers to reduce likelihood of errors. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printout of cross section of a wall Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 6	By the end of the session, you **must** be able to: Measure a wall's length and height. - To understand the need for having studs behind plasterboards	**Introduction:** Building a simple wall **Information** • Ask students what the walls in the room are made of. Ask them about stud wall construction - Benefits and weaknesses.	PPT: Examples online Worksheet: printout of cross section of a wall Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **should** be able to: understand the need to space out studs at constant spaces You **could** be able to: mark a double top and bottom stud layout plus uprights. **Keywords:** Studs, spacings and plasterboard	**Practical task –** Students will refer to their drawings from session 1 & 2. Ask them how they would use their drawing to apply measurements for cutting. • Go through measuring techniques – Overall lengths minus double thicknesses etc. **Ensuring success** • Use offcuts as measuring markers to reduce likelihood of errors. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 7	By the end of the session, you **must** be able to: measure and cut the pieces of a stud wall ready for assembly You **should** be able to: list the different techniques from hand nailed, nail gun to screw gun assembly You **could** be able to: know the methods of ensuring all faces flush **Keywords:** hammer, nails and nail gun	**Introduction:** Wall assembly **Information** • Ask students how they would keep walls square • Go through the techniques of knowing where to screw plasterboard to studs (pencil, laser and chalk). **Practical task –** Use laser to speed up application of straight lines • Go through the methods of measuring. **Ensuring success** • Let them have a try without the laser techniques and then with, highlighting the convenience of added tools for knowing where to screw into	PPT: Examples online Worksheet: printout of standard wall. Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

		Plenary: Revisit the keywords and concepts learned in this session to cement understanding.		
Session 8	By the end of the session, you **must** be able to: assemble the carcass of a stud wall You **should** be able to: use the different techniques from hand nailed, nail gun to screw gun assembly You **could** be able to: have all faces flush on assembly **Keywords:** hammer, nails and nail gun	**Introduction:** Wall assembly **Information** • Ask students how they would keep walls square • Go through the techniques of knowing where to screw plasterboard to studs (pencil, laser and chalk). **Practical task –** Use laser to speed up application of straight lines • Go through the methods of measuring. **Ensuring success** • Let them have a try without the laser techniques and then with, highlighting the convenience of added tools for knowing where to screw into **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printout of standard wall. Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 9	By the end of the session, you **must** be able to list the correct components concrete.	**Introduction:** Brick wall erection **Information**	PPT: Examples online	Formative Listen to verbal responses,

	You **should** be able to: list the correct ratios You **could** be able to: set up for mixing **Keywords:** Muck, trowel and mix ratios	• Ask students the benefits of brick walls over stud walls. • highlight pros and cons **Practical task –** Students will practice on sand and water to familiarise themselves with the correct consistency of a brick worker's mix **Ensuring success** • working in teams to share previous knowledge and confidence **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	Worksheet: printout of brick wall Other:	make sure everyone is included and can critically look at how they did.
Session 10	By the end of the session, you **must** be able to: Make a correct mix of sand, cement and water. You **should** be able to: use the cement to build a brick wall (three bricks high). You **could** be able to: have all bricks correctly flat, level and straight **Keywords:** Muck, trowel and mix ratios	**Introduction:** Brick wall erection **Information** • Ask students the benefits of brick walls over stud walls. • highlight pros and cons **Practical task –** Students will learn how to make appropriate cement mix for brick walls. Need to know techniques for applying the mix to the bricks as the wall is built. **Ensuring success** • Keep walls minimal. Focus on slow and correct rather than fast and wrong **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printout of brick wall Other:	
Session 11	By the end of the session, you **must** be able to: Make correct	**Introduction:** Brick wall erection continued	PPT: Examples online	Formative

	mix and use appropriate tools for concrete application. You **should** be able to: use the concrete to make a structurally sound wall You **could** be able to: have all bricks correctly flat, level and straight **Keywords:** String line, mixing trowel.	**Information** • Students will continue their brick walls from previous class **Practical task –** Students will work in pairs. Learning about techniques for keeping walls plumb with string lines, levels and lasers. Tasks to be split for student in charge of keeping walls plumb another using string lines etc based on competency from previous class. **Ensuring success** - Students must pool knowledge to achieve project success, alone, in pairs but also as a collective larger group. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	Worksheet: printouts Other:	Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 12	By the end of the session, you **must** be able to: Make correct mix plus identify and use appropriate tools. You **should** be able to: work alone for 5 minutes on your part of the wall. You **could** be able to: identify errors in your/other students' walls **Keywords:** String line, mixing trowel.	**Introduction:** Brick wall erection continued **Information** • Students will continue their walls **Practical task –** Students will work as one large group combining all the skills Task to be split for student in charge of keeping walls plumb another using string lines etc based on competency from previous class. **Ensuring success -** Students must pool knowledge to achieve project success, alone, in pairs but also as a collective larger group.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

		Plenary: Revisit the keywords and concepts learned in this session to cement understanding.		

Unit CON7

Learning aim	**Key teaching areas**	**Summary of suggested assessment evidence**	**Knowledge**
A Plan tasks and manage own responsibilities when making carpentry joints	• Tools, equipment and materials • Forming joints from timber • Making and assembling a wooden frame	• A design plan for construction of wooden frame • Simple wooden frame made by learners	• The different types of timber • Use of woodworking tools • How a joint is formed • The use of fixings for timber
B Use selected tools and materials to make a wooden frame			

Unit: CON07	**Duration: Spring Term 1**

Unit Aims:
The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Skills:
- Fine motor skills
- Converting written instructions to actions
- New skills and abilities
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:
- Plan tasks and manage own responsibilities when making carpentry joints
- Use selected tools and materials to make a wooden frame

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. **Health & Safety in the workshop** Select the appropriate PPE to use when producing a three-dimensional timber product Maintain a clean and tidy workplace Follow instructions when working with others 2. **Recognising tools and** equipment – and their uses The use of a Tenon saw, square, ruler, marking gauge, bench vice, saw bench and drill Using a drill and drill bits to form holes Using a plane and sand paper to finish wood Glues and clamps, sash, frame cramp 3. **The use of fixings for timber** Fixings – screws, pins, nails and hinges 4. **Recognising the properties of different types of timber**	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Photographic evidence, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:**	Power Points Research opportunities Planning software

Timber – different types, stains and finishes **5. Forming different types of joints from timber** Planning the type of joints you would use for the wooden frame Working out how much timber is required by reading the drawing and interpreting information Marking out simple half lap or butt/mitre joints in any format **6. Design a plan for construction of wooden frame** explains the stages of making a wooden frame and why types of joints have been chosen **7. Making and assembling a wooden frame** Using a tape measure and ruler to transfer dimensions from the drawing or setting out rod to construct the wooden frame Selecting the correct tools for the construction of the wooden frame Planning time to construct the wooden frame Planning the type of finish that will be applied to the wooden frame Finishing the wooden frame by sanding or application of a secondary finish			Employability, careers links, practical skills for life.	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities -Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety

		Effective contributors

Session	Topic Aim	Activities	Literacy & Numeracy	SMSC	Differentiation	Assessment & Key Skills
1	Introduction to Health & safety within workshop. Introduction to course level tasks and qualifications outcome. Personal portfolios. Design cover sheet.	Workshop walkabout, point out hazards in workshop, Fire exits and Extinguishers. Work benches and toolboxes storage shown. Explain Btec level Qualification tasks and required standard to complete. Hand out blank portfolios fill in details sheet. Design A4 cover sheet. Discuss expectations with learners.	Literacy - Class discussion and writing on worksheet. Choosing language suitable for the audience. Numeracy - Counting and sorting tools.	Looking after yourself and others	Learners will be able to understand the expectations and what is required to complete the qualification. Understand how to stay safe when in the workshop. Learners will be able to fill in details on portfolios. Learners will be able to design and A4 cover sheet.	Questioning – verbal responses Written response in portfolios Observation – complete BTEC Observation sheet
2	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in	Various tools; talk about their use and safety points on each. Tool faults.	Literacy - Class discussion and writing on worksheet.	Learners to explore the reasons why it is important to	Learners will be able to complete the handout	Q &A Observation

	basic woodworking processes.	Importance of tool husbandry. Safety when using power tools. Safety when using screws. Fill in handout tool identification.	Vocabulary focus on unfamiliar wording. Numeracy - Counting and sorting tools.	store tools safely and the risks of not doing this correctly.	identifying tools correctly. Learners will be able to discuss safety points of tools. Learners will be able to understand the importance of tool husbandry and be able to explain this to peers.	Handout
3	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes.	Select the personal protective equipment (PPE) to use in producing a three-dimensional timber product. Tutor led discussion around the health and safety within the workshop and precautions in place. Learners to discuss and identify PPE that can be used in basic	Literacy - Descriptive writing. Discussion (oracy) Vocabulary – unfamiliar words (PPE, Health and Safety) Numeracy – Counting and sorting tools, taking accurate measurements	Learners to explore the origins of materials and how they're manufactured. Learners to explore and what could happen in countries that don't respect PPE and what	Learners will be able to list appropriate materials used in basic woodworking processes. Learners will be able to describe appropriate materials used in basic woodworking processes and PPE.	Q &A Observation Assignments Completion of tasks Hand outs

		woodworking and the purpose it serves. Learners to explore: eye protection, safety boots, dust mask and ear defenders highlighting safety aspects of each piece of equipment. Higher level learners to design their own PPE which can be used within a carpentry environment.		could be done to avoid this. Discussion around the consequences of poor behaviour in the workplace.	Learners will be able to list and describe appropriate materials used in basic woodwork using descriptive writing within their PPE design.	
4	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes.	Learners to list appropriate PPE used in woodworking processes. Learners to describe why each PPE is used and when it is used. Learners to explore PPE which is to be used within the unit using post it notes to identify safety features of each piece of equipment.	Literacy - Writing in a list format, descriptive writing. Numeracy – Taking measurements	Learners to explore variations of PPE between cultures using video to support understanding and promote discussion.	Learners will be able to list appropriate PPE that is used in basic carpentry. Learners will be able to describe appropriate PPE that is used in basic carpentry. Learners will be able to use descriptive writing	Q &A Observation Assignments Completion of tasks

		Learners to practically use PPE whilst producing a woodworking product.			within their answers.	
5	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes.	Select the hand tools to use in producing a three-dimensional timber product. Learners to investigate the uses of each tool with instructor referring to previous session around tools. Learners to design a three-dimensional product with accurate measurements. Learners to identify and select tools which are needed to create designed product. Learners to produce a timber product from the design plans.	Literacy – Reading and understanding plan/instructions. Numeracy – Time management, measuring	Learners to exercise responsibility for their own and peer's safety.	Learners will be able to design a product to be made within the session. Learners will be able to select hand tools safely to make a timber product. Learners will be able to effectively use their time to produce a three-dimensional timber product.	Q &A Practical observation Completion of tasks Tutor support

6	Know the hand tools, materials, fixings and personal protective equipment (PPE) used in basic woodworking processes.	Select the materials and fixings to use in producing a three-dimensional timber product. Learners to explore different fixings and their purposes. Learners to review their timber product listing three positives and three improvements they would like to make. Learners to practically use different fixings and materials to make a more robust timber product. *Materials to be used: softwood timber, plywood, Polyvinyl Acetate glue (PVA), use of panel pins and wood-screws.*	Literacy – Communication and listening skills Numeracy – Counting and sorting equipment, measuring.	Learners to ensure their workspace is tidy whilst understanding the consequences an untidy workplace can have to a person's health and safety.	Learners will be able identify three positive aspects of their timber product. Learners will be able to identify an area of improvement for their timber product. Learners will be able to make sufficient changes in the fixings and materials to improve the quality of their timber product.	Q &A Practical observation Assignments Completion of tasks Peer review

7	Be able to apply safe working practices to produce a three-dimensional timber product.	Use hand tools safely to produce a three-dimensional timber product. Tutor led demonstration on steps to creation of timber frame. Learners to list safety precautions during the demonstrations. Learners to produce a timber framed product comprising of corner halving joints on sheet material. Tutor to assign Health and Safety leads throughout lesson with the responsibility of ensuring safe practice is being achieved throughout.	Literacy – Communication and listening skills Numeracy – Organization skills and accurate measuring	Learners to share opinions and feedback to each other on what they're producing to develop social skills. Learners to have responsibility and challenge peers who are display unsafe working practices, tutor support to ensure learners challenge each other in the correct manner with respect.	Learners will be able to identify corner halving joints on various timber frames. Learners will be able to produce corner halving joints to create a timber frame. Learners will be able to use effective communication skills to challenge peers who are displaying unsafe working practices.	Q &A Observation Assignments Completion of practical tasks Tutor support Peer support
8	Be able to work responsibly with others.	Maintain a clean and tidy work environment.	Literacy – Communication and listening skills	Learners to work cohesively	Learners will be able to attempt to produce a timber	Q &A Observation

		Learners to continue practicing woodworking skills to develop their ability and quality of end product. Tutor to inform learners of individual targets throughout the session in relation to how they conduct themselves and each other. Tutor to assign different responsibilities to each learner; Health and Safety Lead Tool Operative Workshop Manager Team Members	Numeracy – Organization skills and accurate measuring	developing social skills during their practical work.	product which incorporates a frame. Learners will be able to follow their responsibility guidelines and ensure they consistently and correctly challenge peers. Learners will be able to improve the quality of their final timber product.	Assignments Completion of practical tasks Tutor support Peer support
9	Be able to work responsibly with others.	Maintain a clean and tidy work environment.	Literacy – Communication and listening skills	Learners to work cohesively developing social skills	Learners will be able to attempt to produce a timber product which	Q &A Observation Assignments

		Learners to continue practicing woodworking skills to develop their ability and quality of their product. Tutor to inform learners of individual targets throughout the session in relation to how they conduct themselves and each other. Tutor to assign different responsibilities to each learner; Health and Safety Lead Tool Operative Workshop Manager Team Members	Numeracy – Organization skills and accurate measuring	during their practical work.	incorporates a frame. Learners will be able to follow their responsibility guidelines and ensure they consistently and correctly challenge peers. Learners will be able to improve the quality of their final timber product.	Completion of practical tasks Tutor support Peer support
10	Mop up session to complete any missing.	Learners to use this session to complete any unfinished work.	Literacy – Communication and listening skills	Learners to work cohesively developing social skills	Learners will be able to complete all work to a pass level.	

		Learners who have completed all required work have free time to complete a timber product with tutor support.	Numeracy – Organization skills and accurate measuring	during their practical work.	Learners will be able to work productively towards their final product. Learners will be able to design a final product.	

Unit CON13

Learning aim	Key teaching areas	Summary of suggested assessment evidence	Knowledge
A Plan tasks and manage own responsibilities when making carpentry joints **B** Use selected tools and materials to make a wooden frame	• Tools, equipment and materials • Forming joints from timber • Making and assembling a wooden frame	• A design plan for construction of wooden frame • Simple wooden frame made by learners	• The different types of timber • Use of woodworking tools • How a joint is formed • The use of fixings for timber

Unit: CON13	**Duration: Term**

Unit Aims:
The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Skills:
- Fine motor skills
- Converting written instructions to actions
- New skills and abilities
- The ability to plan and use time
- Developing problem solving

Learning outcomes

The pupils should be able to:
- Plan tasks and manage own responsibilities when making carpentry joints
- Use selected tools and materials to make a wooden frame

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
1. **Health & Safety in the workshop** Select the appropriate PPE to use when producing a three-dimensional timber product Maintain a clean and tidy workplace Follow instructions when working with others 2. **Recognising tools and** equipment – and their uses The use of a Tenon saw, square, ruler, marking gauge, bench vice, saw bench and drill	Teachers will plan for different groups of learners. They may do so by level of support, step-by-steps, level of challenge or by outcome, etc.	Photographic evidence, completed assignment briefs and Assessors reports for each section.	**Maths opportunities:** Number Ratio, proportion Geometry, recording data and measurement Statistics **English opportunities:** Speaking & Listening Reading/research Writing Grammar Vocabulary Spelling of key words **Planning Real life:** Employability, careers links, practical skills for life.	Power Points Research opportunities Planning software

Using a drill and drill bits to form holes Using a plane and sand paper to finish wood Glues and clamps, sash, frame cramp 3. **The use of fixings for timber** Fixings – screws, pins, nails and hinges 4. **Recognising the properties of different types of timber** Timber – different types, stains and finishes 5. **Forming different types of joints from timber** Planning the type of joints you would use for the wooden frame Working out how much timber is required by reading the drawing and interpreting information Marking out simple half lap or butt/mitre joints in any format				

6. **Design a plan for construction of wooden frame** explains the stages of making a wooden frame and why types of joints have been chosen 7. **Making and assembling a wooden frame** Using a tape measure and ruler to transfer dimensions from the drawing or setting out rod to construct the wooden frame Selecting the correct tools for the construction of the wooden frame Planning time to construct the wooden frame Planning the type of finish that will be applied to the wooden frame Finishing the wooden frame by sanding or application of a secondary finish				

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
PowerPoint **Booklets** **Materials for practical work** **Tools and equipment**		**PSHE/SMSC (spiritual, moral, social, cultural)/BV (British Values) opportunities:** -Developing confidence & responsibility & making most of your abilities

		-Preparing to play and active role as a citizen -Developing a healthy and safer lifestyle -Developing good relationships & respecting differences -Spiritual, moral, social & cultural development -Life skills – thinking, learning, health & safety Effective contributors

Session 13 Con 13	By the end of the session, you **must** be able to: familiar with the methods for plastering walls You **should** be able to: mix plaster for internal use You **could** be able to: apply plaster to an internal wall for its first coat **Keywords:** plastering knife, skimming	**Introduction:** plastering skills **Information** • Students will learn about the different methods of finishing internal, and external, walls. **Practical task –** Students will learn about the different stages of plastering and the different stages. **Ensuring success** • Work closely with students emphasizing correct portions and application **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

Session 14	By the end of the session, you **must** be able to: Make and apply appropriate mix of plaster with correct tools. You **should** be able to: plaster a 1-meter square area to a high degree of quality. You **could** be able to: finish a larger area and identify all the appropriate tools required for the job **Keywords:** Electric mixer, trowel, different plastering finishing tools	**Introduction:** Final class on plastering **Information** • Students will add on their skills for final class before Christmas **Practical task –** Students will continue plastering with the aim of having a finish surface that is free from large imperfections. **Ensuring success -** Students will work in pairs using their skills from concrete finishing to achieve an acceptable finish. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 15	By the end of the session, you **must** be able to: Explore the	**Introduction:** personal progression plan	PPT: Examples online	Formative

A2 Personal Progression Plan	skills and behaviours needed to meet personal progression goal You **should** be able to: Make relevant and extended contributions to discussions, allowing for and responding to others' input. You **could** be able to: understand the relevant steps required to achieve you PPP **Keywords:** S.M.A.R.T.	**Information** • Students will familiarise themselves with short/long-term SMART goals **Practical task –** Students will work in groups/pairs to write their PPP **Ensuring success** - Students must be familiarised with the need, and the benefit, from having a PPP in order to understand its value. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	Worksheet: printouts Other:	Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 16	By the end of the session, you **must** be able to: Produce a progression plan to meet intended progression goal.	**Introduction:** PPP continued **Information** • Students will finish and familiarise themselves with their PPP	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically

	You **should** be able to: Prepare for and contribute to the formal discussion of ideas and opinions. You **could** be able to: begin proactively taking steps to begin your PPP – Starting the steps laid out in the S.M.A.R.T. plan **Keywords:** S.M.A.R.T.	**Practical task –** Students will finalise their PPP and be able to explain the core makeup to the class. **Ensuring success** • Students will reaffirm their first step and lay out how the aim to achieve this step **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		look at how they did.
Session 17 Con 11	By the end of the session, you **must** be able to Identify own role in decorating a wall, responding to a brief You **should** be able to: Identify and describe own role in decorating a wall, responding to a brief.	**Introduction:** Decorating an inside wall **Information** • Students will develop the skills needed to decorate an inside wall. They will learn about the tools, materials and equipment needed for painting and wallpapering inside walls and will develop the skills to prepare and paint walls, surrounding frames and to apply wallpaper. **Practical task –** Learners prepare a test area. This involves the preparation of timber and wall surfaces, so they are ready for the first coats of paint and for wallpapering. Learners are shown how the preparation time spent produces	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **could** be able to: Identify and explain own role in decorating a wall, effectively responding to a brief. **Keywords:** skirting, dado rail, coving, plaster finishes.	results in the quality of the finish produced. Learners practise preparation techniques and painting plaster surfaces. **Ensuring success –** students must pay close attention to the difference between acceptable, and unacceptable, work. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 18	By the end of the session, you **must** be able to: Use selected basic tools, methods and materials and decorate an inside wall. You **should** be able to: Use selected suitable tools, methods and materials and decorate an inside wall competently. You **could** be able to: Use selected correct tools, methods and materials and decorate an inside wall,	**Introduction:** Decorating an inside wall continued **Information -** Students will develop the skills needed to decorate an inside wall. They will learn about the tools, materials and equipment needed for painting and wallpapering inside walls and will develop the skills to prepare and paint walls, surrounding frames and to apply wallpaper. **Practical task -** Learners prepare a test area. This involves the preparation of timber and wall surfaces, so they are ready for the first coats of paint and for wallpapering. Learners are shown how the preparation time spent produces results in the quality of the finish produced. Learners practise preparation techniques and painting plaster surfaces. **Ensuring success** – Most Capable student will give a demonstration on better techniques of finishing walls	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	meeting the requirements of the brief. **Keywords:** skirting, dado rail, coving, plaster finishes Sand paper, sanding block, filling knife, paint brushes, paper paste brush, paint kettle, paste bucket	**Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 19 Con 7	By the end of the session, you **must** be able to: Produce a plan that identifies the stages of making a wooden frame and why types of joints have been chosen. You **should** be able to: Produce a coherent plan that describes the stages of making a wooden frame and why types of joints have been chosen. You **could** be able to: Produce a detailed plan that explains the stages of making a wooden frame and why types of joints have been chosen.	**Introduction:** making carpentry joints **Information** Learners will explore the different types of tools and equipment used to shape and cut timber. Learners experiment with tools and equipment to make different styles of joints. Focus on correct angles and flush surfaces. **Practical task –** Learners will make a frame joint using a joint of their choosing (half-lap etc.) The joint should use previously gained carpentry and joinery skills to achieve good structure. Tutors will explain different techniques of joining frames together. **Ensuring success** Regular instruction and guidance will be provided to each student, work in pairs /groups for weaker students to see more able student's styles. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	Keywords: saw, square, ruler, marking gauge, bench vice, saw bench and drill.			
Session 20	By the end of the session, you **must** be able to: Produce a plan that identifies the stages of making a wooden frame and why types of joints have been chosen. You **should** be able to: Produce a coherent plan that describes the stages of making a wooden frame and why types of joints have been chosen. You **could** be able to: Produce a detailed plan that explains the stages of making a wooden frame and why types of joints have been chosen. **Keywords:** saw, square, ruler, marking gauge, bench vice, saw bench and drill.	**Introduction:** making carpentry joints **Information** Learners will add to previous session's different joints to improve their techniques of connection. **Practical task –** Learners will continue with previous class joint, or if more advanced, they can try more advanced joining techniques. Testing Structural integrity, **Ensuring success** Regular instruction and guidance will be provided to each student, work in pairs /groups for weaker students to see more able student's styles. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 21	By the end of the session, you **must** be able to: Select and use	**Introduction:** making carpentry joints resumed after break **Information**	PPT: Examples online Worksheet: printouts	Formative Listen to verbal responses,

	basic tools and materials to make a wooden frame. You **should** be able to: Select and use appropriate tools and materials to make a suitable wooden frame. You **could** be able to: Select and use correct tools and materials to make an attractive wooden frame. **Keywords:** saw, square, ruler, marking gauge, bench vice, saw bench and drill.	Learners will explore the different types of tools and equipment used to shape and cut timber. Learners experiment with tools and equipment. **Practical task –** Learners will set out a task to make a wooden frame with appropriate joints from scratch. They will decide the level of detail involved knowing it will be used for assessment. **Ensuring success** Students will explain the reason for their choices and offer the pros and cons for these choices. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	Other:	make sure everyone is included and can critically look at how they did.
Session 22	By the end of the session, you **must** be able to: Select and use basic tools and materials to make a suitable wooden frame. You **should** be able to: Select and use appropriate tools and materials to make a flush wooden frame.	**Introduction:** making carpentry joints **Information** Learners will continue, and finish, their assessment projects **Practical task** Learners will continue, and finish, their assessment projects and be assessed on their appropriate use of tools and equipment, plus their ability to name the tools they are using.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **could** be able to: Select and use correct tools and materials to make a flush & attractive wooden frame. **Keywords:** saw, square, ruler, marking gauge, bench vice, saw bench and drill.	**Ensuring success -** Students must explain their choices for their joints offering reasons for the structural integrity. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 23 Con 9	By the end of the session, you **must** be able to: list the requirements of a small repair job Produce a detailed list of all requirements of a small repair job, showing how costs were calculated. You **should** be able to: Produce a list of the main requirements of a small repair job You **could** be able to: Produce a list of the main requirements	**Introduction:** Costing a Small Repair Job **Information -** Students will learn about costing and time management: the ability to calculate costs from source and research, estimating labour charges (time allocation) **Practical task –** Learners estimate the cost of a small repair job to repair a front door. They follow up with research from trade product catalogues. **Ensuring success** - Impressing the concept that bad quoting can lead to a job costing money rather than making money for a worker. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	of a small repair job showing how costs were calculated. **Keywords:** per hour, half day, full day rate			
Session 24	By the end of the session, you **must** be able to: Produce a list of the main requirements of a small repair job showing how costs were calculated. You **should** be able to: Produce a list of the main requirements of a small repair job, showing how costs were calculated. You **could** be able to Produce a detailed list of all requirements of a small repair job, showing how costs were calculated. **Keywords:** materials costs, equipment costs or hire	**Introduction:** Costing a Small Repair Job **Information -** Students will learn about selecting sources and suppliers, knowledge of making small repairs for costing and obtaining materials/equipment. **Practical task –** Tutor will set budgets for small repair jobs and distribute to learners, facilitating research in budgeting for a small repair job. Tutors create an estimate for customers and give learners a 'client brief'. **Ensuring success -** Students must balance a budget for a small job. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

Session 25	By the end of the session, you **must** be able to Present a quote showing simple calculations. You **should** be able to: Present a detailed quote showing appropriate calculations. You **could** be able to: Present a detailed and accurate quote showing comprehensive calculations. **Keywords** - estimated timings of the repair job completion, trade suppliers versus public suppliers, profit and loss.	**Introduction:** Costing a Small Repair Job **Information -** Students will learn about decisions on activities to be carried out: in sequential order from start to finish (for example if this was a repair to fix door hinges then new hinges would have to be sourced prior to removing the door). Labour required to undertake the repair job: number of people. Materials and equipment required to undertake the repair: **Practical task –** Students will use IT to create an estimate and formal quote. Ask learners to decide which quote would get the job and why (Q&A). Learners will work in a group to research using the internet (DIY and building suppliers) **Ensuring success -** Students must pool knowledge on order to achieve group project success. Depending on levels either one big group or pairs. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 26	By the end of the session, you **must** be able to: Select	**Introduction:** Making minor repairs in a house	PPT: Examples online	Formative

Con 10	methods, tools and equipment and complete minor repair tasks. You **should** be able to: work on your own You **could** be able to: Select appropriate methods, tools and equipment and competently complete minor repair tasks. **Keywords:** Health and safety, Self-management	**Information -** Students will start developing the skills and qualities needed to make minor repairs in a house. **Practical task –** Students will be asked to fix a faulty door. First, they must identify the fault, then they must try to rectify the issue **Ensuring success** • Students must pool knowledge on order to achieve group project success. Depending on levels either one big group or pairs. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	Worksheet: printouts Other:	Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 27	By the end of the session, you **must** be able to: Select methods, tools and equipment and complete minor repairs to a high standard.	**Introduction:** Making minor repairs in a house **Information -** Students will explore the best methods, tools and materials to use when making a minor repair learning to develop the skills needed to manage your own workload and to work with others.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **should** be able to: Select appropriate methods, tools and equipment and competently complete minor repair tasks. You **could** be able to: Select correct methods, tools and equipment and correctly complete minor repair tasks. **Keywords:** Fault, solution, timeline	**Practical task –** Students will be asked to fix a hole in plaster wall. They must identify the correct steps to fix this fault. **Ensuring success** • Students must pool knowledge on order to achieve group project success. Depending on levels either one big group or pairs. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 28	By the end of the session, you **must** be able to: Demonstrate ability to communicate with others and manage own time to complete minor repairs. You **should** be able to: Demonstrate ability to communicate positively with others and manage own time competently to complete minor repairs. You **could** be able to: Demonstrate ability to	**Introduction:** Making minor repairs in a house **Information -** Students will use their skills to work effectively in a team, so the repairs are carried out efficiently and professionally. **Practical task –** Students will be set with the task of reaffixing skirting and architrave that has become loose and fallen off. **Ensuring success** • Students must pool knowledge on order to achieve group project success. Depending on levels either one big group or pairs.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	communicate positively and effectively with others and manage own time productively to complete minor repairs **Keywords:** Replacement, affix, sturdy	**Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 29 A1	By the end of the session, you **must** be able to: Identify the techniques used to improve own organisational skills, giving outline examples. You **should** be able to: Review the techniques used, giving some examples of how they improved own organisational skills. You **could** be able to: Review the techniques used, giving detailed examples of how they improved own organisational skills. **Keywords:** To-do list, organisation, plans	**Introduction:** Being organised **Information** • Students will learn methods of improving organisational skills. **Practical task –** In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time. Each person presents the planner for their partner. **Ensuring success** • Students must pool knowledge on order to achieve group project success. Depending on levels either one big group or pairs. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

Session 30 Con 8	By the end of the session, you **must** be able to: Carry out simple pipe cutting and bending operations. You **should** be able to: Carry out simple pipe cutting and bending operations whilst working alone You **could** be able to: Carry out complex pipe cutting and bending operations. **Keywords:** half round file, pipe grips and cutters, bench vice, tube bending machine	**Introduction:** Fixing a water pipe **Information -** Introduce the unit by giving examples of jobs that involve a large variety of plumbing operations: construction of houses, extension and renovation works. It is essential to understand and develop skills in plumbing. **Practical task –** Give learners practical examples of pipework that have problems and issues – learners discuss them with each other and suggest formative solutions. **Ensuring success -** Students must work together to achieve project success **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

Session 31	By the end of the session, you **must** be able to: Carry out complex pipe cutting and bending operations. You **should** be able to: Carry out complex pipe cutting and bending operations. You **could** be able to: Carry out complex pipe cutting and bending operations accurately. **Keywords:** half round file, pipe grips and cutters, bench vice, tube bending machine	**Introduction:** Fixing a water pipe **Information –** We will explore the variety of plumbing in domestic and commercial settings. **Practical task –** Give learners a set of both plastic and metal fittings and ask them to identify their use. These could include tees, elbows, bends, solders, flux and plastic joints. Summarise the session by showing learners which tool and equipment is suitable for which type of material. Carry out learning checks through Q&A. **Ensuring success –** We will go through the common household examples of water problems such as toilet and shower leaks. **Plenary -** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 32	By the end of the session, you **must** be able to: Follow instructions and carry out the construction of a pipe rig using given joints.	**Introduction:** Fixing a water pipe **Information –** Carrying on from last week learners will set their own project out and create their own pipe rig with the skills and knowledge attained **Practical task –** Learners will work individually to construct the pipe rig.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **should** be able to: Follow instructions competently and carry out the appropriate construction of a pipe rig using joints and describe the processes followed. You **could** be able to: Follow instructions accurately and carry out the construction of a pipe rig using joints and explain the processes followed. **Keywords:** half round file, pipe grips and cutters, bench vice, tube bending machine	**Ensuring success -** Students must pool knowledge to achieve project success, alone, in pairs but also as a collective larger group. **Plenary -** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 33 Con 12	By the end of the session, you **must** be able to: Carry out a basic risk assessment before working with electrical circuits You **should** be able to: identify the different wires and values You **could** be able to: wire a socket with the assistance of a diagram	**Introduction:** Making an electrical circuit **Information** — Students will learn about the tools and equipment needed and the different methods used to carry out electrical tasks, such as cutting and joining cables to make an electrical circuit **Practical task –** Students will open and disassemble a plug socket **Ensuring success** - Students can use the diagram to help them understand the correct positioning of each wire. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	Keywords: cable cutters and strippers			
Session 34	By the end of the session, you **must** be able to: Present a simple risk assessment, giving some solutions to prevent accidents and injuries from occurring. You **should** be able to: Present a detailed risk assessment, describing solutions to prevent accidents and injuries from occurring. You **could** be able to: Present a detailed risk assessment, explaining solutions to prevent	**Introduction:** Making an electrical circuit **Information -** will learn about the tools and equipment needed and the different methods used to carry out electrical tasks, such as cutting and joining cables to make an electrical circuit **Practical task –** Students will reassemble a plug socket with wires fitting snuggly **Ensuring success** - Students can use the diagram to help them understand the correct positioning of each wire. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	accidents and injuries from occurring. **Keywords:** single and double sockets, flex outlets			
Session 35	By the end of the session, you **must** be able to: Safely construct a simple electrical circuit test rig by measuring and marking out sockets and fused spur units using equipment and tools. You **should** be able to: Safely construct a simple electrical circuit test rig correctly by measuring and marking out sockets and fused spur units using equipment and tools. You **could** be able to: Safely construct a complex electrical circuit test rig accurately by measuring and marking out sockets and fused spur units using equipment and tools. **Keywords:** flex outlets, ceiling roses.	**Introduction:** Making an electrical circuit **Information -** will learn about the tools and equipment needed and the different methods used to carry out electrical tasks, such as cutting and joining cables to make an electrical circuit **Practical task –** Students will create an electrical circuit. **Ensuring success** - Students can use the diagram to help them understand the correct positioning of each wire. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

Session 36 Con 14	By the end of the session, you **must** be able to: Understand the importance of maintaining buildings You **should** be able to: Identify correctly the equipment needed for planning and decision making in maintenance. You **could** be able to: select and use the equipment and materials for building maintenance work **Keywords:** Personal Protective Equipment (PPE), building maintenance processes	**Introduction:** Developing building maintenance skills **Information –** Students will learn the correct resources and processes that are needed to complete building maintenance work. **Practical task –** Students will discuss the reasons, and necessity for, good building maintenance. Exploring the effective methods for different maintenance problems (cracked walls, leaking taps/toilets). **Ensuring success –** Students will work in pairs/groups combining ideas about reasons for and benefits from maintenance. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.
Session 37	By the end of the session, you **must** be able to: Carry out an audit to identify the work type and resources required to complete given building maintenance work.	**Introduction:** Developing building maintenance skills **Information –** Students will demonstrate the necessary tools, equipment and PPE used in a typical building maintenance role.	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	You **should** be able to: Carry out a detailed audit to identify the work type and resources required to complete given building maintenance work. You **could** be able to: Carry out a detailed and comprehensive audit to identify the work type and resources required to complete given building maintenance work. **Keywords:** listening, questioning, speaking clearly; following instructions	**Practical task –** Students will correctly identify a maintenance issue. They will set out a step-by-step plan of action to rectify the problem identifying correct tools and safety precautions. **Ensuring success -** Students will share notes as one big group or pairs. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 38	By the end of the session, you **must** be able to: Perform given building maintenance work, using hand tools and materials safely. You **should** be able to: Perform given building maintenance work, using hand tools and	**Introduction:** Developing building maintenance skills **Information –** Students will know and be able to list the correct processes needed to complete building maintenance work. **Practical task –** Students will use their plan of action to fix their identified problem. They will use their list to gather and use the correct tools whilst working in a safe manner	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	materials competently and safely. You **could** be able to: Carry out a detailed and comprehensive audit to identify the work type and resources required to complete given building maintenance work. **Keywords:** Planning, deadlines, stages, process, resources.	**Ensuring success -** Students can help each other on their projects allowing for more competent students to assist less able students. **Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		
Session 39 A3	By the end of the session, you **must** be able to: Undertake an activity with others, taking some responsibility for own role within it. You **should** be able to: Undertake an activity with others, taking responsibility for own role within it. You **could** be able to: Undertake an activity with others, taking full responsibility for own role and making effective contributions.	**Introduction:** Working with others **Information -** Students will discuss the value of good communication. What happens with communication breakdown and how that can have effects in the workplace, especially work sites. **Practical task –** Students will work in pairs setting out instructions for a selected task (tying a shoelace etc.) and another student (tutor) will follow the instructions to see how clear the ordered steps are. **Ensuring success -**Students must work (online research) in pairs to come up with examples of industrial misunderstanding that cost companies large amounts of money	PPT: Examples online Worksheet: printouts Other:	Formative Listen to verbal responses, make sure everyone is included and can critically look at how they did.

	Keywords: Teamwork, collaboration, communication.	**Plenary:** Revisit the keywords and concepts learned in this session to cement understanding.		