

Team Domenica Curriculum Framework				
Adulthood				
	Personal Safety	Healthy Choices	Rights and Responsibilities 1	Advice and Support 1
1	I recognise that some rules and boundaries are in place to keep me safe and there are consequences to not following these, and these change over time and in different place	I understand that the choices I make can affect my short- and long-term health	I know that everyone, including me, has the right to feel safe, cared for and listened to by those around them	I can say when something is getting hard and then accept help.
2	I understand that people can harm me and I can take actions to avoid this	I can accept support, through relationships, my own research and the use of professional people to think about these choices	I know that everybody in class, including me, has the right to a secure and challenging environment in which to work, try new things and be recognised for achievement	I can use different people for different types of support
3	I understand that things can happen online that can make me unsafe and can take action to avoid this	I can make healthy food choices	I know how to raise concerns and make complaints if I am being harmed or discriminated against	I can seek help from a range of people, including professionals and specialists in the wider community
4	I can accept support and make plans to keep myself safe	I can make healthy choices around activity and exercise	I understand that other people can raise concerns and make complaints if they are being harmed or discriminated against, including when my behaviour may be part of this	When I don't need help I can say this appropriately
5	I understand that in order to grow and learn I have to take risks and I can work with others to plan for these	I can make the right healthy choices for my age around cleanliness and personal hygiene	I understand that the law gives me and others rights and responsibilities	I can plan for practical help I might need
6	I know about legal and illegal substances that may harm me, or which may make me less able to stay safe	I understand how my body has changed over time and how best to react to how my body feels and acts	I can find out about people who can support my rights and responsibilities .	I can plan for emotional help I might need
7	I know that there are things that can happen around sex and sexual behaviour that can cause me harm	I understand how my body can show me if it is healthy and when and who to ask for help when I do not feel well		I accept solutions that need compromise, negotiate or suggest compromise

8	I know how to ask for help if I am at risk, including in an emergency situation	I understand that my mind needs to be healthy as well as my body		I can find age-appropriate advice in the community
9		I understand the things I can do to keep my mind healthy		
10		I understand how my mind can show me if it is healthy and when and who to ask for help when I do not feel well.		
	Self-advocacy/choices and decision making	Difference	Understanding economic life	Relationships
1	I can accept that there are a range of choices in all situations	I understand how I am the same as others and how I am different	I understand that everyday items cost money and I have a growing awareness of the cost and value of these	I can take action to spend time with the people who have a positive effect on my feelings and actions
2	I know how to think about which choice to make, including seeking guidance and advice when necessary	I can support others whether they are similar or different to me	I understand that there are different ways that people get money and can think about myself in relation to this	I can fall out with peers, colleagues and friends and make this right
3	I can feel good about making the right choice, reflect on poor choices and understand that some choices can be equal but different	I can learn about my own cultural and ethnic background	I can learn about the different payment methods that are available and the costs and benefits that might be involved	I can use a range of conflict resolution strategies
4	I understand there are times when I have little choice about what happens but I can manage how I act and feel about these times	I can talk about my own and others cultural and ethnic background with respect	I can learn about the need to control spending and set budgets	I can recognise, and where necessary challenge, peer pressure
5	I can say some things I want in my future	I understand the terms prejudice, discrimination, equality and diversity	I can find out about the organisations involved in economic and financial life and how to engage with them	I can recognise and challenge when interactions are harmful
6	I can take steps towards the things I want in my future and initiate change	I understand that the language I use about those I perceive as different to me can affect how others feel, and how they act towards me	I can find out about how to save	I can take actions to sustain relationships when their context changes

7	I can evaluate my strengths and my areas for development and choose how and when I might develop these/	I can work with others who may be different to me with respect.	I can find about credit and debt and the costs involved, and the agencies who can support and advise with debt	I can apply my learning about peers and friendships to online relationships
8	I can assertively challenge and ask questions about decisions made by others	I can think about gender roles and identity and explore these respectfully through work and play	I can take steps to protect myself from fraud and deceit	I can join new groups of peers and partake in activities alongside them
9	I can accept others assertively challenging my decisions	I can think about sexual identity and preference and explore this respectfully through work and play		I can discuss complex moral issues , listen to the views of others and show respect when there is disagreement
10		I can think about ability and disability and bodily difference and explore this respectfully through work and play		I can talk about consent, and understand the right of myself and others to give, not give and withdraw consent.
11		I can take actions to plan for the inclusion of others in activities		
12		I can challenge people who do not show a good understanding of tolerance and inclusion		
	Personal Presentation	Overcoming problems 1	Activities	Community
1	I can describe ways to promote and maintain a healthy self-concept and how it is appropriate to promote others' self-esteem.	I can identify barriers and challenging situations	I can engage in a range of physical, creative, cultural, social activities and games.	I know that I am a part of the Team Domenica community and recognises others as part of this community
2	I can understand how personal presentation can affect my self-esteem and other people's reactions to me.	I know who to speak to if I need help at Team Domenica	I can try new activities in both familiar and new settings	I understand what the expectations are of me whilst I'm here
3	I can describe how presentation, body language, voice, and facial expressions affect how I respond to other people.	I can use support and strategies to view problems and challenges proportionally	I can say what I like about games, enrichment and activities and what I don't like about them	I can identify and use those things in the community that can give me enjoyment, satisfaction and support

4	I can describe how presentation body language, voice, and facial expressions affect how other people respond to me.	I can problem- solve in the moment and am able to find a solution that best resolves the issue	I can make suggestions to change things I am unsure about or dislike	I can take actions to keep my community a safe and pleasant place for myself and others
5	I can confidently describe strategies for managing pressures and influences on healthy lifestyle choices relating to personal presentation.	I can anticipate problems and challenges that may arise in specific circumstance and use strategies to best approach or avoid a given problem or challenge.	I can be involved in plans to arrange activities	I am aware of extracurricular activities that are available to me and how to access them
6	I can use strategies for managing pressures and influences on healthy lifestyle choices relating to personal presentation.	I can learn from experience how to overcome problems and challenges and avoid unhelpful patterns in my life	I can end games and activities well	I can travel safely around my community
7	I can identify the products needed for good personal presentation and hygiene and describe how to use them.	I can take steps to build my resilience in order to cope with change and overcome challenges.	I can work well as part of a team when participating in group activities like cricket	I am aware of and can engage with organisations that support my community
8	I understand how poor personal hygiene could effect my health	I can help others problem solve and know when I cannot offer appropriate help	I can listen to the activity provider and follow instructions during sessions	
9	I can identify people and organizations that can provide advice and support about personal presentation.	I can identify people and organizations that can provide advice and support for overcoming specific problems and challenges	I can manage winning and losing	
Competency				
	Coffee	Food Preparation and Catering	Till	Front of House
1	I can read the tickets from the till and make the correct drinks.	I can follow and carry out the start of day check list	I know how to stand at the till ready to make an order	I can greet a customer appropriately

2	I can measure the correct amounts for different drinks , including smoothies	I can perform the production room cleaning tasks and production room down time jobs	I can greet the customer professionally and using the Team Domenica script	I know what to say when I give a customer their order and can perform a check back
3	I know which cups, and which size, to use for different drinks	I can follow a visual recipe and/or read a recipe	I can communicate appropriately without using the Team Domenica script	I know what to say when a customer has a complaint about their food or drink
4	I can reliable use the coffee machine by running hot water through the machine before making a new shot, fitting the handle to the group head and knowing which button to press on the coffee machine to make the coffee shot	I can double and half recipes	I can ask a customer what they would like to order	I can carry food and drink over to a customer using a tray
5	I can steam the milk to the correct temperature and stretch the milk for the right time for different drinks.	I can find the correct equipment and/or ingredients for my task	I can read/ access the café Domenica menu	I can clear a table
7	I know how to avoid cross contamination when using the coffee machine	I can weigh and measure my ingredients using a variety of tools and equipment.	I can make suggestions about what to order and discuss changes to orders	I know what to do with left-over food and drink
8	I can create latte art: the heart, the tulip and the rosetta.	I can cut vegetables in the right way for different purposes.	I am able to tell the customer what allergens are in their food using the allergen folder	I can clean the tables using the correct equipment and method.
9	I can assemble the saucer to put the coffee on with a spoon.	I can use the mixer	I can find the correct button on the till	I can perform the front of house cleaning job for the day and the front of house down time jobs when it's quiet
10	I can make a pot of tea and prepare the tea tray for service.	I can assist in stock taking.	I can pass the order tickets to the correct person	

11	I can make the hot chocolate mix and can make a hot chocolate drink.	I can use the ingredients of a menu item to make an allergen card	I know who to ask if I don't know the correct answer to a customers question	
12	I can clean the machine properly, including the baskets, steam wand and adjacent surfaces.	I can line baking tins	I can ask the customer for the correct money	
13	I can perform coffee downtime jobs when it's quiet.	I can pipe icing to decorate a cake	I can put a cash transaction through the till	
14		I can create my own iced cake design	I can handle the money in the till appropriately	
15		I can stack the dirty crockery and cutlery neatly and safely, including when there are sharps knives.	I can give the correct change using the till to guide me	
16			I can put a card transaction through the till	
17			I can fill out the cashing up form	
	Hygiene, Health and Safety	Kitchen Porter	Working with others 1	Managing Myself 1
1	I can find, recognise and access health and safety information	I know how to do the washing up	I can use check-ins to say what I need or how I feel, to others	I can get myself ready for working in the café
2	I can say why health and safety guidance is important to my café training	I know how to wash sharp knives safely	I can listen to others when they say what they need or how they feel during morning check-ins	I can tie my apron with a bow
3	I can identify equipment that is in place for safety reasons and say what it is for	I know how to use the dishwasher	I can do things, including make changes, to support others with what they need during their training	I can read the café job rota
4	I can recognise common hazards and take action to reduce risk, including telling someone else	I can put equipment away in the right place	I can offer support in a way that is appropriate to the café environment	I can remember what time my break and lunch times are on the rota and take my breaks at this time.

5	I know what to do in the case of a fire /fire alarm in the café	I can dry equipment safely	I understand that other people may get things, such as adult attention or tasks, that I want for myself and can manage this	I can set a timer on my phone
6	I know what uniform to wear (including items of PPE) for different tasks and why it is important	I can fold the laundry neatly and put it away	I can wait for breaks or the end of the day to talk about things that are not related to café training	I can return to the café after my break
7	I can use equipment safely, including- the microwave, the hob, and hand blender , grater and peeler	I can perform back of house cleaning task for the day and back of house down time jobs when it's quiet	I can accept that other people have different strengths, abilities and needs to me during café training	I understand the importance of following instructions and have strategies to help me do this
8	I can use the oven following the safety guidelines and remember to use the oven gloves		I can share a task with a peer	I understand the importance of being adaptable and have strategies to help me do this
9	I can chop safely, using the claw grip and bridge hold when it is appropriate to do so			I understand the importance of using my initiative and have strategies to help me do this
10	I can be safe around knives when washing up, tidying up, and putting away			I understand the meaning and importance of having a good work ethic and have strategies to help me develop this this
11	I can use the correct chopping board for each food group			I understand the meaning and importance of being resilient and have strategies to help me develop this this
12	I can explain what cross contamination is and how to avoid it			I understand the meaning and importance of having a good work ethic and have strategies to help me develop this this
13	I know what temperature to cook and reheat food to			I understand the meaning and importance of having a

				positive approach and have strategies to help me develop this this
14	I can check the dates on food packets			I have strategies for approaching tasks that I don't want to do
15	I understand the date dot system			I can evaluate how my day went
16	I can fill out a day label			
17	I know what temperatures the fridge and freezers should be and can check the temperatures			
18	I know what the Safeguarding arrangements are when I am in café training			
19	I know what to do if there is an incident that concerns me, or which puts me at risk			
	Number	Application of Number	Reading	Writing
1	I know what the days/weeks/months of the year are	I can understand and follow my timetable	I can read/access and understand my timetable and café rotas	I have a preferred method of creating legible text and can accept support to improve in this
2	I know the difference between am and pm	I can set timers and alarms to make sure that I am always on time	I can read/access and understand signage eg fire alarm / health & safety instructions	I can improve my spelling of everyday and technical words
3	I can tell the time, to the detail most helpful to me, on both digital and analogue clock	I can manage my own time e.g. I can plan my morning routine and journey to work	I can read/access and understand and follow recipes in the café and the production room	I can develop my use of grammar rules to improve the clarity of my writing
4	I can compare objects and say whether they are bigger or smaller, lighter or heavier, full or empty	I can find the right page in my work and keep a record of the dates I complete my work	I can read/access and understand items on the till	I can use an increasing range of punctuation correctly
5	I can sort out objects with similar properties eg by size, shape or weight	I can recognise and know the value of all the coins and notes	I can read/access and understand the café menu	I can present information in a logical sequence, including the use of

				paragraphs where appropriate
6	I can count in whole numbers	I can count all the coins and notes in the till and work out the value	I can read/access and understand allergen information	I can choose the appropriate language for emails and text messages
7	I can count in 2s, 5s and 10s	I can identify cheapest and most expensive eg items on the menu	I am able to read/access and understand instruction manuals for equipment	I can use formal language for example a covering letter/CV
8	I can add and subtract numbers to the level most helpful to me	I can use estimation and rounding to work out how much money I will need eg when shopping	I can read/access and understand resources so that I can complete my work in class	I can capture my own views for my annual review
9	I can double and halve numbers to the level most helpful to me	I can count out correct amounts of money eg when working in the café or buying something from a shop	I can read/access and understand my work placement diary and job coach reports	I can complete a vocational profile (ICT)
10	I can multiply and divide numbers to the level most helpful to me	I understand budgeting and I can manage my own money	I can read/access and understand codes of conduct and staff handbooks	I can fill out my work place diary
11	I can understand negative numbers as they relate to my practical needs	I can double and halve recipes	I can read/access and understand contracts	I can complete appraisal paperwork
12	I can understand place value including the purpose of the decimal point	I can cut cakes into a specified number of portions and portion out cake mixture		I can complete a timesheet
13	I know units of weight, length, capacity and their abbreviations	I can estimate weights and volumes eg more or less than 1kg		
14	I can convert between units of measurement eg g to kg and ml to l	I can read and measure using different scales eg rulers/measuring jugs/thermometers eg measuring in ml for smoothies		
15	I can work out intervals on a scale and read measurements	I can read temperatures to include fridge/freezer/cooker and understand negative numbers in relation to freezer temperatures		
	ICT	Speak (or other) to communicate	Engage in Discussion	Listen and Respond
1	I can log into a laptop to complete classwork	I can ask for help when I need it, or ask for more information	I can speak informally with my peers	I know how to pay attention in class

2	I can use word software to complete work	I can ask and answer questions	I know how to speak to staff and employers in an appropriate way	I know how to actively listen
3	I can use PowerPoint software to create a presentation	I know about inside and outside voices	I can have a conversation with customers	I can listen to others without interrupting
4	I can use a spreadsheet to do the café cashing up	I can adapt my tone of voice to adapt to different situations	I can express my views in my annual review	I can show I am listening by using appropriate eye contact and body language
5	I can save documents in the appropriate folder	I can express my opinions and ideas in a logical sequence	I can join in with group discussions in class	I can show I am listening by summarising, paraphrasing or asking questions about what I have heard
6	I can use an iPad to take photographs for my work	I am able to be assertive and communicate my views and feelings	I can take turns in group discussions	I can identify different tones of voice and what this means when I am listening
7	I can look up information on the internet	I can apologise when I need to	I can disagree with someone respectfully	I know how to listen to instructions and can suggest ways to make this easier for me
8	I can plan a journey on the internet	I can use persuasive language when appropriate	I can ask questions to find out other people's ideas	I know how to respond to questions and ask for clarification if I need to
9	I can look up grocery prices on the internet and do an on-line shop	I can speak to people I do know eg friends and staff	I can answer questions to give further information about my ideas	I can listen and respond to other people's point of view in a group discussion
10	I can read, write and send emails	I can talk to people I don't know eg visitors to Team Domenica, customers and people in the work place	I can lead a group discussion in class	I understand how sensory or other demands can impact on my ability to listen and can take steps to make things easier for me
11	I can set timers and alarms on my phone	If something goes wrong in conversation I can repair it by repeating or saying it in a different way	I can share my ideas when working in a team	
12	I can use my phone to send text messages	I can stand in front of the class and give a presentation	I can stay in a conversation with people I know, I can take turns and know how to end a conversation appropriately	
13	I can use my phone to travel on the bus			

Employability				
	Working with Others 2	Managing Myself 2	Advice and Support 2	Rights and Responsibilities 2
1	I can greet colleagues appropriately	I know what I need to do to be ready to work	I know who my manager/supervisor is and how they can support me	I know that I have the right to be treated fairly and with respect at all times
2	I can learn my colleagues' names and their roles	I can allocate enough time to getting ready and start work on time	I know who HR is and how they can support me	I know that others have the right to be treated fairly and with respect at all times , and I have a responsibility to do this
3	I can follow instructions from any staff member and ask questions both in the moment and later	I can travel independently or with reducing support, so I get to work on time	I know who to speak to if I have a problem	I know that have the right to be and feel safe at work
4	I can learn about a workplace's hierarchy and structure and what this means to me	I can bring the appropriate equipment for work every shift	I know I can contact Team Domenica if I need extra support	I am responsible for my health and safety at work and that of others
5	I understand my role as a team member within the organisation's structure	I know what procedures to follow when I arrive at work	I understand my specific needs in the workplace and what is in place to support these	I can report any concerns I may have and know who to report to
6	I can, with support, if necessary, learn about the informal and /or social relationships with a team and choose how to interact with this	I know what to do/who to contact if I am going to be late for work or if I am sick	I can request a 1:1 meeting with my line manager or HR	I understand my rights to breaks and to time to eat and drink
7	I can share jobs with colleagues and work alongside others	I can manage my break time independently , and return n time and ready to work	I know how to ask Team Domenica can support me to prepare ahead of and during any meetings in the workplace	I understand my right to be paid a fair wage
8	I can work with people who are very different to people I spend time with out of work or who I would not choose to spend time with out of work	I might need to do tasks I don't enjoy	I know about agencies and organisations that offer support with the workplace	I have the right to reasonable adjustments to enable me to do my job
9	I can take actions , with support, to put right any conflict at work	I know how to access my rota (if required)		I know my rights around time off for illness and

				annual leave and how this should be recorded
10	I can make use of any workplace buddy or mentor if I have one	I will put my personal belongings in the correct place e.g staff room or locker and take responsibility for these, and I know which items I may not bring to work		I have the right to make decisions affecting my employment as an adult
		I understand the boundaries about the use of my phone or other personal items at work		I have the right to leave the job if I want to
11				I can understand any contract or other paperwork that is in place at work
12				I can follow workplace policies on specific areas such as online safety and social media usage
13				I know I have the right to training for some parts of my job and the responsibility to attend this
	Overcoming Problems 2	Health and Safety at Work	Professional Relationships	Professional Presentation
1	I know who to speak to if there is a problem	I have read and signed my Risk Assessment	I understand that I need to maintain a professional relationship with my colleagues and that these are different to personal relationships	I will arrive at work wearing the appropriate clothes or uniform looking clean and smart
2	I can plan carefully to minimise problems arising	I have read and understood the Health & Safety policy in the workplace. I will follow all aspects that relate to my role.	I understand that there may be boundaries around how and when I contact colleagues, including on social media, and have the right to set these boundaries for myself.	I will keep my work clothes clean and repair or replace if necessary
3	I understand that we all make mistakes and we can learn from them	I understand the Fire Safety procedures and know what to do when the fire alarm sounds	I will learn and use the shared ways of being polite that are used in the work place	I will take responsibility for my personal hygiene and appearance

4	I can seek support if there is a conflict with a colleague	I can follow all work-based instructions to keep myself and others safe	I will listen and respond appropriately to my colleagues when given instruction	I will follow the rules regarding make up, piercings, tattoos, hair tied up etc
5	I can speak to my line manager/supervisor if I find parts of my role difficult	I can use any tools, equipment and machinery carefully and safely and say if I do not feel safe doing this	I will make colleagues aware of my needs	I will keep my shoes/trainers clean and smelling fresh
6	I know what to do and what strategies to use if I feel overwhelmed	I can complete any training needed in the workplace	I can take steps to make the ways I communicate the most helpful for my work setting	I will not wear clothes or accessories with slogans or symbols that may be disrespectful, derogatory or offensive to others.
7	I can prepare for when I need to communicate my support needs eg writing down what I want to say	I don't go to work if I am sick and will contact my employer to let them know	I can engage in explicit learning about appropriate topics and actions in the workplace and use support to reflect on experiences that illustrate this	
8	I know about agencies and organisations that can support my rights at work	I can report a hazard if I see it	I will communicate to the best of my ability	
9		I wash my hands after lunch and toilet breaks	I can learn about confidentiality and the inappropriate nature of gossip	
10		I can communicate if there is a task or situation that makes me feel unsafe	I can identify workplace bullying and know how to report it	
11		I will wear any required protective clothing eg hairnet, apron, gloves etc		
	The Self at Work	Careers Education	Personal Targets for employability	
1	I can identify my own values, aspirations and preferences in my career and in the workplace	I can use online resources such as the National Careers service to support my planning for work		
2	I can identify my own strengths and development needs	I can participate in events, visits and talks from employers both at Team Domenica and elsewhere to support my planning for work		

3	I can state what I don't like about work and working	I can reflect on my café training, work experiences and other opportunities to build a picture of who I am as a worker and employee, and record this	
4	I can fill out a vocational profile	I can identify and use the different parts of an application process, such as a CV, application for and interview	
5	I can talk about my skills. Experiences and aspirations in a cv, application form or interview	I can identify different ways into the work place, for example the apprenticeship route, the role of employment agencies careers fairs etc.	
6	I will share my needs with others as and when I decide is appropriate	I can break down the steps I might need to take to reach a career or workplace goal and take the necessary action, including requesting support	
7	I can let colleagues and customers know about my disability if I choose e.g I could wear a lanyard	I will continue to learn and develop both with a specific role and with my transferable skills	
8	I can choose for myself whether I wish to advocate for, or represent people with additional needs in the workplace		
9	I can draw on my previous learning about being adaptable, flexible , positive and reliant at work and apply this in my work setting		