

BOWER GROVE SCHOOL CURRICULUM PLAN



2021 - 2022

Curriculum Philosophy

Intent

At Bower Grove school all pupils have a right to access a curriculum that is enthralling, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Lessons at Bower Grove motivate, engage and excite our pupils. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school.

With the complex learning and behaviour needs of our pupils we acknowledge that the needs of each individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their school career.

Our school works in partnership with parents and the views of parents and pupils are taken into account in achieving the appropriate balance between pupils' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, therapy interventions or intensive tuition to enhance or consolidate core skills and talents. Curriculum development in conjunction with the needs of the individual, strives to ensure maximum progress for all pupils.

Our curriculum aims to:

- Ensure that all pupils have access to broad, balanced, challenging curriculum based on National Curriculum.
- Ensure quality curriculum content through systematic curriculum planning, monitoring and reviewing procedures.
- Ensure that all pupils have access to an appropriately differentiated curriculum.
- Ensure that pupils cover Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision.
- Provide pupils with access to accredited courses at Key Stage 4.
- Clearly identify progression pathways for children in Year 9 including access to Further Education, vocational courses and work related learning.
- Ensure that there is an equality of access to all Programmes of Study.
- Promote pupils spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and respectful citizens.
- Develop independence and life skills through experience and activities such as cooking food, mobility, residential and work experience.
- Prepare pupils for the opportunities, responsibilities and experience of adult life.
- Monitor and assess pupils progress for the purpose of ensuring high standards of achievement.
- Engage pupils in understanding how they make improved progress through Assessment for Learning.
- Equip our pupils with an understanding of respect for Fundamental British Values.

Implementation

Each curriculum area has a designated subject leader, to oversee its organisation. Long and medium term planning systems enable us to map delivery. There are common principles throughout the school but as an all age school there are naturally some variations between the organisational needs of the primary and secondary phases of the school.

KS 1 and 2 Phonics – Sounds-Write is an effective strategy to teaching reading, spelling and writing. It is a multi-sensory approach which aids concentration. The Sounds-Write approach to reading is phonographic. It starts from what all children acquire naturally and right from the start the sounds of their own language. It teaches that letters or combinations of letters, called graphemes, are the agreed ways in which we represent sounds when we write.

Primary – In Early Years Foundation Stage the foundation curriculum informs the planning and the Foundation Stage Profile is used to monitor, record and report on achievement. At KS1 where relevant, pupils continue to address gaps in skills and knowledge from the foundation stage profile. Where pupils are beyond this they move on to a primary curriculum based on the National Curriculum programs of study. At KS2 the primary curriculum is based on a curriculum model in which core national curriculum subjects (English, Mathematics and Science) are taught as separate subjects. Foundation subjects are learnt experimentally, following a creative approach to learning. EHCP's are managed and monitored by class teachers. The Boxall Profile is an assessment tool used to monitor social and emotional development and engagement in learning for all pupils. Pupils interventions identified in Provision Plans are delivered as an integrated element of classroom learning.

Secondary – The secondary curriculum is organised a on subject based model with pupils moving to specialist rooms and teachers. At Key Stage 3 pupils follow the National Curriculum at a highly differentiated level. Additional interventions are used with identified groups and individuals. At Key Stage 4, grouping according to ability occurs in some subject areas enabling all pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, Computing, PE, Art, Technology and Music. Pupils enjoy a creative curriculum and work towards Art Award accreditation. Throughout the secondary phase class teachers oversee the delivery of provision plans.

In year 11 “My Trust” help pupils prepare for their EHCP transitional review meetings. These highlight areas of strength and need for each individual. The aim is to ensure that the relevant support and opportunities are accessed in order to achieve competencies and develop the confidence to participate fully in life as independent young adults. Links with Further Education Colleges and industry enhance the work related learning aspects of the curriculum.

The school actively promotes enrichment activities; however, this may have an impact on curriculum access. Any integration or inclusion programme is explained fully to parents and pupils with regard to the curriculum impact and parental permission is sought before a programme is embarked upon. Disapplication from the National Curriculum will only be sought in very exceptional circumstances.

Impact

Along with other KSENT Special Schools, we use Pupil Asset as an assessment tool to measure progress. We also use regular learning walks, work scrutiny and moderation activities to ensure we have strong evidence of pupil progress.

Throughout the extensive programme of educational visits and residential trips pupils expand their knowledge of the wider world. School Focus days enable pupils to learn about topics beyond the curriculum. Our creative arts pledge allows pupils to experience and understand a range of cultural activity.

Our curriculum enables pupils to make outstanding progress in all areas of their learning, successfully moving on to a range of post 16 education provisions. Pupils leave with maximised communication, confidence, self-help and independent life and living skills. Extensive and useful accreditation and qualifications are achieved to enable our pupils to continue their learning journeys to adult life.



Tadpoles

Tadpoles (Group R/1) The Curriculum Map for Cycle A

Pupils will experience a holistic and cross curricular approach to teaching and learning wherever possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 Ourselves and other important people	Term 2 Traditional Tales, Fairy Stories and Nursery Rhymes	Term 3 Dinosaurs	Term 4 Transport and Journeys	Term 5 Minibeasts	Term 6 Under the sea
Literacy	<u>Available Teaching Texts:</u> 1) My Dad 2) Grandad Pot 3) All kinds of people 4) I want my Mum 5) So Much 6) This is Our House 7) The Biggest Bed in the World 8) Keep Clean! 9) There's going to be a baby 10) The Growing Story	<u>Available Teaching Texts:</u> 1) Jack and the Beanstalk 2) Jack and the Baked Beanstalk* 3) Snow White 4) Snow White in New York 5) Not quite Snow White 6) Seriously, Snow White was so forgetful*	<u>Available Teaching Texts:</u> 1) Harry and the Dinosaurs series 2) A Dinosaur called Tiny 3) There's a diplodocus at the door 4) The Dinosaur that pooped a... series 5) My Pet is a dinosaur called Fred 6) Ten Little Dinosaurs	<u>Available Teaching Texts:</u> 1) Mr Gumpy's Motor Car 2) The Little Boat 3) Amazing Aeroplanes 4) My Hot-Air Balloon 5) Hey! Get off our train 6) Please don't chat to the bus driver 7) The Magic Bed 8) Fix it Duck	<u>Available Teaching Texts:</u> 1) The Crunching Munching Caterpillar 2) Mr Buzz the bee man 3) Are you a snail? 4) Kipper: Butterfly 5) The very lazy ladybird 6) Norman the slug with the silly shell 7) Aaargghh Spider	<u>Available Teaching Texts:</u> 1) Whale in a fishbowl* 2) Tiddler* 3) Ocean Odyssey 4) A hole at the bottom of the sea 5) Billy's Bucket 6) The Rainbow Fish series 7) Dougal's Deep Sea Diary

	<p>11) My incredible knitting Nana* 12) Room on the broom</p> <p>Listening to and anticipating key events in stories</p> <p>Relating narrative to childrens' own experiences</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>	<p>7) The Gingerbread Man 8) Gingerbread Man 2* 9) Chapatti Moon* 10) The Elephant and the Bad Baby* 11) The Elves and the Shoemaker* 12) The Princess and the Pea*</p> <p>Retelling and re-enacting narrative</p> <p>Evaluating texts</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>	<p>7) Saturday night at the dinosaur stomp 8) Dinosaurs love underpants 9) Prehistoric Life – A non-fiction question and answer book</p> <p>Characters and story settings</p> <p>Information retrieval and understanding information texts ie. non-fiction books, leaflets, posters, environmental print</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>	<p>9) Maisy goes on holiday* 10) The Journey 11) The Suitcase 12) Rosie Revere, Engineer* 13) The Queen's Handbag*</p> <p>Retelling and re-enacting narrative</p> <p>Verbal and written composition</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>	<p>8) The Caterpillar that roared 9) What the ladybird heard 10) The Butterfly Dance*</p> <p>Rhyming strings</p> <p>Verbal and written composition</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>	<p>8) Lighthouse Keeper's Lunch 9) Fidgety fish 10) Bright Stanley 11) Sharing a shell</p> <p>Discussion, debate and articulation of ideas</p> <p>Verbal and written composition</p> <p>Language comprehension</p> <p>Extending vocabulary</p> <p>Key concepts of print</p> <p>Phonics, word reading and spelling - Letters and Sounds literacy programme</p> <p>Early writing skills and letter formation – Speed Sounds programme</p> <p>Rhymes, poems and songs</p>
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<p>Communication and Language - PRIME AREA</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Questions and organisational language</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Recalling and retelling stories or events</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Questions and organisational language</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Recalling and retelling stories or events</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Group discussions/debate</p> <p>Ideas and feelings about experiences</p>	<p>Deepening vocabulary and understanding</p> <p>Rhymes, poems and songs</p> <p>Listening skills</p> <p>Conversation skills</p> <p>Group discussions/debate</p> <p>Ideas and feelings about experiences</p>
<p>Mathematics</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Cardinal principle</p> <p>Number bonds to 5</p> <p>Subitising to 5</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Cardinal principle</p> <p>Number bonds to 5</p> <p>Subitising to 5</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Patterns and equal distribution within numbers to 10</p> <p>Greater than, less than or the same to 10</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Patterns and equal distribution within numbers to 10</p> <p>Greater than, less than or the same to 10</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Calculation (ie. Double facts to 10, Number bonds to 10, Odds and evens)</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p> <p>Spatial reasoning and position</p>	<p>Children to experience number in a variety of ways using practical experiential learning activities and through their play</p> <p>Calculation (ie. Double facts to 10, Number bonds to 10, Odds and evens)</p> <p>Counting to 20 and beyond</p> <p>Symbols, marks and writing numbers</p> <p>Problem solving</p> <p>Shapes and patterns</p> <p>Spatial reasoning and position</p>

	Spatial reasoning and position Routes, direction and location Measure and compare size, length, weight, capacity	Spatial reasoning and position Routes, direction and location Measure and compare size, length, weight, capacity	Spatial reasoning and position Routes, direction and location Measure and compare size, length, weight, capacity	Spatial reasoning and position Routes, direction and location Measure and compare size, length, weight, capacity	Routes, direction and location Measure and compare size, length, weight, capacity	Routes, direction and location Measure and compare size, length, weight, capacity
Understanding the World	Role Play: Home Halloween Families Roles in society Our local environment and using maps Respect and care for our environment and living things Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter Technology and exploring how things work	Role Play: Cobbler's Shop from The Elves and the shoemaker Guy Fawkes' Night Diwali Christmas Similarities and differences between religious and cultural communities in this country Life cycles and growth Respect and care for our environment and living things Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter	Role Play Area: Paleontologist's Camp Chinese New Year Similarities and differences between the past and now (within history and fiction) Exploring forces Respect and care for our environment and living things Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter Technology and exploring how things work	Role Play area: Travel Agents Mother's Day Easter Roles in society Our local environment and using maps Observational drawing of the natural world Respect and care for our environment and living things Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter Technology and exploring how things work	Role Play Area: Science Lab Using our senses to explore Similarities and differences between religious and cultural communities in this country Life cycles and growth Respect and care for our environment and living things Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter Technology and exploring how things work	Role Play Area: Seaside Shop Father's Day Similarities and differences between the past and now (within history and fiction) Comparing local environment and contrasting environments Respect and care for our environment and living things Using our senses to explore Similarities and differences between life in this country and life in other countries Seasons and changes in stage and matter

		Technology and exploring how things work				Technology and exploring how things work
Personal, Social and emotional development - PRIME AREA	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Rules and why they are important Following instructions	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Rules and why they are important Following instructions	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Managing emotions and impulses Friendships and collaborative play	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Managing emotions and impulses Friendships and collaborative play	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Resolving conflict and considering the feelings of others Independence, challenge and personal goals	Understanding feelings and emotions Positive sense of self and of a community Healthy eating Resolving conflict and considering the feelings of others Independence, challenge and personal goals
Physical Development - PRIME AREA	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes	Fine motor skill development through Clever fingers activities Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc. Healthy diet and exercise Write from the start pencil control programme Actions and movements to accompany rhymes

	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently	and songs, matching actions to words Small world play and large construction Managing personal and hygiene independently
Expressive Art and Design	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Performance and self-expression	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Making props for performance or	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Artistic preference	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Design, form and function	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Performance and self-expression	Tools and techniques, colour, materials and texture Representation and detail within art Music, singing, dance and movement Imaginative role play and small world play Communication through the arts
World Beliefs	Bower Values – Tolerance, Morals and Rules What is a rule? What does “being British” mean? What are the British values and what do we do in my class to follow them? Who are my friends?	Who Hindus and Sikhs? Introduce a Sikh way of life Introduce being a Hindu Learn how Hindu’s and Sikh’s celebrate the Diwali festival	Buddhist’s Beliefs Introduce being a Buddhist Learn to identify buddha and know why he is important to Buddhists To know that Buddhist’s regard a temple as a special place	What it means to be Jewish Introduce being Jewish Learn that Jews believe in one God To know that Jew’s worship in a Synagogue	Muslims and their traditions Introduce being a Muslim To know that Muslim ‘s worship in a Mosque To know that Muslims believe in one God in Islam – Allah identified in written form	The nature of Christians Introduce being a Christian To know that Christians worship in a Church To know that Christians believe in God the Father

Enrichment Opportunities	Introduction to Explorer Club to include trips to local parks, woods and country parks	Explorer Club trips to local parks, woods and country parks Visit to see Father Christmas	Explorer Club trips to local parks, woods and country parks Day trip to Wingham Wildlife Park to see Dinosaur display	Explorer Club trips to local parks, woods and country parks Visit to/from Emergency Services Trip on a train from East Farleigh to Maidstone West for McDonalds lunch in town	Explorer Club trips to local parks, woods and country parks Trip to local mosque	Explorer Club trips to local parks, woods and country parks Day trip to Bodium Castle



Honey Bees

Honeybees (Year 2) The Curriculum Map

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 Honeybees and Harvest British Woodlands	Term 2 London and Transport Christmas	Term 3 Famous For Five Minutes	Term 4 Castles and Dragons Easter	Term 5 Rivers and Canals The UK	Term 6 Australia
English Literacy learning book based	<p><u>Non-Chronological Reports</u> Bee fact sheets</p> <p><u>Instructions</u> How to make a healthy sandwich</p> <p><u>Narrative</u> The Owl Who was afraid of the dark/ Light house Keepers Lunch</p> <p><u>Poetry</u> Our Senses</p>	<p><u>Diary</u> The Great Fire of London Guy Fawkes</p> <p><u>Letters</u> Paddington Postcards Christmas letters</p> <p><u>Instructions</u> How to wrap a present</p> <p><u>Narrative</u> Paddington at the zoo</p> <p><u>Poetry</u> Christmas Poems</p>	<p><u>Narratives:</u> Lost and Found The way back home Beegu</p> <p><u>Non-fiction: Recount</u> Neil Armstrong/ Tim Peakes/ Tenzing Norgay/ Christopher Columbus</p> <p><u>Poetry</u> Space Poems</p> <p><u>SPAG</u></p>	<p><u>Narrative: Traditional Tales</u> Rapunzel/Princess and the Pea</p> <p><u>Recount</u> Castle trip</p> <p><u>SPAG</u> Working on personal targets from K7 to S1</p> <p><u>Phonics</u> Taught through Letter & Sounds phonics programme</p>	<p><u>Narrative / Drama Unit</u> Billy Goats Gruff</p> <p><u>Descriptive Writing</u> Mythical beasts of the UK</p> <p><u>Non-Fiction</u> How to grow a flower Growing Food</p> <p><u>SPAG</u> Working on personal targets from K7 to S1</p> <p><u>Phonics</u></p>	<p><u>Narrative</u> Grandad's Island</p> <p><u>Diary</u> A Diary of a Wombat</p> <p><u>Non-Chronological Reports</u> Australian Animal fact sheets/compare landscapes</p> <p><u>SPAG</u> Working on personal targets from K7 to S1</p> <p><u>Phonics</u></p>

<p>Short CGI 3D films to discuss/ Literacy Shed</p>	<p><u>SPAG</u> Working on personal targets from K7 to S1</p> <p><u>Phonics</u> Taught through letter & sounds phonics programme</p> <p><u>Guided Reading</u> Bog Baby</p> <p><u>Class Readers</u> The Honeybee Nocturnal/woodland animal books</p> <p><u>Communication and Language</u> Viemo.com: Mouse for sale</p>	<p><u>SPAG</u> Working on personal targets from K7 to S1</p> <p><u>Phonics</u> Taught through Letter & Sounds phonics programme</p> <p><u>Guided Reading</u></p> <p><u>Class Readers</u> Author Study: Michael bond Christmas Stories</p> <p><u>Communication and Language</u> Miles to fly/Soar/Lily and the snowman</p>	<p>Working on personal targets from K7 to S1</p> <p><u>Phonics</u> Taught through Letter & Sounds phonics programme</p> <p><u>Guided Reading</u> Oxford Owl e books</p> <p><u>Class Readers</u> Bob Man on the moon</p> <p><u>Communication and Language</u> La Luna</p>	<p><u>Guided Reading</u> Oxford Owl e books</p> <p><u>Class Readers</u> The Princess and the Pea George and the Dragon Castle fact books How to Train a Dragon</p> <p><u>Communication and Language</u> Brave clips/Dragon Tales/You want to build a castle</p>	<p>Taught through Letter & Sounds phonics programme</p> <p><u>Guided Reading</u> Deep Dark Wood</p> <p><u>Class Readers</u> The Magical Garden of Claude Monet Van Gough and the sunflowers</p> <p><u>Communication and Language</u> Rooted/rowing boat/The stinky plant</p>	<p>Taught through Letter & Sounds phonics programme</p> <p><u>Guided Reading</u> Something Fishy/big Bad Boy</p> <p><u>Class Readers</u> Author Study: Benji Davies The Storm Whale Wombat's Walk The Rainbow Bird The Big Book of Blue</p> <p><u>Communication and Language</u> Bubbles/Caterpillars shoes</p>
<p>Maths</p>	<p><u>K9/S1</u> Power Maths Book 1A Unit 1 and 2: Numbers and Part Whole to 10 <u>K7/8/9</u> Counting within 10 Position and Direction</p>	<p><u>K9/S1</u> Power Maths Book 1A</p> <p>Unit 3: Addition to 10 Unit 4: Subtraction to 10</p> <p><u>K7/8/9</u> Introducing Addition Introducing subtraction Days of the week</p>	<p><u>K9/S1</u> Power Maths Book 1A</p> <p>Unit 5 2D and 3D Shape Unit 6 Numbers to 20</p> <p><u>K7/8/9</u> Time across a day Months of the year Patterns and Shapes</p>	<p><u>K9/S1</u> Power Maths Book 1B</p> <p>Unit 7 Addition within 20 Unit 8 Addition within 20</p> <p><u>K7/8/9</u> Introducing counting to 20 Money Pictograms</p>	<p><u>K9/S1</u> Power Maths Book 1B</p> <p>Unit 10 Introducing length and height Unit 11 Introducing weight and volume</p> <p><u>K7/8/9</u> Length Weight Capacity Bar Graphs</p>	<p><u>K9/S1</u> Power Maths Book 1B</p> <p>Unit 9 Numbers to 50</p> <p><u>K7/8/9</u> Counting in 2s 5s and 10s Doubles and halves Odds and Evens</p>

Science	<p><u>Changing Seasons</u> Autumn/winter</p> <p><u>Animals including humans</u> Naming body parts including the senses Teeth cleaning/ears/eye Healthy Diet</p> <p>Nocturnal animal study: Understand animals in terms of birds and mammals</p>	<p><u>Materials</u> Identify and sort materials Comparing materials and making Movement due to an action – Moving vehicle.</p>	<p><u>Chemistry</u> Observing changes: Ice Experiments Experiments</p>	<p><u>Materials</u> Observing changes and collecting evidence. Colour experiments.</p>	<p><u>Changing Seasons</u> Spring/Summer</p> <p><u>Plants</u> Identifying plants including trees, flowers and shrubs The structure of flowers Growing Sunflowers</p>	<p><u>Animals including humans</u> Understand animals in the terms of fish, amphibians, reptile, bird mammals, insects</p>
Computing	<p><u>Using Computers 1</u></p> <p>Overview: Logging on to a network and basic Health and Safety Asking for help. Using computers with support: Learning to move the mouse with some control Learning to point and click.</p>	<p><u>Using input device 1</u></p> <p>Overview: Using input devices to control computers. Using input devices to control software. Becoming more independent with computers.</p>	<p><u>Images 0</u></p> <p>Overview: Finding images and creating images to use in our work. How do we capture them, save these and then use them in our work. Then using our skills to make better digital artefacts.</p>	<p><u>Using Computers Online</u></p> <p>Overview: Logging into online accounts Online safety – Adult setup led and supervised internet access Being more independent on a computer. Logging on to Purple Mash pupils will use creative software, 2 Design and 2 Animate. They will discreetly practice organising, storing, manipulating and retrieving their created digital content.</p>	<p><u>Programming 0: 2Go</u></p> <p>Overview: Using BeeBots and 2Go pupils will write simple instructions to complete programming challenges. The pupils will learn that a computer requires precise and unambiguous instructions to complete a task.</p>	<p><u>Audio 0: Producing Audio on a Computer</u></p> <p>Overview: This unit is designed to give pupils a basic understanding of how computers can be used for creating audio (music). Pupils will be exposed to keywords that are used in connection with this.</p>
Topic Links <i>History</i> <i>Geography</i> <i>Art</i>	<p><u>Geography</u> Maps: Compass and directional language</p>	<p><u>Geography</u> UK and it's place on the world map</p>	<p><u>History</u> Lives of Significant Individuals: Ernest</p>	<p><u>History</u> Local History Study: Kent castles</p>	<p><u>Geography</u> The UK countries and their capitals</p>	<p><u>Geography</u> Comparing UK to Australia and Pacific Islands</p>

<p>DT</p>	<p>Physical features in local area from an Ariel view</p> <p>Art Van Gough – Starry night Georgia O’Keefe - starlight night 1963</p> <p>Design and Technology Cooking Fruit Kebabs Healthy Sandwich Honey Biscuits Pancake tasting</p>	<p>History Events beyond Living History: Great Fire of London</p> <p>Art L.Lowry Christmas Craft</p> <p>Design and Technology Tudor Houses London Bus / Taxi Model: wheels and axles</p>	<p>Shackleton, Neil Armstrong & Tim Peakes</p> <p>Geography Seven continents and five oceans/field work</p> <p>The Equator and the Poles</p> <p>Artist Study Wassily Kandinsky/circles</p> <p>Design and Technology Rockets designs</p> <p>Cooking Pizza</p>	<p>Art Paul Klees Easter Craft</p> <p>Design and Technology Junk Model Rapunzel’s tower</p>	<p>Our school grounds – pond study</p> <p>Map of the school garden</p> <p>Artist Study Monet’s Waterlilies Van Gogh: Sunflowers</p> <p>Design and Technology Victoria sponge Shortbread Bara cake/leek soup Soda bread</p>	<p>Artist Study Aboriginal painting: Judy Watson Napangardi</p> <p>Design and Technology Ice cream designs Sun protection keyrings</p>
<p>PSHE</p>	<p>Living in the Wider World Classroom Rules Contributing to our class community Our rights and responsibilities</p> <p>Health and Wellbeing Keeping safe in school Healthy Diet</p> <p>Relationships My feelings Knowing what is right and wrong</p>	<p>Relationships People we can trust</p> <p>Living in the wider world Safe strangers The emergency services</p> <p>Health and Wellbeing Poisons at home and in the environment Helping someone who is hurt</p>	<p>Health and Wellbeing Keeping a healthy lifestyle Benefits of physical activity and rest Health Diet Recognise what we like and don’t like concerning keeping healthy How to improve out physical and mental health</p> <p>Relationships Parts of the body The pants rule Keeping teeth clean</p>	<p>Living in the wider world Being unique Belonging to different groups and communities Recognise the people who look after them and how to ask for help if worried</p> <p>Relationships The difference between secrets and surprises Not keeping secrets that make us feel uncomfortable anxious or afraid</p> <p>Health and Wellbeing Sources of money and coin recognition</p>	<p>Living in the Wider World Road Safety Dangers when out and about</p> <p>Relationships To recognise that our feelings can be hurt Being kind or unkind Being fair or unfair</p>	<p>Health and Wellbeing Online safety Feelings associated with change and loss</p> <p>Relationships How our behaviour affects others Our special people and how we should take care of each other How to respond to other people’s feelings</p>

World Beliefs	<p><u>Bower Values: Tolerance</u> <u>Morals and Rules</u> How do we follow these rules at Bower Grove? What makes a good friend?</p> <p>What do people in my class believe about rules and is this the same as me?</p> <p>To name British cities and start to recognise the UK</p>	<p><u>To know who the important people are in the Hindu and Sikh faiths.</u></p> <p>To know what special features a Gurdwara has.</p> <p>To know the story of Rama and Sita.</p>	<p><u>To know who the important people are in the Buddhist community. (Introduce Lama)</u></p> <p>To know what special features a temple has.</p> <p>To know that temples are designed using symbols to represent the elements.</p>	<p><u>To know who the important people are in the Jewish community. (Introduce Rabbi, Cantor and Minyan)</u></p> <p>To know what special features a Synagogue has.</p> <p>To learn about the clothing that Jewish people wear to the Synagogue.</p>	<p><u>To know who the important people are in the Muslim community.</u></p> <p>To know what special features a Mosque has.</p> <p>To know how Muslims celebrate Eid al-Fitr</p>	<p><u>To know who the important people are in the Christian community. (Introduce Vicar and Priest)</u></p> <p>To know what special features a church has.</p> <p>To know who Jesus was and why he is important to Christians.</p> <p>To explore what happens in a Christian baptism.</p>
PE	<p><u>Gymnastics</u> Learning and performing wide, narrow and curled shapes on a variety of apparatus.</p> <p><u>Games /Sensory activities</u> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p>	<p><u>Dance</u> Soldiers theme. Pupils learn basic movements to music, incorporating simple unison and cannon actions</p> <p><u>Theme based learning:</u> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p>	<p><u>Outdoor Adventurous Activities / Problem Solving</u> Working individually and as a team to solve basic problems. Intro to basic map work.</p> <p><u>Games</u> Passing a variety of objects (aiming) and incorporating different movements. Intro simple rules.</p>	<p><u>Theme Based Learning</u> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><u>Parachute Games</u> Pupils learn and play a variety of games using parachutes.</p>	<p><u>Games:</u> A variety bouncing, catching, kicking games improving pupil's co-ordination</p> <p><u>Athletics:</u> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p>	<p><u>Games:</u> A variety bouncing, catching, kicking games improving pupil's co-ordination</p> <p><u>Athletics:</u> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p>

Music	<p>Music Games and Following the Beat</p> <p>- Across this term pupils will explore the beat and respond to sounds through a variety of games and musical activities.</p>	<p>Halloween/ Christmas</p> <p>- Pupils will create soundscapes to mimic the sounds of a haunted house. They will help create and follow graphic scores. Pupils will be learning and rehearsing Christmas songs in preparation for their performance.</p>	<p>Charanga: Zootime</p> <p>- A Reggae Song for Children by Joanna Mangona. All the learning is focused around one song: Zootime. Pupils will continue to develop the necessary skills needed to progress through the rest of the curriculum through play, singing and listening.</p>	<p>Environmental Music</p> <p>- Pupils will explore the sounds of their surroundings and begin to recreate them using musical instruments. Exploring sound is a prerequisite for Composing. In the composing strand, children are asked to select sounds from variety of sources for a range of musical purposes. Children who have experienced lots of activities in exploring sound will find it much easier to use a variety of sounds in their compositions.</p>	<p>Charanga: I Wanna Play In A Band</p> <p>- I Wanna Play in a Band is a rock song written especially for children. In the song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p>	<p>Charanga: Reflect, Replay, Rewind</p> <p>- This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Enrichment Opportunities	Cobtree Manor Park Kent Life – Nocturnal animals workshop	Autumn Walk – signs of autumn Ightham Mote Andy Goldsworthy	Winter Walk – signs of winter	Spring sound walk Castle Visit	Summer Walk - Road Safety Shorne Country Park	Wild Wood – Meet the wallabies workshop Mote Park Picnic
Linked Provision	<p>Role Play Farm Shop Role Play (with honey jars) Small World Nocturnal Animal homes Messy Play Capacity Play Fine Motor Skills Clever fingers programme</p>	<p>Role Play Fire station Christmas Wrapping and letters Small World Paddington train set and London bricks set Messy Play Capacity Play Fake snow Fine Motor Skills Clever fingers programme</p>	<p>Role Play Explorer Igloo camp Space Station and space fancy dress Small World Luna landscape Polar animals Messy Play Ice Play Space dough and moon sand Fine Motor Skills</p>	<p>Role Play Rapunzel tower Castle and Kings Table and royal fancy dress Small World Woodland and towers Castle Construction Small parts play based on towers and castles Kinetic sand Fine Motor Skills Clever fingers programme</p>	<p>Role Play Construction Zone Small World Traditional tales Pond tuff tub Town: with focus on road safety Messy Play Water play, based on pond Capacity Play Construction Small parts play based on Measuring play</p>	<p>Role Play Australian outback camp Ice-cream shop Small World Australian animals Tuff tub island Messy Play Water play based on an island Sand play Fine Motor Skills Clever fingers programme</p>

			Clever fingers programme		Fine Motor Skills Clever fingers programme	
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Hedgehogs

Hedgehogs (Year 3)– The Curriculum Map

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 Hedgehogs Woodlands	Term 2 Diwali Toys	Term 3 Pets	Term 4 Dragons Flight	Term 5 Dinosaurs Ancient Civilisations	Term 6 Italy The Beach
English/Literacy	<p><u>Non-Chronological reports:</u> Hedgehog Fact Sheet</p> <p><u>Poetry:</u> Who am I poems</p> <p><u>Traditional Tales:</u></p>	<p><u>Drama Unit:</u> Rama and Sita</p> <p><u>Author Study:</u> Mini Grey Traction Man Narrative</p> <p><u>Diary Unit:</u></p>	<p><u>Explanation Text:</u> How to look after a pet</p> <p><u>Poetry Unit</u> Shape Poems</p> <p><u>Class Readers:</u></p>	<p><u>Recount Unit:</u> The Mongolfier Brothers first balloon flight.</p> <p><u>Narrative</u> Dragon descriptions</p> <p><u>Poetry Unit</u> Reciting an Easter poem</p>	<p><u>Narrative</u> Tom and the island of dinosaurs</p> <p><u>Recount Unit:</u> Trip to the museum</p> <p><u>Class Readers:</u></p>	<p><u>Non-Fiction Writing</u> Instructions for making Pizza Postcards from Europe</p> <p><u>Poetry</u> Seaside poems</p> <p><u>Class readers:</u></p>

	<p>Hansel and Gretel - gingerbread house descriptions</p> <p><u>Class readers:</u></p> <p>The Very Helpful Hedgehog</p> <p>Grimms Fairy Tales</p>	<p>The elf on the shelf diaries</p> <p><u>Class Readers:</u></p> <p>Toys in Space</p> <p>The toy Museum</p>	<p>Wanted the Perfect Pet</p> <p>Korky Paul Pet books</p>	<p><u>Class Readers:</u></p> <p>The Wright Brothers – The First Flying Machines</p>	<p>Tom and the island of dinosaurs</p> <p>All About Mummies</p>	<p>ABC's of countries: Europe</p> <p>The little red hen makes a pizza</p> <p>Sally and the Limpet</p>
Maths	<p><u>K9/S1</u></p> <p>Power Maths Book 1A</p> <p>Unit 1 and 2: Numbers and Part Whole to 10</p> <p><u>K7/8/9</u></p> <p>Counting within 10</p> <p>Position and Direction</p>	<p><u>K9/S1</u></p> <p>Power Maths Book 1A</p> <p>Unit 3: Addition to 10</p> <p>Unit 4: Subtraction to 10</p> <p><u>K7/8/9</u></p> <p>Introducing Addition</p> <p>Introducing subtraction</p> <p>Days of the week</p>	<p><u>K9/S1</u></p> <p>Power Maths Book 1A</p> <p>Unit 5 2D and 3D Shape</p> <p>Unit 6 Numbers to 20</p> <p><u>K7/8/9</u></p> <p>Time across a day</p> <p>Months of the year</p> <p>Patterns and Shapes</p>	<p><u>K9/S1</u></p> <p>Power Maths Book 1B</p> <p>Unit 7 Addition within 20</p> <p>Unit 8 Addition within 20</p> <p><u>K7/8/9</u></p> <p>Introducing counting to 20</p> <p>Money</p> <p>Pictograms</p>	<p><u>K9/S1</u></p> <p>Power Maths Book 1B</p> <p>Unit 10 Introducing length and height</p> <p>Unit 11 Introducing weight and volume</p> <p><u>K7/8/9</u></p> <p>Length</p> <p>Weight</p> <p>Capacity</p> <p>Bar Graphs</p>	<p><u>K9/S1</u></p> <p>Power Maths Book 1B</p> <p>Unit 9 Numbers to 50</p> <p><u>K7/8/9</u></p> <p>Counting in 2s 5s and 10s</p> <p>Doubles and halves</p> <p>Odds and Evens</p>
Science	<p><u>Biology</u></p> <p><u>Plants</u></p> <p>Identify and name deciduous and evergreen trees.</p> <p>Know the structure of trees.</p> <p>Identify and name woodland animals.</p>	<p><u>Physics</u></p> <p><u>Light and Sound</u></p> <p>Understand that light results from an action.</p> <p>Understand that light comes from different sources and name some.</p>	<p><u>Biology</u></p> <p><u>Animals including humans</u></p> <p>Categorise animals into types.</p> <p>Compare the structure of different pets.</p>	<p><u>Chemistry</u></p> <p><u>Materials</u></p> <p>Identify, sort and group different materials</p> <p>Explore the properties of materials</p>	<p><u>Chemistry</u></p> <p><u>Rocks and Fossils</u></p> <p>Identify and name some different rocks and fossils.</p> <p>To know how dinosaur fossils are formed.</p>	<p><u>Biology</u></p> <p><u>Plants</u></p> <p>Name and describe common flowering plants.</p> <p>To know the structure of common flowering plants.</p> <p><u>Microhabitats</u></p> <p>Rockpool Study</p>

	Identify herbivore, carnivore and omnivores.	Identify and name body parts including those used for senses. Understand that sound results from an action. Understand that sound comes from different sources and name some.				Bring together all subject knowledge from plants and animal topics.
Computing	<u>Using Computers 2</u> Overview: Using the Smarty the Penguin story to highlight what to do when using the internet. Looking at what he does when things don't go well when he uses a computer. There will also be a focus on using the computers more independently	<u>DTP 0</u> Overview This unit focuses on simple DTP within purple Mash. Pupils will create different digital artefacts with text, images and pictures. They will investigate the what you see is what you get page orientation.	<u>Hardware and Software 0</u> Overview: In this unit pupils will be investigating hardware and software. How we use it and interact with it beyond school	<u>Presentation 0</u> Overview: Pupils will be introduced to creating simple presentations. They will be looking at the different ways they can change text in a presentation to make it look different, adding digital content and how to add effects to engage an audience.	<u>Animation 1: Simple Animation</u> Overview: In this unit we will be looking at animation. Pupils will design and create a simple Stop frame animation using Lego characters using an app on iPads.	<u>Programming 1 – Purple Mash & Code.org</u> Overview Using purple mash, 2Code and code.org pupils will be looking at how we control computers using code. The pupils will look at what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. The pupils will create and debug simple programs and use logical reasoning to predict the behaviour of simple programs.
Topic Links History Geography Art DT	<u>Geography</u> Kent Woodlands Study <u>DT</u> Cooking	<u>History</u> Toys in living memory <u>DT</u> Sewing: Making Puppets	<u>Geography</u> Maps: Our school and local area <u>DT</u> Easter Cards	<u>History</u> The history of flight <u>DT</u> 3D Modelling - Wright Brothers planes	<u>History</u> Local Study: Iggy the Maidstone Dinosaur <u>History</u> Ancient Egypt	<u>Geography</u> Italy <u>DT</u> Pizza designs, leaning tower of Pisa

	<p><u>Art:</u></p> <p>The Ginger Bread House</p> <p><u>Art</u></p> <p>Goldsworthy Photography</p>	<p><u>Art</u></p> <p>Clay - Diva Lamps</p> <p>Christmas Art</p>	<p><u>Artist Study</u></p> <p>Gaudi animal mosaics</p>		<p><u>DT</u></p> <p>Mask design and making</p> <p>3D modelling: Hot air balloons</p> <p><u>Art</u></p> <p>Hieroglyphics</p> <p><u>Art</u></p> <p>Clay dinosaurs</p>	<p><u>Geography</u></p> <p>Kent coast and beaches</p> <p>Ariel Maps of Kent</p>
<p>PSHE (Two sessions weekly)</p>	<p><u>Living in the wider world</u></p> <p>Following rules.</p> <p>Our rights and responsibilities.</p> <p>Stranger Danger</p> <p><u>Relationships</u></p> <p>Feelings: Happy, calm, sad and angry</p> <p>Anger management</p> <p><u>Health and Wellbeing</u></p> <p>Understanding Poisons</p>	<p><u>Living in the wider world</u></p> <p>Road Safety</p> <p>Calling emergency services</p> <p>Safe buildings</p> <p>Money skills</p> <p><u>Relationships</u></p> <p>Playing co-operatively</p> <p>Self-Regulation and resolving arguments</p> <p>Feelings: excited</p>	<p><u>Living in the wider world</u></p> <p>Needs of other living things</p> <p><u>Health and Wellbeing</u></p> <p>Healthy lifestyle</p> <p>Personal hygiene and Germs</p> <p>Understanding how Medicines can help us</p> <p>Feelings: worry</p>	<p><u>Health and Wellbeing</u></p> <p>Challenges and goals</p> <p>Emotions: Feeling disappointed and proud</p> <p><u>Relationships</u></p> <p>Making mistakes and accepting feedback</p> <p>Exploring different relationships</p> <p>What makes a good friend?</p> <p><u>Living in the Wider World</u></p> <p>Environmental Study: Looking at recycling materials.</p>	<p><u>Health and Wellbeing</u></p> <p>Keeping our teeth healthy</p> <p>Body Parts and growing older</p> <p>Understanding privacy</p> <p><u>Relationships</u></p> <p>Understanding bullying.</p> <p>Feelings: Feeling lonely and hurt.</p>	<p><u>Relationships</u></p> <p>Understanding similarities and difference</p> <p>Being responsible and looking after others.</p> <p>Growing up and moving on</p> <p>Feelings: anxiety and change</p> <p><u>Health and Wellbeing</u></p> <p>Sun safety</p>

World Beliefs	<p><u>What are the main British Values?</u></p> <p>What is Mutual respect?</p> <p>How can we be respectful of others?</p> <p>How does this help our friendships?</p> <p>Exploring difference in friendships.</p> <p>How does this help us to be a good citizen?</p>	<p><u>To explore the Hindu creation of the universe.</u></p> <p>To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus.</p> <p>To explore what happens in a Hindu and Sikh wedding.</p>	<p><u>To know how Buddhist's celebrate New year in Japan</u></p> <p>To explore who Buddha was and why he is important to Buddhists.</p> <p>To know how Buddhist's attend Uposatha days at the temple.</p> <p>To know how Buddhists practice Meditation and chanting in their daily lives.</p>	<p><u>To explore God as a creator according to the Jewish faith.</u></p> <p>To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday.</p> <p>To explore the rituals of Shabbat, lighting candles and having 3 meals.</p> <p>To how Jewish people celebrate the festival of Hanukkah</p>	<p><u>Islam creation story</u></p> <p>To know that Muslims attend Jumū'ah at a mosque on Fridays.</p> <p>To explore the use of a prayer mat and compass.</p> <p>Look at Wudu and how to keep clean.</p>	<p><u>To explore God as a creator according to the Christian faith.</u></p> <p>To explore God's creation of Adam and Eve.</p> <p>To explore what happens at a Christian Wedding.</p>
PE	<p><u>Games /Sensory activities:</u> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p> <p><u>Gymnastics:</u> Linking movements together e.g. movement then roll.</p>	<p><u>Games:</u> Throwing and catching. Inventing new rules to develop creative games. Sensory activities</p> <p><u>Dance:</u> Just Dance - Using a range of movement patterns in a sequence with some timing to the music.</p>	<p><u>Outdoor Adventurous Activities:</u> Problem solving in a team. Problem solving using certain senses.</p> <p><u>Games:</u> Introduce the basic themes of a variety of Invasion games and skills and tactics required to play invasion games successfully.</p>	<p><u>Theme based learning:</u> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><u>Games:</u> Dodgeball, looking at the skill and techniques required to successfully play a variety of games.</p>	<p><u>Athletics:</u> Running, jumping and throwing technique development.</p> <p><u>World Games Games:</u> Pupils introduced to a variety of games played across the world.</p>	<p><u>Athletics:</u> Running, jumping and throwing technique development. Recording results and promoting self-improvement – sprinting, long jump, discuss.</p> <p><u>Games:</u> A variety of hitting and kicking games (rounders and cricket broken down into smaller games).</p>
Music	African Drumming	Ocarinas/Seasonal Focus	BoomWhackers	Dragon Scales	The Jungle	Body Percussion

	- In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. Pupils will learn about the different striking techniques as well as the methods that are used to create rhythms (call and response, improvisation and combining ostinatos). Pupils will have the opportunity to create their own rhythmic ostinatos and will get to lead the group in call and response and rhythmic games.	- Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina	- Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers.	- This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop their listening skills. Pupils will learn songs that use the pentatonic scale and will be contributing towards a whole class song based around dragons. Pupils will be writing melodic phrases using the pentatonic scale that will provide the melody for the song.	- In these sessions will be looking at the jungle book. We will learn how to sing and play along to 'the Bare Necessities' and make our own jungle sound story combining jungle noises and jungle style music. We explore timbre, pitch, dynamics and texture and how we can use these to represent animals/the weather/jungle noises etc. Pupils will be exposed to listening, composing and performing tasks throughout the unit.	- This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion.
Enrichment Opportunities	Wild Wood	Church Visit Christmas Production	Animal Experience	Trip to Cobtree Park	Trip to Maidstone Museum	Trip to Shorne Country Park Trip to the beach



Foxes

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy	<p>Non Fiction Otterline Yellow Cat – Unit 3.3 Focus – Sentence types, clauses, and punctuation and sentence structures. Predications Characters thoughts and feelings Mystery story writing Checking text makes sense Write simple sentences from dictation Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Poetry/ Letter writing/traditional tales A closer look at poetry Rhyming Reading aloud Descriptive writing Letters Diary entries Reciting poetry Identifying themes Performing poetry Writing for audience Begin using fronted adverbials when re telling a traditional tale Introduction of Consonant and vowels</p>	<p>Non Fiction All about Orang-utan Unit 2.1 Retrieve and record information from non-fiction Fact finding research Fact file Conjunctions Note taking Letter writing Checking text makes sense Using prefixes and suffixes Possessive apostrophe Write simple sentences from dictation</p>	<p>Stories by the same author Anthony Browne (Gorilla and the tunnel) Predictions Exploring front covers Inferring Descriptive writing Comprehension Drawing inferences by inferring character’s thoughts and feelings with evidence Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Fiction How to train your Dragon Predicting what might happen from details stated and implied Comprehension Creative writing Poster design Trump card Commas Using prefixes and suffixes Possessive apostrophe Write simple sentences from dictation</p>	<p>Non Fiction The Boy who harnessed the wind Changing Tense Apostrophe for possession Descriptive writing Comparisons Storytelling and beliefs Letter writing Checking text makes sense Drawing inferences by inferring character’s thoughts and feelings with evidence Understanding and using speech marks</p>

	<p>Present and past tense including progressive verbs</p> <p>Text: <i>Ottoline and the Yellow cat</i> <i>Ottoline goes to school</i> <i>Burglar Bill</i></p>	<p>Text: <i>Matilda</i> <i>Firework</i> <i>The haunted lift-</i> <i>James Kirrup</i> <i>The little Mermaid-</i> <i>Hans Christen</i> <i>Anderson</i> <i>Rapunzel – brother</i></p>	<p>Text: <i>Wordsmith text- All about Orangutans</i> <i>Fiction books- The Rainforest</i></p>	<p>Text: <i>The tunnel</i> <i>Silly Billy</i> <i>The Gorilla</i></p>	<p>Text: <i>How to Train your Dragon</i> <i>Dragon adventure</i></p>	<p>Text: <i>Christophe’s Story</i> <i>The Boy who Harnessed the wind.</i></p>
Maths	<p>Number and place value Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representation, including the number line Compare and order numbers from 0 up to 100 <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems</p>	<p>Addition and subtraction Solve problems with addition and subtraction Using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying knowledge of written and mental maths Recall addition and subtraction facts to 20 fluently, and derive and use facts up to 100 Using objects pictorial representations and mentally: A two digit number and ones and tens, two two digit numbers and adding three one digit numbers.</p>	<p>Multiplication and division Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication signs Show that multiplication of two numbers can be done in any order and division of one number by another cannot Solve problems involving multiplication and division by using</p>	<p>Measurement, statistics and Time Measure using m/cm, mass kg/g, temperature and capacity litres/ml, using rulers, scales, thermometers and measuring vessels. Compare and order and record lengths using < > = Recognise and use symbols for pounds £ and pence p, combine amounts to make a particular value Find different combinations of coins Read, write and record time. Compare and sequence intervals of time Tell and write the time to five minutes including quarter past, to the hour and</p>	<p>Fractions And fractions of amounts Statistics Recognise, find name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length shape, set of objects or quantity Write simple fractions and recognise $\frac{1}{2}$ of amounts Recognise and show, using diagrams, families of common equivalent fractions Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p>	<p>Geometry Properties of Shapes Position and Direction Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3d shapes Compare and sort common 2D and 3D shapes in everyday objects</p>

		Show addition of two numbers can be done in any order and subtraction cannot Recognise and use the inverse relationship	materials, arrays repeated addition and mental maths	draw the hands on a clock face to show these times.	Ask and answer questions about totalling and comparing categorical data	
Science	<p>Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit , including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a sample series circuit Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>States of matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of the evaporation with temperature</p>	<p>Living things and their habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group , identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Sounds Identify how sounds are made associating some of them with something vibration Recognise that vibrations from a sound travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple function Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Inventions Famous inventions that made the world a better place. Design and create an invention to help and improve lives.</p>

Topic History Geography Art DT	Capital cities around the World Art design a city, model cities. Location of cities Facts about cities and population	Mayans Where did they originate from Mayan way of life Mayan Gods Design your own God	Rainforests Where are they located Explore wildlife Human impact Forest layers Jungle plants	Romans Sparatcus/Julius Caesar Invasion Equipment and uniform Life as a soldier Roman Gods Famous Romans What the Romans did for Britain	Vikings Where did the Vikings come from Why did they invade Britain Viking way of life Viking warriors Viking beliefs	Africa Location and continent Landscape and countries Climate / Weather Life in Africa compared to their own life African animals Facts about Africa
PSHE	Living in the wider world Understand the importance of rules and laws Respect for self and others Rights and responsibilities in the home	Relationships Recognise a wide range of emotions Recognise what constitute a healthy relationship with friends and family Working as teams, strategies put things right	Health and Well Being What is meant by a healthy lifestyle How to maintain and manage risks to physical well being Identify ways to keep physically safe on the playground	Living in the wider world Respecting diversity and equality in different communities Role of money in our lives Respecting the environment	Relationships Different types of relationships Bullying and discrimination Recognising risky behaviours in relationships and how to get help	Health and Well Being Making informed choices about health Internet safety
World Beliefs	To name the 5 British Values. What is Individual Liberty? What rights to I have? How do the rules work? How does this help us be a good person?	To know some important Hindu symbols and why they are important. To know who Krishna is and why he is important to Hindus.	To explore the Buddhists practice of Puja, Study and Meditation and know why it is important to Buddhists. To know some important Buddhist symbols and why they are important. To know the importance of	To know some Jewish Symbols and why they are important to Jews. To know the importance of light in the Jewish faith. To explore Jewish Passover To know how Passover is marked with the Passover Seder feast.	To explore who Muhammad was and why he is important to Muslims. To know some important Muslim symbols and why they are important To know why light is important in the Muslim faith.	To explore the Holy Communion and Know why it is important to Christians. To know some important Christian symbols and why they are important to Christians. To know why light is important in the Christian faith.

			<p>offering lights and flowers to Buddha.</p> <p>To explore the festival of Wesak to celebrate the birth of Buddha.</p>		To know what Muslims do in the month of Ramadan	
<p>PE</p> <p>At some point during the year pupils will go for Swimming lessons at the Maidstone Leisure Centre.</p>	<p>Gymnastics: Travelling, spinning and changing direction with greater control over the body and movement pattern.</p> <p>Games: A variety of batting, rolling and dribbling games building on the pupil's coordination and control.</p>	<p>Dance: Ghostbusters dance using a range of movement patterns adding own ideas to the sequence of movement.</p> <p>Games: Different types of passing in a variety of sports. For example, basketball, bounce, chest and shoulder pass.</p>	<p>Outdoor adventurous activities</p> <p>Building trust in a team and learning how to successfully lead a team.</p> <p>Games: Net/Wall games, striking and hitting a variety of objects.</p>	<p>Theme based learning:</p> <p>Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all the pupils will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p>Games: Dodgeball, looking at the skill and techniques required to successfully play a variety of games.</p>	<p>Athletics: Track events: Pupil begin to learn the technique of sprint starts and pacing for the different distances.</p> <p>Creative games: Pupils implement and adapt games with new rules created individually and in teams</p>	<p>Games: Tennis - pupils introduced to the fundamental skills of tennis. Improving hand eye coordination and control over a ball using a racket.</p> <p>Athletics Field events: Throwing and jumping – looking at techniques for Rocket Throw and long jump.)</p>
Computing	<p>Using Computers Safely 1</p> <p>Overview: Building on previous knowledge this unit</p>	<p>Audio 1</p> <p>Overview: Pupils will look at what audio is. How do we collect audio? How do we play it</p>	<p>Hardware & Software 1</p> <p>Overview Building on previous knowledge this unit will continue to help</p>	<p>DTP 1 – Simple publisher</p> <p>Overview: Pupils will learn basic DTP skills in publisher, such as:</p>	<p>Presentation 1</p> <p>Overview: Pupils will be introduced to creating simple presentations. They</p>	<p>Programming 2 – Simple Programming using Block Coding</p> <p>Overview: This unit is designed to recap and</p>

	<p>will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. They will be looking at the Lee and Kim cartoon and the issues raised. Their learning will be supported by a number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p>	<p>and can we recognise ourselves on it?</p> <p>Video 1</p> <p>Investigating how we can capture video on a digital device and use this to create other digital artefacts. How can we edit and manipulate them?</p>	<p>pupils understand interacting with hardware and software. They will be revisiting such things as logging in independently, using equipment appropriately and different types of input and output devices.</p>	<p>Graphic manipulation, WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”), spellchecker and thesaurus, templates, key techniques and formatting.</p>	<p>will be looking at the different ways they can change text in a presentation to make it look different, adding digital content and how to add effects to engage an audience.</p>	<p>consolidate learner’s basic understanding of the concepts of programming. Using purple mash and 2Code learners will use blocks of code to put together to make things happen on screen. They will learn about instructions and logic and on screen events to control actions.</p>
<p>Music</p>	<p>Charanga: Lean on Me</p> <p>- This whole unit is focussed around the song Lean on Me by Bill Withers. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Peter and the Wolf</p> <p>- Throughout this unit pupils will be introduced to the instruments of the orchestra and how they are used to represent characters in a story. Pupils will experiment using these instruments to recreate the story in their own musical way. Pupils will then rehearse and perform their piece in a whole class ensemble.</p>	<p>Charanga: Three Little Birds</p> <p>- All the learning is focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs to explore genre specific characteristics.</p>	<p>BBC 10 Pieces</p> <p>- Each year the BBC releases 10 pieces of classical music and resources to allow pupils to access them. The material is always really engaging and there are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released.</p>	<p>Charanga: Glockenspiel Level 1</p> <p>- This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel primarily however pupils will be able to experience following scores and</p>	<p>Music Plus Digital: Ukuleles (Bug Club)</p> <p>- The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students’ musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless</p>

					playing the same pieces of music on the instruments of their choice.	of any barriers to learning. MusicPlus Digital (MPD) allows children to learn the ukulele in a fun exciting way, allowing more children to learn, whilst addressing and complementing all aspects of the national curriculum Key Stage 2 programme of study.
MFL	Greetings Numbers	Money Rapunzel	Shapes Colours	Rainforest animals Days of the week	Link to How to train your dragon	Francophone Africa
Enrichment Activities						



Penguins

Penguins (Year 5) The Curriculum Map

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Fiction Window by Jennie Baker	Traditional tales / play scripts The Pied Piper of Hamelin	Non-fiction Myths & Legends Greek Myths	Poetry / raps	Fiction Fairy tales / traditional tales Aesops fables	Non – fiction Recipes / instructions
AO1: Read & understand a range of texts: identify and interpret explicit & implicit information & ideas.	St 2: Discusses the sequence of events in books and how items of information are related.	St 3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	St 3: To discuss their understanding and explain the meaning of words in context	St 2 Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	St 2 & 3: To be able to infer, retrieve record, present information and make predictions	St 3: To discuss their understanding and explain the meaning of words in context
	St 2 Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes St 3: Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					

	St 2 & 3 Continues to be able to infer, retrieve, record, present information and make predictions					
AO2: Explain and comment on how writers use language and structure to achieve effects & influence readers, using relevant subject terminology to support views.		St 3: Discuss words and phrases that captures the reader's interest and imagination.	St 2 Discusses and clarifies the meanings of words, linking new meanings to known vocabulary	ST 2: Recognises simple recurring literary language in stories or poetry. St 2 Discusses their favourite words and phrases	St 3: Discuss words and phrases that captures the reader's interest and imagination.	St 3: Identify how language, structure and presentation contribute to meaning
AO3: Compare writers' ideas and perspectives.	St 3: Identify themes and conventions in a wide range of books.	St 2: Becomes increasingly familiar with and retells a wider range of stories, fairy stories and traditional tales.	St 2: Introduced to non-fiction books that are structured in different ways St 3: Identify themes and conventions in a wide range of books.	St 3: Recognise some different forms of poetry	St 2: Becomes increasingly familiar with and retells a wider range of stories, fairy stories and traditional tales.	St 2: Introduced to non-fiction books that are structured in different ways St 3: Identify themes and conventions in a wide range of books,
AO4: Evaluate texts and support this with appropriate textual references.	St 2 & 3: Participates in discussions about books, poems and other works that are read to them and those they can read for themselves.					
AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms,	St 1: Writes some lower case letters correctly, writes some upper case letters correctly, Form digits 0-9, Understands which letters belong to which handwriting families. Most upper case letters are larger (proportionately) than lower case letters.	Stage 2: Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.			Stage 2: Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. St 3: Can write legibly with letters of consistent size and orientation (in a cursive style)	

purposes and audiences.						
AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	St1: When prompted, attempts to check writing to make sure it makes sense.		St 3: Can use paragraphs as a way to group related material.			St3: Can use imperative, regular and irregular verbs accurately when required in a range of genre.
	St 2: Can use a range of writing genres St 2: Can construct and use a plan to order my writing St 2: Can proof read to make improvements to spellings, grammar and punctuation					
AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Word: St 1: Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Word: St 1: Shows understanding of how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Spelling: Uses the prefix un-		St1 Spelling: Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	St 1 Spelling: Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).	St 2 Can use adjectives to add information to a noun	St 2 Can Identify imperative verbs
	St 1: Word Shows understanding of regular plural noun suffixes – s or es including the effects of these suffixes on the meaning of the noun				St 2: Can use conjunction, question marks, exclamation marks, comma (list), full stops and capital letters (Proper Noun). Beginning to use apostrophes.	
	St 1: Names the letters of the alphabet in order St 1: Spelling Consistently writes the correct letter in response to learning each sound of the alphabet.	ST 1: Spelling Understands that words are divided into 'beats' or syllables. St 1: Spelling Spells the days of the week	St 1 Spelling: Uses letter names to distinguish between alternative spellings of the same sound.		St 1 Spelling: Uses the prefix un-	St 1: Spelling Distinguishes between homophones and near-homophones.
	St 1 spelling:					

	<p>Spelling: Spells the days of the week. Spelling: Uses letter names to distinguish between alternative spellings of the same sound.</p> <p>Correctly spells the 100 high frequency words. Spells common exception words Spells words containing each of the 40+ phonemes already taught Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Applies simple spelling rules and guidance, as listed in English appendix 1.</p>					
AO7: Demonstrate presentation skills.	St 2 Use drama and role-play to develop and order ideas for writing	St 2: Use drama and role-play to develop and order ideas for writing ST 3: Prepares play scripts to read aloud and to perform effectively.	St 2: Use drama and role-play to develop and order ideas for writing			St 2: Use drama and role-play to develop and order ideas for writing
AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.	<p>S 3 Listens to and participates in discussion about books and texts, taking turns and listening to what others say.</p> <p>S 3 Maintain relevant topics in collaborative talk.</p> <p>S 3 Give appropriate descriptions, explanations and narratives for different purposes; express feelings appropriately</p>					
AO9: Use spoken English effectively in speeches and presentations	<p>St2 & 3: Increasingly aware that people use different kinds of speech in different circumstances</p> <p>S3 Starting to select and use appropriate registers (Language register is the level of formality with which you speak. Different situations and people call for different registers</p> <p>S3: Speaks audibly and fluently with an increasing command of Standard English.</p>					
Maths	<p>Number – Place Value</p> <p>S2 Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two / three-digit number (hundreds, tens, ones). Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in</p>	<p>Multiplication and Division</p> <p>S2 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ☐ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ☐ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials,</p>	<p>Measurement: Length & Height</p> <p>S2 Chooses and uses appropriate standard units to estimate and measure length/height in any direction (m/cm); nearest appropriate unit, using rulers,</p> <p>S2 Compares and orders lengths and record the results using >, < and =</p>			

<p>numerals and in words. Use place value and number facts to solve problems.</p> <p>Number : Addition & Subtraction S2 Add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot be recognised and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Measurement - Money</p> <p>S2: Recognises and uses symbols for pounds and pence; combines amounts to make a particular value. Finds different combinations of coins that equal the same amounts of money. Solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>S3 Adds and subtracts amounts of money to give change, using both pounds and p in practical contexts.</p>	<p>arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Statistics S3 Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p>Geometry: Properties of shape S3 - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Number: Fractions Revise fractions from S2 S3: count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 S3: recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p>	<p>Geometry: Position & Direction</p> <p>S2 Orders and arranges combinations of mathematical objects in patterns and sequences.</p> <p>S2 Uses mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Measurement: Time S3 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p>Measurement: Mass, Capacity & Temperature</p> <p>S2 - Chooses and uses appropriate standard units to estimate and measure mass (kg/g); temperature (degrees C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels. Compares and orders mass, volume/capacity and record the results using >, < and =</p> <p>St 3 Measures and compares mass (kg/g); volume/capacity (l/ml).</p>
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<p>Science</p>	<p><u>Earth & Space (Physics)</u></p> <p>S5 - Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><u>Forces (Physics)</u></p> <p>S3 - compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>S5 - Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving services. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><u>Properties and changes of materials (Chemistry)</u></p> <p>S4 - Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>S5 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that</p>	<p><u>Living things and their habitats (Biology)</u></p> <p>S4 - Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>S5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p><u>Animals including humans (Biology)</u></p> <p>S3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>S4 - describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>S5 - Describe the changes as humans develop to old age</p>
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			<p>this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>		
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Working scientifically:
 Asking relevant questions and using different types of scientific enquiries to answer them. - Setting up simple practical enquiries, comparative and fair tests. - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. - Identifying differences, similarities or changes related to simple scientific ideas and processes. - Using straightforward scientific evidence to answer questions or to support their findings.

Computing	<p><u>Using Computers Safely 1</u></p> <p>Overview: Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. Their learning will be supported by a</p>	<p><u>DTP 2 – Simple Publications</u></p> <p>Overview: This unit focuses on DTP and developing and extending skills already learnt. Different digital artefacts will be created to learn how we can create digital artefacts with text, images and pictures. We</p>	<p><u>Data 1 - Collecting and Sorting Data</u></p> <p>Overview: This unit is designed to introduce the pupils to data. What it is and how we collect it. The how do we sort it to make more sense of it and make it useful and easy to understand? How can technology help us with data collection and sorting and how does data work with computers. Pupils will be introduced to using spreadsheet software.</p>	<p><u>Creating Digital Artefacts 1</u></p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their</p>	<p><u>Algorithms 1</u></p> <p>Overview: This unit is designed to give pupils an introduction into algorithms, what they are and why we use them. Pupils will be doing some unplugged activities to understand how and why we make</p>	<p><u>Programming 3 – Code.org</u></p> <p>Overview: Pupils using block programming in code.org will perform a number of tasks that build upon previous knowledge. Pupils will learn about sequencing, selection, conditionals, and repetition in programs; they will work with variables and various forms of input and output.</p>
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	<p>number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p> <p>Pupils will learn what a computer network is and learn that computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities</p>	<p>will also investigate WYSIWYG ("WHAT YOU SEE IS WHAT YOU GET") and page orientation.</p> <p>New Ways of Working Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration</p>		<p>learning of word processing, presentation, and DTP software.</p> <p>They will be taught how to use internet search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>and use algorithms. They will then be creating their own algorithms to tell others how and hardware to perform a task.</p>	
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	they offer for communication and collaboration.					
PSHE	<p><u>Living in the wider world</u></p> <p>Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school</p>	<p><u>Living in the wider world</u></p> <p>Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money</p>	<p><u>Relationships</u></p> <p>Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships</p>	<p><u>Health and Well Being</u></p> <p>What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground</p>	<p><u>Relationships</u></p> <p>Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure</p>	<p><u>Health and Well Being</u></p> <p>Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety</p>

<p>Topic Links: History Geography Art DT Art/DT</p>	<p>History Tudors</p> <p>A local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Art/Design Make a kite (LKS2 lets go fly a kite)</p>	<p>Geography Equator, hemispheres, tropics, poles & time</p> <p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Art/Design Make shadow puppets and puppet theatre for Pied Piper of Hamelin</p> <p>Christmas</p>	<p>History Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Geographical skills: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Art/Design Pottery</p> <p>Ancient Greek masks</p>	<p>Geography Geographical skills and fieldwork: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Art/Design Portraits (Twinkl KS1/2)</p>	<p>History Aztecs Study A non-European society that provides contrasts with British history.</p> <p>Art/Design Design own edible garden</p>	<p>Geography Mexico Geography Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Art/Design Design and make an Aztec temple / cooking.</p>
<p>MFL</p>	<p>Bonjour! Greetings Classroom language Numbers 0 – 15</p>	<p>Bonjour! Age Colours Days/Months</p>	<p>Coucou! C'est moi! Numbers 1 – 31 Birthdays Pencil case items</p>	<p>Coucou! C'est moi! Parts of the body Physical description Dictionary skills</p>	<p>Autour de moi Family Personality Consolidation</p>	<p>On s'amuse! Le Tour de France Fête Nationale project</p>

World beliefs	<p>Talk about the 5 British Values?</p> <p>Why do we have rules?</p> <p>Identify rules, laws and responsibilities within school.</p> <p>What are the laws outside of school?</p> <p>How does following laws make us a good citizen?</p> <p>Explore how Parliament and government set our laws.</p>	<p>To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs.</p> <p>To name the five Ks</p> <p>To know who Guru Nanak was and why he is important to Sikhs.</p>	<p>To know about the sacred book the Tipitaka and know why it is important to Buddhists.</p> <p>To know that Buddhists live by the five morals.</p>	<p>To know who Abraham was and why he is important to Jews.</p> <p>To know who Moses was and why he is important to Jews.</p> <p>To explore the Torah and know why it is important to Jews.</p> <p>To explore Hebrew writing and the alphabet.</p>	<p>Look at the five pillars of Islam and their names and meanings.</p> <p>To explore the Holy Qur'an and know why this is important to Muslims.</p> <p>To know about the festival of Ashura and why it is important to Muslims.</p>	<p>To know who Moses was and why he is important to Christians.</p> <p>To know that Christians follow the rules of the Ten Commandments.</p> <p>To explore the Holy Bible and know why it is important to Christians.</p> <p>To know who Jesus' disciples were and why they are important to Christians.</p>
Music	<p>Pulse & Rhythm in Popular Music</p> <p>- In this unit pupils will revisit the varying concepts of pulse and</p>	<p>Space</p> <p>- Focussing on The Planets – Holst pupils will create the sound world of</p>	<p>Charanga: Glockenspiel Level 2</p> <p>- This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 in Year 4. Pupils will continue to practice and develop their score reading and performance but will have more independence when composing and working in small ensembles.</p>	<p>Hip Hop</p> <p>- This term we will be studying hip hop culture and how it</p>	<p>Stomp</p> <p>- This unit of work looks to develop pupils time keeping,</p>	<p>Keyboard Skills & Notation</p> <p>- Although pupils may well have played keyboards before, this unit introduces pupils into using correct hand and finger technique as well as a stave</p>

	<p>rhythm. Distinguishing between these two musical features often proves tricky for pupils so we explore them a little deeper and engage the pupils by using popular music and the music they love. Pupils will explore how pulse and rhythm are intertwined and will work on creating their own rhythms to accompany a popular song of their choice.</p>	<p>space as they perceive it. Pupils will use the inter-related dimensions of music to represent the qualities and characteristics (size, distance from the sun etc.) of the planets. Pupils will also have the opportunity to learn Christmas music ready for a school performance.</p>		<p>revolved around music. We will be exploring the 4 elements of Hip Hop Culture and pupils will have an opportunity to experience each element in one way or another. The 4 elements are: MCing; Turntablism; Graffiti and Breakdancing. Pupils will also learn how to play old school hip hop songs and learn about sampling.</p>	<p>knowledge and application of rhythmic notation, compositional skills and both ensemble and leadership skills. Throughout the unit pupils will be learning how note lengths can be combined to make up interesting rhythms. They will be exploring timbres of household items and using them as instruments in their own compositional performances.</p>	<p>notation. There are opportunities for pupils to score out well-known tunes and learn and perform them within the classroom.</p>
<p>PE At some point during the year pupils will go for Swimming lessons at the Maidstone Leisure Centre.</p>	<p><u>Gymnastics:</u> Travel, jump and sequence of at least four movements. Build on confidence of performance and showing sequences to an audience.</p> <p><u>Games:</u> Invasion games Attacking and defending skills and techniques required to play a</p>	<p><u>Creative Games:</u> Problem solving and creating rules to improve the quality of games.</p> <p><u>Outdoor Adventurous Activities:</u> Thinking through a problem strategically and improving communication skills</p>	<p><u>Tri Golf:</u> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping).</p> <p><u>Dance:</u> Pupils learn and perform dance routines to the 'Haka' theme. Developing their own sequences of movements and providing strengths and weaknesses of own performance.</p>	<p><u>Theme based learning:</u> The Odyssey – Unit of work linking English and PE.</p> <p><u>Tag Rugby:</u> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina)</p>	<p><u>Athletics:</u> Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p><u>World games:</u> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p>	<p><u>Striking Games:</u> Batting/bowling and running between bases Skills development – throwing for distance and accuracy <u>Athletics:</u> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>

	competitive invasion game against another team.			Essential aspects of safety are repeated weekly.		
Enrichment Opportunities	Visit to a park to fly our kites. ? Trip to Greenwich observatory (£7.20)?	Visit to Sainsbury's (Linked to maths work on money and to buy ingredients for Chocolate crispy cakes for Christmas party)	? Ancient Greek object handling day? https://canterburymuseums.co.uk/learn/school-visits/ancient-greeks/ £5	? Tate modern – Margate? Free entrance	Go to a Garden centre ? Spadeworks – Offham?	https://kent.wildwoodtrust.org £10 ish with a workshop



Eagles

Eagles – The Curriculum Map

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Living Things</u>	<u>Rivers and Light</u>	<u>Edwardians and Electricity</u>	<u>WW2 and Animals Including Humans</u>	<u>Scientists and Inventors</u>	<u>Victorians and Evolution</u>
English	<p><u>The Whisperer</u></p> <p>Pupils to read ‘The Whisperer’ and to create a chapter of the story to explain what happens next.</p> <p><u>Cats Poetry</u></p> <p>Pupils to read cats poems by Grace Nichols and to write their own cat poem (Link to Cats theme)</p> <p><u>SPAG for the term:</u></p>	<p><u>The Dreaming</u></p> <p>Pupils to read Aboriginal Dreaming stories and to create their own Dreaming story, which explains how a particular lizard came to live (Link to Aboriginal theme)</p> <p><u>SPAG for the term:</u></p> <ul style="list-style-type: none"> • Adjectives • Verbs • Nouns 	<p><u>Titanic</u></p> <p>Pupils to use resources, books, VR and the internet to research the Titanic from the perspectives of passengers from all classes. Pupils to write postcards/letters home and to create an information text about the disaster or advertisement for the poster.</p> <p>(Link to Edwardians theme)</p> <p><u>SPAG for the term:</u></p>	<p><u>Friend or Foe</u></p> <p>Pupils to read ‘Friend or Foe’ about two boys that get evacuated to Devon from London in WW2. Pupils to create letters home from Devon and a newspaper article. (Link to WW2 theme)</p> <p><u>SPAG for the term.</u></p> <ul style="list-style-type: none"> • Adjectives 	<p><u>There’s a Boy in the Girls’ Bathroom</u></p> <p>Pupils to read ‘There’s a Boy in the Girls’ Bathroom’, by Louis Sachar. Pupils to write a chapter of the story to explain what happens next.</p>	<p><u>Street Child</u></p> <p>Pupils to read ‘Street Child’, by Berlie Doherty. Pupils to write a diary entry and a book review. (Link to the Victorian</p>

	<ul style="list-style-type: none"> • Adjectives • Verbs • Nouns • Pronouns • Preposition • Time adverbials • 'ing' verbs • Alliteration • Headings • Bullet points • Imperative verbs 	<ul style="list-style-type: none"> • Pronouns • Preposition • Time adverbials • 'ing' verbs • Alliteration • Headings • Bullet points • Imperative verbs 	<ul style="list-style-type: none"> • Headlines • Alliteration • Time adverbials • Imperative verbs • Exclamation marks • Sub-headings <p>Formal language</p>	<ul style="list-style-type: none"> • Questions • Exclamation marks • Speech • Nouns • Verbs 	<p><u>SPAG for the term.</u></p> <ul style="list-style-type: none"> • Adjectives • Questions • Exclamation marks • Speech • Nouns • Verbs 	<p><u>SPAG for the Term.</u></p> <ul style="list-style-type: none"> • Questions • Verbs • Speech • Adjectives
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000. • identify, represent and estimate numbers using different representations. • read and write numbers up to 	<p><u>Calculations</u></p> <ul style="list-style-type: none"> • estimate the answer to a calculation and use inverse operations to check answers. • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p><u>Multiplication and division</u></p>	<p><u>Multiplication/Division</u></p> <ul style="list-style-type: none"> • Use written methods to calculate multiplication and division calculations. • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p><u>Money</u></p> <ul style="list-style-type: none"> • Convert between pounds and pence. 	<p><u>Measure</u></p> <ul style="list-style-type: none"> • Measure in metres. • Convert between cm and m. • Compare, add, and subtract lengths. • Work out the perimeter of a shape. <p><u>Fractions</u></p> <ul style="list-style-type: none"> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • recognise and show, using diagrams, equivalent fractions with small denominators. • add and subtract fractions with the same denominator within one whole. • compare and order unit fractions, and fractions with the same denominators. • solve problems that involve fractions. <p><u>Time</u></p> <ul style="list-style-type: none"> • tell and write the time from an analogue 	<p><u>Shape</u></p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • recognise angles as a property of shape or a description of a turn. • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.

	<p>1000 in numerals and in words.</p> <ul style="list-style-type: none"> • solve number problems and practical problems involving these ideas <p>Calculations</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <p>Place Value</p> <ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1000. • find 1000 more or less than a given number. • count backwards through zero to include negative numbers. 	<ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. <p>Measure</p> <ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre, hour to minute] 	<ul style="list-style-type: none"> • Add money using a formal written method. • Subtract money using a formal written method. • Find change from a given amount. <p>Statistics</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms, and tables. • solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p>Multiplication/division</p> <ul style="list-style-type: none"> • recognise and use factor pairs and commutativity in mental calculations. • multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • solve problems involving multiplying and adding, 	<ul style="list-style-type: none"> • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. <p>Fractions and Decimals</p> <ul style="list-style-type: none"> • recognise and write decimal equivalents of any number of tenths or hundreds. • recognise and write decimal equivalents $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 	<p>clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <ul style="list-style-type: none"> • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. • know the number of seconds in a minute and the number of days in each month, year and leap year. • compare durations of events. <p>Decimals</p> <ul style="list-style-type: none"> • round decimals with 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places. • solve simple measure and money problems involving fractions and 	<ul style="list-style-type: none"> • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Measure</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract mass. • Measure, compare, add and subtract capacity. • Read temperature. <p>Statistics</p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Shape</p> <ul style="list-style-type: none"> • describe positions on a 2-D grid as
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	<ul style="list-style-type: none"> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). order and compare numbers beyond 1000. identify, represent and estimate numbers using different representations. round any number to the nearest 10, 100 or 1000. solve number and practical problems that involve all of the above and with increasingly large positive numbers. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <p><u>Calculations</u></p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using 	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12. use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. 	<p>including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p><u>Area</u></p> <ul style="list-style-type: none"> Work out the area of a shape by counting the squares. Compare area in shapes. <p><u>Fractions</u></p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions. count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. solve problems involving increasingly harder fractions to calculate quantities, and 		<p>decimals to 2 decimal places.</p> <p><u>Time</u></p> <ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks. solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. <p><u>Money</u></p> <ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence. 	<p>coordinates in the first quadrant.</p> <ul style="list-style-type: none"> describe movements between positions as translations of a given unit to the left/right and up/down. plot specified points and draw sides to complete a given polygon.
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	<p>the formal written methods of columnar addition and subtraction where appropriate.</p> <ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation. <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>add and subtract fractions with the same denominator</p>			
Science	<p><u>Living Things and Their Habitats</u></p> <p>Pupils will learn about the classification of living things, including micro-organisms, using the standard system of classification. Pupils will design their own 'curious creature' and classify it based on its characteristics. Pupils will learn about micro-organisms and conduct an investigation into the growth of mould on bread. Pupils will create a field guide to the living things in their local area</p>	<p><u>Light</u></p> <p>Pupils will learn how light travels and how this enables us to see objects, finding out about mirrors and the angles of reflection and incidence. They will work scientifically and collaboratively to investigate and carry out experiments. They will explore how light creates the colours we see, and learn about Isaac</p>	<p><u>Electricity</u></p> <p>Pupils will learn to represent circuits using symbols in a diagram, and learn about Thomas Edison and Nikola Tesla. Pupils will develop their understanding of what electricity is and how to measure it, and conduct their own investigation.</p>	<p><u>Animals Including Humans</u></p> <p>Pupils will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Pupils will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body</p>	<p><u>Scientists and Inventors</u></p> <p>Pupils will learn about the life and work of Stephen Hawking (and his theory on black holes), Libbie Hyman (a zoologist), Alexander Fleming (and his discovery of penicillin), Mary Leakey (and her role in fossil findings) and Steve Jobs (and his development of technology).</p>	<p><u>Evolution and Inheritance</u></p> <p>Pupils will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.</p>

		Newton and his theory.				
Computing	<p><u>Using Computers safely 3</u></p> <p>Overview: Looking at how we keep ourselves safe online and how to recognise when things aren't safe and what to do.</p> <p>SMART rules</p> <p>Learning what SMART stands for and how it can keep us safe online.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p><u>Creating Digital Artefacts 3</u></p> <p>Overview:</p> <p>Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.</p>	<p><u>Algorithms 2 – Solving real world problems</u></p> <p>Overview: This unit focuses on problem solving (decomposition) and creating instructions (Algorithms) so others can easily solve them to.</p> <p>Pupils will investigate how we can follow instructions (algorithm) to create different things and solve problems the same way time and again.</p>	<p><u>Programming 3 – Code.org</u></p> <p>Overview: Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete an end of project</p>	<p><u>Animation 2 – Stop Frame Animation</u></p> <p>Overview: This unit recaps what stop frame animation is, the process and how do we create it ourselves. We will also be investigating some more skills and techniques to improve animations of this type.</p>	<p><u>Hardware and software 2</u></p> <p>Overview: Investigating the different types of hardware, we use. How do software and hardware work together? How do we use both in school and outside of school?</p> <p>Hardware What types of hardware do we use in school? How do we use hardware? During this unit we will also be using hardware and software to create digital artefacts.</p> <p>Pupils will experience programming hardware Through the use of BBC Micro: Bits (in block code and see this in written code).</p>
Topic Links History	<u>Living Things</u>	<u>Rivers and Light</u>	<u>Edwardians and Electricity</u>	<u>WW2 and Animals Including Humans</u>	<u>Scientist and Inventors</u>	<u>Victorians and Evolution</u>

<p><i>Geography</i> <i>Art</i> <i>DT</i></p>	<p>Geography- Maps and Symbols</p> <p>Pupil to use maps and symbols to find human and geographical landmarks in Maidstone</p> <p>DT – Bread</p> <p>Pupils to make and create a step-by-step method with instructions on how to make bread.</p>	<p>Geography-Rivers</p> <p>Pupils to learn how rivers form from source to mouth and about landforms associated with rivers.</p> <p>Art-Aboriginal Art</p> <p>Pupils to research Aboriginal art, including dot paintings and natural art. Pupils to create an Aboriginal mask using Aboriginal symbols.</p>	<p>History- Edwardians</p> <p>Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle.</p> <p>DT-Circuit Building</p> <p>Pupils to select tools, techniques and materials to construct a circuit/ create a product.</p>	<p>History-Battle of Britain (WW2)</p> <p>Pupils to learn about the Battle of Britain as an event in WW2 History.</p> <p>Art-Landscapes (WW2)</p> <p>Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.</p>	<p>Geography – Our Changing World</p> <p>Pupils to recent and current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to write a persuasive piece on reduce, reuse and recycle.</p> <p>Art/DT – Planets</p> <p>Pupils to create paper mache planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.</p>	<p>History-The Victorians</p> <p>Pupils to learn about Victorian life through reading Street Child and watching videos.</p> <p>Art- Portraits (Victorians)</p> <p>Pupils to research portraits created by a range of famous artists and to create a 2D portrait of themselves.</p>
<p>French</p>	<p><i>Bonjour!</i></p> <p>Greetings Classroom language Numbers 0 – 15 Age</p>	<p><i>Bonjour!</i></p> <p>Colours Days/Months Numbers 1 – 31 Birthdays Pencil case items</p>	<p><i>Coucou! C'est moi!</i></p> <p>Classroom language Parts of the body Physical description Dictionary skills</p>	<p><i>Coucou! C'est moi!</i></p> <p>Family Personality Consolidation</p>	<p><i>Coucou! C'est moi!</i></p> <p>Family Personality Consolidation</p>	<p><i>On s'amuse!</i></p> <p>Le Tour de France Fête Nationale project</p>
<p>PSHE</p>	<p><u>Relationships</u></p> <p>Recognise and provide management strategies for a wide range of emotions, demonstrate the use of the strategies</p> <p>Recognise what constitute a healthy</p>	<p><u>Health and Wellbeing</u></p> <p>What is meant by a healthy lifestyle</p> <p>How to maintain and manage risks to physical, mental and emotional</p>	<p><u>Living in The Wider World</u></p> <p>-</p> <p>Understand why and how rules and laws are made and how they are enforced</p> <p>Why different rules are needed for different situations and how to</p>	<p><u>Relationships</u></p> <p>Forced Marriages</p> <p>Bullying and discrimination</p> <p>Recognising risky behaviours in relationships and how to get help</p>	<p><u>Health and Wellbeing</u></p> <p>Managing change including transition and puberty</p> <p>Making informed choices on health and recognising sources of help</p> <p>Identify influences on health and well being</p>	<p><u>Living in The Wider World</u></p> <p>Respecting diversity and equality in different religions</p> <p>What is meant by enterprise and begin to develop enterprise skills</p>

	relationship with friends and family, develop skills to form and maintain these Recognise risky and negative relationships and ask for help	health and well being	take part in making and changing rules Respect for self and others and to importance of responsible behaviours and actions Rights and responsibilities in the home, school and community Understand how resources are allocated in different ways and how economic choices affect others	Challenging stereotyping Recognising the danger of peer pressure	Internet safety	Safety In Action Good citizenship Being safe in the community Safe strangers
World Beliefs	Bower Values Tolerance Morals and rules Look at moral and natural evils. Explore moral dilemmas and challenges. What are world views? Bower Values Tolerance Morals and rules Look at moral and natural evils.	Who are Hindus and Sikhs? To explore the Hindu Holy Scriptures and why they are important to Hindus. Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma. To explore the festival of Holi and	Buddhist's beliefs To know what a pilgrimage is. To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death) To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong. Buddhist's beliefs	What it means to be Jewish What were the ten plagues? Looking at key Jewish words and their definitions. To know how Passover, Shavuot and Sukkot are linked to pilgrimage What it means to be Jewish What were the ten plagues?	Muslims and their traditions. To know that Muslims make pilgrimage to Mecca and why this is important. To know about the festivals of Dhu Al-Hijja and Al Hijra. To know about the festival of Eid-UI-Adha and why it is important to Muslims. Muslims and their traditions. To know that Muslims make pilgrimage to Mecca and why this is important.	The nature of Christians To know that there are different branches of Christianity. Looking at different beliefs and the differences with the main branches of Christianity. To know the people who lead worship in different branches of Christianity. Recognise that Christians make pilgrimage to The Holy land and to other holy sites.

	<p>Explore moral dilemmas and challenges.</p> <p>What are world views?</p>	<p>how it is celebrated.</p> <p>Who are Hindus and Sikhs?</p> <p>To explore the Hindu Holy Scriptures and why they are important to Hindus.</p> <p>Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma.</p> <p>To explore the festival of Holi and how it is celebrated.</p>	<p>To know what a pilgrimage is.</p> <p>To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death)</p> <p>To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.</p>	<p>Looking at key Jewish words and their definitions.</p> <p>To know how Passover, Shavuot and Sukkot are linked to pilgrimage</p>	<p>To know about the festivals of Dhu Al-Hijja and Al Hijra.</p> <p>To know about the festival of Eid-UI-Adha and why it is important to Muslims.</p>	<p>The nature of Christians</p> <p>To know that there are different branches of Christianity.</p> <p>Looking at different beliefs and the differences with the main branches of Christianity.</p> <p>To know the people who lead worship in different branches of Christianity.</p> <p>Recognise that Christians make pilgrimage to The Holy land and to other holy sites.</p>
Music	<p><i>Music Plus Digital: Ukuleles</i> (Bug Club)</p> <p>- The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students' musical development. Above all, it is fun and easy to play, allowing all</p>	<p>Programme Music: Tortoise and the Hair</p> <p>- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the</p>	<p>Performance Skills - Songs from Popular Culture</p> <p>- In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different roles in</p>	<p>Carnival of the Animals</p> <p>- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements.</p>	<p><i>BBC 10 Pieces: Carmina Burana</i></p> <p>- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of</p>	<p>Transition Music</p> <p>- As this this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them</p>

	students to be involved in an ensemble regardless of any barriers to learning. MusicPlus Digital (MPD) allows children to learn the ukulele in a fun exciting way, allowing more children to learn, whilst addressing and complementing all aspects of the national curriculum Key Stage 2 programme of study.	orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas.	the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so.	They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing.	'Carmina Burana' and this will be achieved by studying ostinato, drones, melody, instruments of the orchestra and more.	at a more sophisticated level.
PE At some point during the year pupils will go for Swimming lessons at the Maidstone Leisure Centre.	<u>Gymnastics:</u> A variety of rolling techniques that can be safely and successfully performed on and off apparatus within a movement pattern. <u>Games:</u> Hockey building on skills previously learnt and moving onto how these can be implemented into a games.	<u>Dance:</u> James Bond dance focusing on pupils input and ideas. Pupils are able to listen to feedback from other peers and change routine based on feedback received. <u>Games:</u> Football – learning different skills that can be successfully used in a variety of mini games. Building on tactical awareness and positional play.	<u>OAA:</u> Work confidently in familiar and changing environments. Take a lead in planning and evaluating performance. <u>Archery:</u> Introduction into the sport of Archery and the safety procedures that need to be followed. Pupils will learn the techniques required to shoot consistently.	<u>Tag Rugby:</u> Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina). <u>Tri Golf:</u> Pupils demonstrate previous learning, such as grip and swing. Full range of shots learnt, emphasise being control, consistency, and accuracy.	<u>Athletics:</u> Track events: Pupils build on previous skills and techniques learnt for the different track events. <u>Theme Based Learning:</u> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.	<u>Sticking Games:</u> Batting/Bowling and running between bases. Understanding and using different tactics within the games. <u>Athletics:</u> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.



Falcons

Falcons LTP Curriculum Overview

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

Topic:	Term 1 <u>Victorians and Evolution</u>	Term 2 <u>Living Things</u>	Term 3 <u>Rivers and Light</u>	Term 4 <u>Edwardians and Electricity</u>	Term 5 <u>WW2 and Animals Including Humans</u>	Term 6 <u>Scientists and Inventors</u>
<p>English</p> <p><i>Lessons link to PA Stages – identified on MTP</i></p>	<p><u>Street Child</u></p> <p>Pupils to read ‘Street Child’, by Berlie Doherty. Pupils to write a diary entry and a book review.</p> <p>(Link to the Victorians).</p>	<p><u>The Whisperer</u></p> <p>Pupils to read ‘The Whisperer’ and to create a chapter of the story to explain what happens next.</p> <p><u>Cats Poetry</u></p> <p>Pupils to read cats poems by Grace Nichols and to write their own cat poem.</p> <p>(Link to Living Things theme)</p>	<p><u>The Dreaming</u></p> <p>Pupils to read Aboriginal Dreaming stories and to create their own Dreaming story, which explains how a particular lizard came to live.</p> <p>(Link to Aboriginal theme)</p>	<p><u>Titanic</u></p> <p>Pupils to use resources, books, VR and the internet to research the Titanic from the perspectives of passengers from all classes. Pupils to write postcards/letters home and to create an information text about the disaster or advertisement for the poster.</p> <p>(Link to Edwardians theme)</p>	<p><u>Friend or Foe</u></p> <p>Pupils to read ‘Friend or Foe’ about two boys that get evacuated to Devon from London in WW2. Pupils to create letters home from Devon and a newspaper article.</p> <p>(Link to WW2 theme)</p>	<p><u>There’s a Boy in the Girls’ Bathroom</u></p> <p>Pupils to read ‘There’s a Boy in the Girls’ Bathroom’, by Louis Sachar. Pupils to write a chapter of the story to explain what happens next.</p>

<p>Maths</p> <p><i>White Rose Maths</i></p>	<p>NC Year 2 & NC Year 3</p> <p>Place Value Count in steps of 2, 3, 5, 10s forward and backward & 4, 8, 50, 100 Find 10 more or less Recognise the place value of each digit in 2 digit/3 digit Compare and order numbers up to 1000 Read and write numbers to at least 100 (1000) in numerals and in words Use place value and number facts to solve problems</p> <p>Addition and Subtraction Add and subtract / solve problems (complex, missing number, context) with addition and subtraction, using concrete objects and pictorial representations, mental and written methods (3 digit written & mentally) Recall and use addition and subtraction facts, estimate/inverse Understand commutative addition Use inverse -addition and subtraction</p> <p>Multiplication and Division Recall and use multiplication and division facts for 2, 5 and 10 & 3, 4, 8 Write mathematical statements for multiplication and division (2 x 1 digit) Understand commutative multiplication Solve problems (missing number & correspondence problems)</p> <p>Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables & present data in bar charts, pictograms and tables Ask and answer simple questions by counting/sorting & about totalling and comparing categorical data Solve 1 step/2 step questions using information presented in bar charts, pictograms and tables</p>			<p>Measurement Choose and use appropriate standard units to estimate and measure & measure perimeter Compare and order lengths, mass, volume/capacity and record the results using <, = and > & add and subtract Recognise and use symbols for pounds (£) and pence (p), add/subtract amounts of money, solve problems Compare and sequence intervals of time, tell, write and draw the time to five minutes (increasing accuracy - nearest minute), including quarter past/to the hour & analogue/digital & 12/24hr clock Know the number of minutes in an hour and the number of hours in a day & seconds in a minute, days in month/year.</p> <p>Fractions Recognise, find, name and write fractions of a length, shape, set of objects or quantity Count up/down in tenths Recognise & show equivalent fractions Add/subtract same denominator fractions Compare and order fractions Solve problems (all of above)</p> <p>Geometry Identify and describe the properties of 2-D & 3-D shapes & draw/make 2-D/3-D shapes & recognise in different orientations Identify 2-D shapes on the surface of 3-D shapes Compare and sort common 2-D and 3-D shapes and everyday objects Order/arrange patterns & sequences Describe position, direction and movement Recognise angles as properties of shape or description of a turn Identify horizontal/vertical lines and parallel/perpendicular</p>			
<p>Science</p> <p><i>NC Year 6</i></p>	<p>Evolution and Inheritance Pupils will recognise how living things have changed over time and</p>	<p>Living Things and Their Habitats Pupils will learn about the classification of living things, according to</p>	<p>Light Pupils will learn how light travels in straight lines from the source, to objects to our eyes and how this</p>	<p>Electricity Pupils will learn to represent circuits using symbols in a diagram and associate the brightness</p>	<p>Animals Including Humans Pupils will research the parts and functions of the circulatory system describing the functions of the heart,</p>	<p>Scientists and Inventors Pupils will research and learn about a selection of scientists and inventors of their choice, exploring their</p>	

	<p>how fossils provide information about living things on Earth millions of years ago. They will identify how animals and plants are adapted to suit their environment and how adaptation leads to evolution. They will recognise that living things produce offspring and how it varies.</p>	<p>observable characteristics and based on similarities and differences – giving reasons. Pupils will design their own ‘curious creature’ and classify it based on its characteristics. Pupils will learn about micro-organisms and conduct an investigation into the growth of mould on bread.</p>	<p>enables us to see objects, they give out or reflect light into the eye. They will use the knowledge that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. They will work scientifically and collaboratively to investigate and carry out experiments.</p>	<p>of a lamp or the volume of a buzzer with the number of voltage cells used in the circuit. Pupils will compare and give reasons for variations in how components function, conducting their own investigation.</p>	<p>blood and blood vessels. They will focus on how nutrients are transported around the human body. Pupils will explore how a healthy lifestyle supports the body to function and how diet, exercise, drugs and lifestyle affect the body.</p>	<p>background, skill and what they invented or discovered.</p>
<p>Topic Links</p> <p><i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i></p>	<p><u>Victorians and Evolution</u></p> <p>History-The Victorians Pupils to learn about Victorian life through reading Street Child and watching videos.</p> <p>Art- Portraits (Victorians) Pupils to research portraits created by a range of famous artists and to create a 2D portrait of themselves.</p>	<p><u>Living Things</u></p> <p>Geography- Maps and Symbols Pupil to use maps and symbols to find human and geographical landmarks in Maidstone</p> <p>DT – Bread Pupils to make and create a step-by-step method with instructions on how to make bread.</p>	<p><u>Rivers and Light</u></p> <p>Geography-Rivers Pupils to learn how rivers form from source to mouth and about landforms associated with rivers.</p> <p>Art-Aboriginal Art Pupils to research Aboriginal art, including dot paintings and natural art. Pupils to create an Aboriginal mask using Aboriginal symbols.</p>	<p><u>Edwardians and Electricity</u></p> <p>History- Edwardians Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle.</p> <p>DT-Circuit Building Pupils to select tools, techniques and materials to construct a circuit/ create a product.</p>	<p><u>WW2 and Animals Including Humans</u></p> <p>History-Battle of Britain (WW2) Pupils to learn about the Battle of Britain as an event in WW2 History.</p> <p>Art-Landscapes (WW2) Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.</p>	<p><u>Scientist and Inventors</u></p> <p>Geography – Our Changing World Pupils to recent and current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to write a persuasive piece on reduce, reuse and recycle.</p> <p>Art/DT – Planets Pupils to create papier-mache planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.</p>
<p>PSHE <i>LO's</i> PA S2 PA S3</p>	<p><u>Relationships</u> <u>1</u></p> <p><i>(Recognise and provide management strategies</i></p>	<p><u>Health and Wellbeing</u> <u>1</u></p> <p><i>(What is meant by a healthy lifestyle. Making</i></p>	<p><u>Living in The Wider World</u> <u>1</u></p> <p><i>(Understand why and how rules and laws are made</i></p>	<p><u>Relationships</u> <u>2</u></p> <p><i>(Forced Marriages. Bullying and</i></p>	<p><u>Health and Wellbeing</u> <u>2</u></p> <p><i>(Managing change including transition and puberty)</i></p>	<p><u>Living in The Wider World</u> <u>2</u></p> <p><i>(Understand how resources are allocated in different</i></p>

<p>+ EHCP targets</p>	<p><i>for a wide range of emotions, demonstrate the use of the strategies)</i></p> <p>Make/accept constructive suggestion.</p> <p>Takes part in games with rules</p> <p><i>(Recognise what constitute a healthy relationship with friends and family, develop skills to form and maintain these)</i></p> <p>Identifying emotions for when they are feeling safe or unsafe.</p> <p>Identify & give examples of different types of relationships/friendships.</p> <p>Give examples of causes of disputes and conflicts & give good solutions.</p>	<p><i>informed choices on health and recognising sources of help)</i></p> <p>Washes and dries hair with help & understands the importance.</p> <p>Understand that smoking is bad for you.</p> <p>Know which choices can affect your health (alcohol, drugs and foods etc.).</p> <p>Identify products to use when cleaning teeth and explains how to use them.</p> <p>Describe simple ways to reduce the spread of bacteria and viruses.</p> <p><i>(Identify influences on health and well-being. Internet safety)</i></p> <p>Keeping safe physically/online . Body space/personal space.</p>	<p><i>and how they are enforced. Know why different rules are needed for different situations and how to take part in making and changing rules)</i></p> <p>Redesign class or school rules.</p> <p>Identify what happens when someone breaks the law.</p> <p><i>(Respect for self and others and the importance of responsible behaviours and actions)</i></p> <p>To be able to have an awareness of British values.</p> <p>Explain what is meant by responsibility to others.</p> <p><i>(Respecting diversity and equality in different religions)</i></p>	<p><i>discrimination. Recognising risky behaviours in relationships and how to get help)</i></p> <p>Appropriate touch/greetings for different people.</p> <p>Recognise what is a secret/surprise & when it is right to break a confidence or share a secret and who you should talk to.</p> <p><i>(Challenging stereotyping)</i></p> <p>Recognise that boys and girls are of equal value.</p>	<p>Know physical similarities and differences between boys and girls.</p> <p><i>(How to maintain and manage risks to physical, mental and emotional health and well-being)</i></p> <p>To follow safety rules and dress appropriately for the workplace.</p> <p>Knows what is an emergency and how to get help/who to call (ring doctors or neighbour).</p>	<p><i>ways and how economic choices affect others)</i></p> <p>Know why people may volunteer to do things for their community & the different contributions that people make in their community.</p> <p><i>(Rights and responsibilities in the home, school and community. Being safe in the community. Safety in Action. Safe strangers)</i></p> <p>Identify what could be done to change things in communities and plan some action.</p> <p>Can express how to stay safe (online, roads etc.).</p> <p>Recognise who and when to trust others.</p> <p><i>(Know what is meant by enterprise and begin to develop enterprise skills. Good citizenship)</i></p>
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	<p><i>(Recognising the danger of peer pressure)</i></p> <p>Demonstrate steps to take if feel unsafe with a person/situation.</p> <p>Can identify what is unacceptable physical contact</p>	<p>Take turns when giving opinions and views.</p> <p>To judge what kind of physical contact is acceptable and how to respond.</p>	<p>To talk/write about their opinions, and explain their views, on issues that affect themselves and society.</p>			<p>Describe how having a job will allow them to achieve certain goals in their life.</p> <p>Describe the different uses we have for money.</p>
World Beliefs	<p>Look at moral and natural evils.</p> <p>Explore moral dilemmas and challenges.</p> <p>What are world views?</p>	<p>To explore the Hindu Holy Scriptures and why they are important to Hindus.</p> <p>Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma.</p> <p>To explore the festival of Holi and how it is celebrated.</p>	<p>To know what a pilgrimage is.</p> <p>To learn about the four places that Buddhists pilgrimage to.</p> <p>To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.</p>	<p>What were the ten plagues?</p> <p>Looking at key Jewish words and their definitions.</p> <p>To know how Passover, Shavuot and Sukkot are linked to pilgrimage</p>	<p>To know that Muslims make pilgrimage to Mecca and why this is important.</p> <p>To know about the festivals of Dhu Al-Hijja and Al Hijra.</p> <p>To know about the festival of Eid-UI-Adha and why it is important to Muslims.</p>	<p>To know that there are different branches of Christianity.</p> <p>Looking at different beliefs and the differences with the main branches of Christianity.</p> <p>To know the people who lead worship in different branches of Christianity.</p> <p>Recognise that Christians make pilgrimage to The Holy land and to other holy sites.</p>

<p>PE</p> <p>At some point during the year pupils will go for Swimming lessons at the Maidstone Leisure Centre.</p>	<p>Gymnastics: A variety of rolling techniques that can be safely and successfully performed on and off apparatus within a movement pattern.</p> <p>Games: Hockey building on skills previously learnt and moving onto how these can be implemented into a games.</p>	<p>Dance: James Bond dance focusing on pupils input and ideas. Pupils are able to listen to feedback from other peers and change routine based on feedback received.</p> <p>Games: Football – learning different skills that can be successfully used in a variety of mini games. Building on tactical awareness and positional play.</p>	<p>OAA: Work confidently in familiar and changing environments. Take a lead in planning and evaluating performance.</p> <p>Archery: Introduction into the sport of Archery and the safety procedures that need to be followed. Pupils will learn the techniques required to shoot consistently.</p>	<p>Tag Rugby: Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina).</p> <p>Tri Golf: Pupils demonstrate previous learning, such as grip and swing. Full range of shots learnt, emphasise being control, consistency, and accuracy.</p>	<p>Athletics: Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p>Theme Based Learning: Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p>	<p>Sticking Games: Batting/Bowling and running between bases. Understanding and using different tactics within the games.</p> <p>Athletics: Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>
<p>Computing</p>	<p>Using Computers safely 3</p> <p>Overview: Looking at how we keep ourselves safe online and how to recognise when things aren't safe and what to do.</p> <p>SMART rules</p> <p>Learning what SMART stands for and how it can keep us safe online.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this</p>	<p>Creating Digital Artefacts 3</p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.</p>	<p>Algorithms 2 – Solving real world problems</p> <p>Overview: This unit focuses on problem solving (decomposition) and creating instructions (Algorithms) so others can easily solve them to.</p> <p>Pupils will investigate how we can follow instructions (algorithm) to create different things and solve problems the same way time and again.</p>	<p>Programming 4 – Code.org</p> <p>Overview: Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete an end of project</p>	<p>Animation 2 – Stop Frame Animation</p> <p>Overview: This unit recaps what stop frame animation is, the process and how do we create it ourselves. We will also be investigating some more skills and techniques to improve animations of this type.</p>	<p>Hardware and software 2</p> <p>Overview: Investigating the different types of hardware, we use. How do software and hardware work together? How do we use both in school and outside of school?</p> <p>Hardware What types of hardware do we use in school? How do we use hardware? During this unit we will also be using hardware and software to create digital artefacts.</p>

	policy and the content of this will be referred to within lessons.					Pupils will experience programming hardware Through the use of BBC Micro: Bits (in block code and see this in written code).
Music	<p>Programme Music: Tortoise and the Hair</p> <p>- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas.</p>	<p>Performance Skills - Songs from Popular Culture</p> <p>- In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so.</p>	<p>Australia</p> <p>- Linking in with the Year 6 English topic this unit will be exploring the music of indigenous Australia and the cultural significance it has. Pupils will be creating compositions that reflect nature and wildlife in Australia and will be creating scores using aboriginal art and symbols. Pupils will be story telling through music and will have opportunities to develop their leadership and group work skills.</p>	<p>Carnival of the Animals</p> <p>- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements. They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing.</p>	<p>BBC 10 Pieces: Carmina Burana</p> <p>- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved by studying ostinato, drones, melody, instruments of the orchestra and more.</p>	<p>Transition Music</p> <p>- As this this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level.</p>
Enrichment Opportunities <i>Possible</i>	<p><u>Victorians and Evolution</u></p> <p>Natural History Museum – fossils/Darwin Centre</p>	<p><u>Living Things</u></p> <p>Forest School</p> <p>Visit/talk from Cats Protection about how to</p>	<p><u>Rivers and Light</u></p> <p>Rivers Visit at River Darenth at Science Centre, Horton Kirby. Pupils measure and record the</p>	<p><u>Edwardians and Electricity</u></p> <p>Faraday Museum at the Royal Institute?</p>	<p><u>WW2 and Animals Including Humans</u></p> <p>WW2 Theme Day at Museum of Kent Life.</p>	<p><u>Scientist and Inventors</u></p> <p>Wildwood Animal Park.</p>

		<p>care for cats and cats body language.</p> <p>Maidstone Maps visit into Maidstone town centre. Pupils to use maps and symbols to follow a route around town, answering questions and exploring historical/geographical landmarks and features.</p> <p>Healthy Eating – Visit to Wagamama in Maidstone to explore Japanese foods and to cook with Japanese foods. Pupils to explore hygiene in the kitchen.</p>	<p>flow of the river in three different places in the river.</p>	<p>Swimming</p>	<p>Visits from British Transport Police and Magistrate.</p> <p>Safety in Action – Visit to Invicta Barracks to learn about electrical safety, rail safety, first aid, drugs awareness etc.</p>	
MFL	<p><i>Autour de moi</i></p> <p>Family Personality Consolidation</p>	<p><i>Autour de moi</i></p> <p>Where you live House description Ideal house</p>	<p><i>Tout sur moi</i></p> <p>Pets Friends Consolidation</p>	<p><i>Tout sur moi</i></p> <p>Town Directions Weather</p>	<p><i>On s’amuse!</i></p> <p>Sports: with jouer Opinions Sports: with faire Hobbies</p>	<p><i>On s’amuse!</i></p> <p>Le Tour de France</p>



Squirrels

Squirrels IMPACTS (Key Stage 2/3) The Curriculum Map

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 (8 Weeks) Myths and Legends	Term 2 (7 weeks) London	Term 3 (6 weeks) Transport	Term 4 (6 weeks) Transport	Term 5 (6 weeks) Land, sea and sky	Term 6 (6 ½ weeks) Australia and New Zealand
English	<p>Key texts: Mega Monster by David Walliams, Theseus and the Minotaur – YouTube Rhymes and stories</p> <p>Descriptive writing – Volcano dwelling creatures</p> <p>Storybots – How do volcanoes work? How do eyes see?</p>	<p>Key texts: Paddington Bear by Michael Bond, Vile Victorians by Terry Deary</p> <p>Drama – Streets of London script</p> <p>Poetry – All Aboard the London Bus by Patty Toht</p> <p>Guided reading – traditional tales</p>	<p>Key texts: The train to Impossible Places by PG Bell, Professor Wooford McPaw’s History of Cars by Elliot Krusynski</p> <p>Fact files – non-fiction texts and encyclopaedias</p> <p>Catie’s amazing machines</p> <p>Guided reading - transport</p>	<p>Key texts: The Sheep-pig by Dick King-Smith, The Enormous Crocodile by Roald Dahl</p> <p>Explanation text – How to look after your pet</p> <p>Storybots – How many types of animals are there?</p> <p>Guided reading – animals</p>	<p>Key texts: Kensuke’s Kingdom by Michael Morpurgo, Around the World in 80 Days by Jules Verne</p> <p>Recount text – The Montgolfier brothers</p> <p>Storybots – How do aeroplanes fly? Why is the sky blue?</p> <p>Guided reading – Victorian inventors</p>	<p>Key texts: The World’s Worst Children by David Walliams, Holes by Louis Sachar</p> <p>Mystery story writing</p> <p>My Octopus Teacher – oceans</p> <p>Guided reading – under the sea</p> <p>Spelling common exception words, past</p>

	<p>Guided reading – fantasy characters</p> <p>Spelling common exception words, rhyming words</p>	<p>Spelling common exception words, prefixes and suffixes, recurring literary devices</p>	<p>Spelling common exception words, adjectives and adverbs, expanded noun phrases</p>	<p>Spelling common exception words, sequencing, familiar and new punctuation</p>	<p>Spelling common exception words, past and present tense, predictions</p>	<p>and present tense, drafting and editing</p>
Maths	<p>Place value to 100</p> <p>Comparing and ordering numbers identifying one more and one less, count in steps of 2,3,5 and 10</p> <p>Addition and subtraction</p> <p>one and two-digit numbers to 20 and number bonds (some three-digit numbers)</p>	<p>Time</p> <p>Chronological order, days of the week, months of the year, tell the time to the hour and half past</p> <p>Addition and subtraction</p> <p>one and two-digit numbers to 20 and number bonds (some three-digit numbers)</p>	<p>Transformation and movement</p> <p>Position and direction</p> <p>Whole, quarter and half turn and patterns</p> <p>Addition and subtraction</p> <p>one and two-digit numbers to 20 and number bonds (some three-digit numbers)</p>	<p>Statistics</p> <p>Pictograms, tally charts and tables</p> <p>Sorting categories by quantity and totalling and comparing categorical data</p> <p>Multiplication and division</p> <p>Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.</p>	<p>Fractions</p> <p>Find and name a half, a quarter, a third, $\frac{2}{4}$ and $\frac{3}{4}$</p> <p>Multiplication and division</p> <p>Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.</p>	<p>Measures and weights</p> <p>Measure and record lengths and heights, weight, capacity and volume and time</p> <p>Multiplication and division</p> <p>Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.</p>
Science	<p>Animals, including humans – the human body and the senses</p>	<p>Animals, including humans - classification</p>	<p>Living things and their habitats</p>	<p>Living things and food chains</p>	<p>Rocks and fossils</p>	<p>Fossils and Mary Anning</p>
Computing	<p><u>Using Computers Safely 1</u></p> <p>Overview: Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. Their learning will be supported by a</p>	<p><u>DTP 2 – Simple Publications</u></p> <p>Overview: This unit focuses on DTP and developing and extending skills already learnt. Different digital artefacts will be created to learn how we can create digital artefacts</p>	<p><u>Data 1 - Collecting and Sorting Data</u></p> <p>Overview: This unit is designed to introduce the pupils to data. What it is and how we collect it. The how do we sort it to make more sense of it and make it useful and easy to</p>	<p><u>Creating Digital Artefacts 1</u></p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The</p>	<p><u>Algorithms 1</u></p> <p>Overview: This unit is designed to give pupils an introduction into algorithms, what they are and why we use them. Pupils will be doing some unplugged activities to understand how and why</p>	<p><u>Programming 3 – code.org</u></p> <p>Overview: Pupils using block programming in code.org will perform a number of tasks that build upon previous knowledge. Pupils will learn about sequencing, selection,</p>

	<p>number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p> <p>Pupils will learn what a computer network is and learn that computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>with text, images and pictures. We will also investigate WYSIWYG ("WHAT YOU SEE IS WHAT YOU GET") and page orientation.</p> <p>New Ways of Working Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration</p>	<p>understand? How can technology help us with data collection and sorting and how does data work with computers. Pupils will be introduced to using spreadsheet software.</p>	<p>unit will consolidate their learning of word processing, presentation, and DTP software.</p> <p>They will be taught how to use internet search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>we make and use algorithms. They will then be creating their own algorithms to tell others how and hardware to perform a task.</p>	<p>conditionals, and repetition in programs; they will work with variables and various forms of input and output.</p>
<p>Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i></p>	<p>Ancient Greece – civilisations and mythology</p> <p>Volcanoes</p> <p>Mosaic making</p>	<p>Victorians</p> <p>London underground</p> <p>Clay sculpture</p>	<p>Railways</p> <p>Rivers</p> <p>Pointillism</p>	<p>Stone age to Iron age</p> <p>Skara Brae</p> <p>Cave painting</p>	<p>Flight</p> <p>France</p> <p>Claude Monet</p>	<p>Crime and punishment</p> <p>Oceans</p> <p>Aboriginal art</p>

	Papier mâché volcanoes			Tool crafting		
PSHE	Living in the wider world Core theme focus Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	Relationships Core them focus Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships	Health and Well Being Core theme focus What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground	Living in the wider world Core theme focus Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	Relationships Core them focus Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	Health and Well Being Core theme focus Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety
World Beliefs	What are the main British Values? What is Mutual respect? How can we be respectful of others? How does this help our friendships? Exploring difference in friendships. How does this help us to be a good citizen?	To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus. To explore what happens in a Hindu and Sikh wedding.	To know how Buddhist's celebrate New year in Japan To explore who Buddha was and why he is important to Buddhists. To know how Buddhist's attend Uposatha days at the temple. To know how Buddhists practice Meditation and chanting in their daily lives.	To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday. To explore the rituals of Shabbat, lighting candles and having 3 meals. To how Jewish people celebrate the festival of Hanukkah	Islam creation story To know that Muslims attend Jumu'ah at a mosque on Fridays. To explore the use of a prayer mat and compass. Look at Wudu and how to keep clean.	To explore God as a creator according to the Christian faith. To explore God's creation of Adam and Eve. To explore what happens at a Christian Wedding.
PE At some point during the year pupils will go for Swimming lessons at the Maidstone	Gymnastics: Travel, jump and sequence of at least four movements. Build on confidence of performance and showing sequences to an audience.	Creative Games: Problem solving and creating rules to improve the quality of games. Outdoor Adventurous Activities:	Tri Golf: Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping).	Theme based learning: The Odyssey – Unit of work linking English and PE. Tag Rugby:	Athletics: Track events: Pupils build on previous skills and techniques learnt for the different track events. World games: Pupils are introduced to and learn the fundamental skills of	Striking Games: Batting/bowling and running between bases Skills development – throwing for distance and accuracy Athletics: Field events Throwing and jumping –

Leisure Centre.	Games: Invasion games Attacking and defending skills and techniques required to play a competitive invasion game against another team.	Thinking through a problem strategically and improving communication skills	Dance: Pupils learn and perform dance routines to the 'Haka' theme. Developing their own sequences of movements and providing strengths and weaknesses of own performance.	Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.	a variety of games from around the world.	looking at techniques for Rocket Throw and long jump.
Music	Provided by subject specialist	. Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist
Enrichment Opportunities	Clip n' climb Tonbridge – using our muscles	Victoria and Albert Museum	Maidstone Carriage Museum by train from East Farleigh	Wildwood	Chatham Dockyard	Police officer visit and trip to Maidstone law courts



Satellite

Satellite: The Curriculum Map **Year 3 and 4**

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 Stone Age	Term 2 Who Turned Off The Lights?	Term 3 Iron Age	Term 4 Erupting Rocks	Term 5 Rocking Romans	Term 6 All Around Me
English	<p><u>Narrative Stone Age Boy</u></p> <ul style="list-style-type: none"> Character descriptions based on the main character from Stone Age Boy. Plan an adventure story based in another time in history. Write an adventure story based in another time in history. Role play – Freeze frame and explore the thoughts of characters. 	<p><u>Narrative The Owl Who Was Afraid of The Dark</u></p> <ul style="list-style-type: none"> Pupils research owls – fact finding lesson. Plan an emotive narrative based on the book The Owl who was Afraid of The Dark. Write an emotive narrative. <p><u>Animation Lily and The Snowman</u></p> <ul style="list-style-type: none"> Plan instructions on how to build a 	<p><u>Narrative Iron Giant</u></p> <ul style="list-style-type: none"> Character description of the Iron Giant. Setting descriptions based on the book iron Giant. Annotate newspaper articles. Plan a newspaper article based on the Iron Giant landing on Earth. Write a newspaper article based on the Iron Giant arriving on Earth. 	<p><u>Narrative The Secret of Black Rock</u></p> <ul style="list-style-type: none"> Pupils act out the events of the book. Freeze frame describing the thoughts of the main character. Research tropical fish. Pupils to refine their note taking skills. Pupils to plan the next part of the story. Pupils to write the next part of the story. 	<p><u>Narrative Escape from Pompeii</u></p> <ul style="list-style-type: none"> Role play – thinking about the people’s thoughts and feelings. Setting descriptions using adjectives. Explain how a volcano erupts. Plan a narrative based on living near a volcano that erupts. Write a narrative. <p><u>Non Fiction How to Be a Roman Soldier</u></p>	<p><u>Non Fiction – Explanation Street Beneath My Feet</u></p> <ul style="list-style-type: none"> Annotate explanation texts. Plan an explanation text based on the book Street Beneath My Feet. Write an explanation text. Edit and improve writing. Label diagram for explanation text. Role play – interview style questioning.

<ul style="list-style-type: none"> Write a conversation between the two main characters. <p><u>Non Fiction</u> <u>How to Wash a Woolly Mammoth</u></p> <ul style="list-style-type: none"> Pupils read the book How to Wash a Woolly Mammoth. Pupils explore a range of instructions to identify the common features. Pupils to plan their own set of instructions on how to wash an animal of their choice. Pupils to write their instructions using their plan for support. <p><u>SPAG for the term:</u></p> <ul style="list-style-type: none"> Adjectives Verbs Nouns Pronouns Preposition Time adverbials 'ing' verbs Alliteration Headings Bullet points Imperative verbs 	<p>snowman based on the Lily and the Snowman animation.</p> <ul style="list-style-type: none"> Plan an informal letter in role. Write an informal letter in role. <p><u>Poetry</u> <u>Christmas Poetry</u></p> <ul style="list-style-type: none"> Pupils to explore shape poems. Pupils to design their own shape poem based on the theme of Christmas. Pupils to plan their own Christmas shape poem. Pupils to write their own Christmas shape poem. <p><u>SPAG for the term:</u></p> <ul style="list-style-type: none"> Imperative verbs Contracting words Preposition Adjectives Inverted commas <p>Commas for lists</p>	<ul style="list-style-type: none"> Plan an adventure story where Hogart goes to visit the Iron Giant on his planet. Write an adventure story where Hogart goes to visit the Iron Giant. <p><u>Non Fiction</u> <u>How A Robot Dog Works?</u></p> <ul style="list-style-type: none"> Pupils to find the shape for an explanation text. Pupils to invent new food for robot dogs and label the ingredients. Pupils explain how to train a robot dog through instructions. <p><u>Non Fiction</u> <u>Hibernation</u></p> <ul style="list-style-type: none"> Explore non-chronological reports. Research a nocturnal animal and their habitat. Pupils to plan their own non-chronological report based on the research that they found. 	<p><u>Star in The Jar</u></p> <ul style="list-style-type: none"> Pupils describe a starry night sky using adjectives. Plan an adventure story. Write an adventure story. Design a poster reward poster. <p><u>Poetry</u> <u>If I Were in Charge of The World</u></p> <ul style="list-style-type: none"> Pupils look at a range of poems and identify the common features. Pupils create a wanted person to be in charge of the world poster. Plan a poem based on changing the world. Write a poem based on changing the world. <p><u>SPAG for the term:</u></p> <ul style="list-style-type: none"> Verbs Onomatopoeia Inverted commas Adverb Simile Alliteration 	<ul style="list-style-type: none"> Pupils look at information texts and annotate the features. Pupils to research what it was like to be a Roman soldier (what did they have to wear? How long were they away from home? What training did they have?) Pupils to plan an informative text about how to be a Roman soldier. Pupils to write their plan in neat using full sentences. <p><u>Myths</u> <u>Roman Gods and Goddesses</u></p> <ul style="list-style-type: none"> Pupils to research Roman Gods/Goddesses. Using their notes the pupils will plan a descriptive piece of writing. Write a description of their chosen God/Goddess. <p><u>SPAG for the term.</u></p> <ul style="list-style-type: none"> Adjectives Questions Exclamation marks 	<p><u>Poetry</u> <u>Birds</u></p> <ul style="list-style-type: none"> Explore a range of poetry based on wildlife. Pupils to identify the common features that they have found in wildlife poetry. Pupils to plan their own poem based on birds. Pupils to write their bird poetry. Pupils edit and improve their poetry. <p><u>SPAG for the Term:</u></p> <ul style="list-style-type: none"> Preposition Questions Alliteration <p>Verbs</p>
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			<ul style="list-style-type: none"> Pupils to write their own non-chronological report. <p>SPAG for the term:</p> <ul style="list-style-type: none"> Headlines Alliteration Time adverbials Imperative verbs Exclamation marks Sub-headings <p>Formal language</p>	<ul style="list-style-type: none"> Time adverbials Conjunctions Prefixes <p>Contracted words</p>	<ul style="list-style-type: none"> Speech Nouns <p>verbs</p>	
Maths	<p>Year 3</p> <p>Place Value</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000. identify, represent and estimate numbers using different representations. read and write numbers up to 1000 in numerals and in words. solve number problems and 	<p>Year 3</p> <p>Calculations</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers. solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Multiplication and division</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. write and calculate mathematical statements for 	<p>Year 3</p> <p>Multiplication/Division</p> <ul style="list-style-type: none"> Use written methods to calculate multiplication and division calculations. solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Money</p> <ul style="list-style-type: none"> Convert between pounds and pence. 	<p>Year 3</p> <p>Measure</p> <ul style="list-style-type: none"> Measure in metres. Convert between cm and m. Compare, add, and subtract lengths. Work out the perimeter of a shape. <p>Fractions</p> <ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. recognise, find and write fractions of a discrete set of objects: unit fractions and non- 	<p>Year 3</p> <p>Fractions</p> <ul style="list-style-type: none"> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. recognise and show, using diagrams, equivalent fractions with small denominators. add and subtract fractions with the same denominator within one whole. compare and order unit fractions, and fractions with the same denominators. solve problems that involve fractions. <p>Time</p>	<p>Year 3</p> <p>Shape</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. recognise angles as a property of shape or a description of a turn. identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle. identify horizontal and vertical lines and

	<p>practical problems involving these ideas</p> <p>Calculations</p> <ul style="list-style-type: none"> add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. <p>Year 4</p> <p>Place Value</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000. find 1000 more or less than a given number. count backwards through zero to include negative numbers. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). 	<p>multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Year 4</p> <p>Measure</p> <ul style="list-style-type: none"> convert between different units of measure [for example, kilometre to metre, hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <p>Multiplication and Division</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12. 	<ul style="list-style-type: none"> Add money using a formal written method. Subtract money using a formal written method. Find change from a given amount. <p>Statistics</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms, and tables. solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p>Year 4</p> <p>Multiplication/division</p> <ul style="list-style-type: none"> recognise and use factor pairs and commutativity in mental calculations. multiply two-digit and three-digit numbers by a one-digit number using formal written layout. solve problems involving multiplying and adding, including using the distributive 	<p>unit fractions with small denominators.</p> <p>Year 4</p> <p>Fractions and Decimals</p> <ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundreds. recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. 	<ul style="list-style-type: none"> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. know the number of seconds in a minute and the number of days in each month, year and leap year. compare durations of events. <p>Year 4</p> <p>Decimals</p> <ul style="list-style-type: none"> round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal 	<p>pairs of perpendicular and parallel lines.</p> <p>Measure</p> <ul style="list-style-type: none"> Measure, compare, add and subtract mass. Measure, compare, add and subtract capacity. Read temperature. <p>Year 4</p> <p>Statistics</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Shape</p> <ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant.
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	<ul style="list-style-type: none"> order and compare numbers beyond 1000. identify, represent and estimate numbers using different representations. round any number to the nearest 10, 100 or 1000. solve number and practical problems that involve all of the above and with increasingly large positive numbers. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. <p>Calculations</p> <ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. estimate and use inverse operations to check answers to a calculation. solve addition and subtraction two-step 	<ul style="list-style-type: none"> use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. 	<p>law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Area</p> <ul style="list-style-type: none"> Work out the area of a shape by counting the squares. Compare area in shapes. <p>Fractions</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions. count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the 		<p>places up to 2 decimal places.</p> <ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to 2 decimal places. <p>Time</p> <ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks. solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. <p>Money</p> <ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence. 	<ul style="list-style-type: none"> describe movements between positions as translations of a given unit to the left/right and up/down. plot specified points and draw sides to complete a given polygon.
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	problems in contexts, deciding which operations and methods to use and why.		answer is a whole number. <ul style="list-style-type: none"> add and subtract fractions with the same denominator. 			
Science	<u>Year 3/4</u> <u>Animals Including Humans.</u> Pupils explore the human bones and muscles. Explaining how they support the human body. Pupils explain how the bones and muscles in the human body protect and help humans move. Pupils plan and set up a scientific experiment to explore the bones and muscles in the human body. Pupils explore the nutrients that are needed for humans and animal. How do humans and animals get nutrients?	<u>Year 3/4</u> <u>Light</u> Pupils explore light and dark Pupils investigate how light travels in a straight line. Pupils investigate how light is reflected off surfaces. Why is the sun good but dangerous? Pupils to set up and carry out a scientific experiment into how shadows are created. Pupils explore how mirrors work.	<u>Year 3/4</u> <u>Living Things and Their Habitats</u> Pupils to research the life processes of animals. Pupils to group living things based on common characteristics using a classification key. Pupils to investigate the differences between vertebrates and invertebrates. Pupils to carry out a local habitat search. Pupils to research and explore the environmental changes on living things and their habitats.	<u>Year 3/4</u> <u>Rocks</u> Pupils observe different rocks and explore the surfaces. Pupils plan and carry out a scientific investigation in to the properties of rocks. Pupils explore how rocks are formed. Pupils to research and explore the different layers of soil and rock that create the Earth’s surface. Pupils plan and carry out a soil investigation. Pupils explore how fossils are created.	<u>Year 3/4</u> <u>Forces and Magnets</u> Pupils compare how objects move on different surfaces. Pupils plan and carry out a movement investigation. Pupils explore forces. Plan and carry out a scientific experiment investigating forces. Pupils explore magnetic materials. Pupils to carry out a scientific experiment about magnets. Pupils explore how they attract to some materials but repel against others.	<u>Year 3/4</u> <u>Birds</u> Explore the birds that are found in the local area. What is the life cycle of a bird? How do birds survive in the world? Pupils explore why some birds can fly but others cannot. What do birds eat? Pupils investigate bird feeders before designing and making their own.
Computing	<u>Computer networks</u> Develop terminology and explain how a network enables communication. Explore how computer networks are communicating in school. Explain how computers can help people	<u>Algorithms and programming</u> Understand the terminology algorithm. To develop understanding of problems and how to solve them. To develop own algorithms.	<u>Communication</u> To use the internet to safely research. To develop their skills of narrowing down searches using the internet. To identify poor and effective presentations. Create presentations.	<u>Algorithms and programming</u> To use the software programme Scratch. Using Scratch understand how coding works, develop own coding and to create an animation using the Scratch software.	<u>Data and Information</u> To design a tally chart for data collection. To organise data and represent the data collected. To identify errors in data and correct. To create graphs using a software programme.	<u>Safety</u> Understand what is meant by the term social media. Explain how to stay safe when using the internet. To create a safe webpage for children.

	communicate and collaborate.					
Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i>	<p><u>Stone Age</u></p> <p>Explore the first humans to live on Earth.</p> <p>Research the homes that Stone Age people had and compare to the homes of today.</p> <p>What did the Stone Age people eat?</p> <p>How did Stone Age people hunt?</p> <p>Where and what is Skara Brae?</p> <p><u>Art/DT</u></p> <p>Cave painting</p> <p>Fabric dying</p> <p>Create a model Stonehenge.</p> <p>Sketch a Stone Age home.</p> <p>Make a Stone Age home.</p> <p>Design and make Stone Age jewellery.</p>	<p><u>Countries and Cities</u></p> <p>Explore the countries, capitals and seas within the United Kingdom.</p> <p>Explore Northern Ireland and Belfast.</p> <p>Explore Scotland and Edinburg.</p> <p>Explore Wales and Cardiff.</p> <p>Compare the countries within the United Kingdom.</p> <p><u>DT - Moving monsters</u></p> <p>To investigate a variety of familiar objects that use air to make them work.</p> <p>To investigate techniques for making simple pneumatic systems.</p> <p>To be able to gather ideas for creating moving monsters.</p>	<p><u>Iron Age</u></p> <p><u>Art/DT - Insect</u></p> <p>Drawing insects in detail. Pupils to use shading techniques.</p> <p>Create mosaics using insects as the main design.</p> <p>Design insect shadow puppets.</p> <p>Make an insect puppet.</p> <p>Make an insect sculpture.</p>	<p><u>Volcanoes and Earthquakes</u></p> <p>Identify the layers and plate boundaries of Earth.</p> <p>Explain the different types of volcanoes and the parts of a volcano.</p> <p>Explain what happens when a volcano erupts and the different shapes of volcanoes.</p> <p>Explain what happens when a volcano erupts and the different shapes of volcanoes.</p> <p>Identify where earthquakes occur and how they are measured.</p> <p>Identify what equipment you would need for an earthquake survival kit.</p> <p><u>Art - British art</u></p> <p>Explore art pieces that tell a story.</p> <p>Sketch an art piece that tells a story.</p>	<p><u>Romans</u></p> <p>Explore when the Romans invaded Britain.</p> <p>Where did the Romans come from?</p> <p>Who is Boudicca?</p> <p>What did the Romans do for the British people?</p> <p>What was life like for a Roman soldier?</p> <p>What was life like for Roman people?</p> <p><u>Art - Roman art</u></p> <p>Design a Roman shield</p> <p>Design a Roman mosaic</p> <p>Sketch a Roman helmet</p> <p>Sketch a Roman soldier</p> <p><u>DT</u></p> <p>Make a Roman shield</p> <p>Create a Roman style mosaic</p>	<p><u>Map skills</u></p> <p>Look at maps of the local area.</p> <p>Understanding what the symbols on a map represent.</p> <p>Locating local amenities using the symbols found on a map.</p> <p>Drawing own maps of the local area.</p> <p><u>Art – European art</u></p> <p>Explore the work of Anselm Kiefer. Pupils to create a crumbling building picture in the style of Anselm Kiefer.</p> <p>Ceiling painting. Pupils look at some of the famous art pieces found on the ceilings of famous buildings. Pupils to design their own ceiling painting using water colours.</p> <p>Looking carefully at the work of European architect Le Corbusier pupils create their own shape buildings.</p>

		<p>To be able to design a monster including a moving pneumatic system.</p> <p>To be able to make a monster with a moving pneumatic part.</p> <p>To be able to evaluate a finished product.</p>		<p>Recreate a famous British landscape art piece focusing on detail and artistic techniques.</p> <p>Paint/sketch portraits using different artistic effects.</p> <p>Creating personal sensory boxes. Pupils to design the boxes so that they reflect their likes.</p>		<p>Design a hat using European art designs as inspiration.</p>
PSHE	<p><u>Living in the wider world</u> Looking at rules in school, why do we need rules? Exploring our rights and responsibilities in school and the local community. What do we mean by stranger danger? <u>Relationships</u> Understanding the feeling of others as well as our own. What can we do when we are feeling angry?</p>	<p><u>Living in the wider world</u> How to be safe when near a road. Who can you call in an emergency? What is an emergency? <u>Relationships</u> Why is it important to play cooperatively? How can disagreements be resolved?</p>	<p>Health and wellbeing What does it mean to have a healthy lifestyle? How can we ensure that we have good hygiene? What are germs? How do medicines help us when we are poorly? Relationships What makes a good friend?</p>	<p>Health and wellbeing Explore the challenges that we may encounter. Setting goals that we can achieve in the near future. Setting long term goals and how we could achieve these. Relationships Explore the different relationships that we have within our lives.</p>	<p>Living in the wider world Why is it important to recycle? Relationships Understanding what is meant by the term bullying. What can we do if we are being bullied? What can we do if we see someone being bullied?</p>	<p>Relationships Understanding similarities and differences between people. What can we do to look after others? Health and wellbeing How do we keep our selves safe during the summer?</p>

French	<p>Getting to Know You</p> <ul style="list-style-type: none"> • Pupils to greet each other. • Pupils exchange names. • Pupils to ask someone how they are. • Count to 10 <p>Pupils to say how old they are.</p>		<p>All About Me</p> <ul style="list-style-type: none"> • Understand and follow instructions. • Name parts of the body. • Identify colours. • Name clothing. <p>Explain what they are wearing.</p>		<p>Family and Friends</p> <ul style="list-style-type: none"> • Identify and introduce family members. • Identify and introduce pets. • Names of rooms within a house. <p>Name furniture found within the home.</p>	
World Beliefs	<p><u>Bower Values</u> <u>Tolerance Morals and rules</u></p> <p>What are the main British Values? What is Mutual respect? How does this help us be a good person?</p>	<p><u>Who are Hindus and Sikhs?</u></p> <p>To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith</p>	<p><u>Buddhist's beliefs</u></p> <p>To know how Buddhist's, celebrate New year in Japan To explore who Buddha was and symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha.</p>	<p><u>What it means to be Jewish</u></p> <p>To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the weekend To know how Passover is marked with the Passover Seder feast.</p>	<p><u>Muslims and their traditions</u></p> <p>Islam creation story To know that Muslims attend Jumu'ah at a mosque on Fridays. To know why light is important in the Muslim faith. To know what Muslims do in the month of Ramadan</p>	<p><u>The nature of Christians</u></p> <p>To explore God as a creator according to the Christian faith. To know why light is important in the Christian faith.</p>
PE	<p><u>Ball games (Netball, basketball, bench ball)</u></p> <p>Dribbling skills for basketball. Different passes made within the games. Understand rules relating to the games. Jumping, stop and pass.</p>	<p><u>Hockey</u></p> <p>Holding the stick correctly. Dribbling and controlling a puck. Understand the safety rules for hockey. Understand rules relating to the game.</p>	<p><u>Dance and Movement</u></p> <p>Perform dances using a range of movement patterns. Create movements to fit with different stimuli. Follow movements.</p>	<p><u>Gymnastics</u></p> <p>Control static shapes/positions. Make basic shapes/positions in the air. Create simple and short sequences. Copy a simple sequence.</p>	<p><u>Rounders and Tennis</u></p> <p><u>Rounders</u></p> <p>Holding the bat correctly How to mark at a post How to field Understand the rules relating to the game How to bowl</p>	<p>Sports Day Practice</p> <p>Athletics Standing long jump Triple jump Running Relay Target throwing Distance throwing</p>

	Shooting skills.	Passing the puck. Working as a team.	Understand the importance of warming up. Understand the importance of cooling down.		Catching skills Tennis Holding a racket correctly Serving Passing over a net Understanding the rules relating to the game	
Music		Singing Perform in solo and ensemble contexts using their voices. Thinking about the pitch and range of voice. Develop an understanding of the history of music.		Rhythm and beat. Listen with attention to detail and recall the sounds, rhythm, and beat. Identify musical instruments within a piece of music. Follow a simple rhythm/beat. Create a simple rhythm/beat for others to follow.		Recorders Recognise what each hole on the recorder represents. Play a simple tune on the recorder. Identify the parts of the recorder.
Enrichment Opportunities	Local area roads Cobtree park	Christmas pantomime.	Pond dipping Little Fant Farm Fair trade fortnight	World book day Local shops RNLA visit	Maidstone museum World environment day	Visit to Teston Sports day Wingham Wildlife



Satellite

Satellite: The Curriculum Map **Year 5 and 6**

Pupils will experience a cross curricular approach to teaching and learning where possible.

Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1 Hero's	Term 2 Victorians	Term 3 Explorer's	Term 4 Rainforests	Term 5 British Rulers	Term 6 All Around Me
English	<p><u>Narrative</u> <u>War Games</u></p> <ul style="list-style-type: none"> • Pupils to annotate informal letters. • Role play – freeze frame. Pupils to think about the thoughts of the soldier in the trenches during WW1. • Pupils to plan a letter in role as a soldier in the trenches during WW1. • Pupils to write a letter in role as a 	<p><u>Narrative</u> <u>Scrooge</u></p> <ul style="list-style-type: none"> • Character descriptions based on the characters from scrooge. • Setting descriptions based on the book Scrooge. • Pupils plan an alternative ending to Scrooge. • Pupils write an alternative ending to Scrooge. <p><u>Non Fiction – Persuasive letter.</u></p>	<p><u>Narrative</u> <u>Shackleton's Journey</u></p> <ul style="list-style-type: none"> • Role on the wall to describe the main character. • Pupils apply for a job on board Shackleton's ship. • Design and describe a lucky charm to be taken to sea. • Write an informal letter home in role from aboard the ice-floe. • Plan an adventure story. 	<p><u>Narrative</u> <u>The Vanishing Rainforest</u></p> <ul style="list-style-type: none"> • Explore speech between characters. • Pupils to write speech using the correct layout. • Setting descriptions based on the rainforest. <p><u>Non-Fiction</u> <u>Debate</u></p> <ul style="list-style-type: none"> • Research the reasons for deforestation. 	<p><u>Narrative</u> <u>Gorilla</u></p> <ul style="list-style-type: none"> • Pupils describe main characters. • Pupils write setting description based on a stimulus. • Pupils explore the feelings of characters. • Pupils plan a narrative. • Pupils write a narrative from another character's perspective. 	<p><u>Narrative</u> <u>One Small Step</u></p> <ul style="list-style-type: none"> • Explore the feelings of characters. • Use drama to freeze frame scenes to capture characters' thoughts. • Plan an adventure narrative. • Edit and improve adventure narrative. <p><u>Non-Fiction – Non</u> <u>chronological report</u> <u>Mars Transmission</u></p>

	<p>soldier in the trenches during WW1.</p> <p><u>Non-Fiction Newspaper article</u> <u>Stories From WW1</u></p> <ul style="list-style-type: none"> Identify the features of a newspaper. Explore reported speech. Pupils plan their own newspaper article reporting the start of WW1. Pupils interview another pupil in role as a WW1 soldier. Pupils write their own WW1 newspaper article. <p><u>Poetry</u> <u>Poppy Field</u></p> <ul style="list-style-type: none"> Annotate a famous poem from WW1. Identify the features used within a poem. Plan a WW1 narrative poem. Write a WW1 narrative poem. <p>SPAG taught through the genres this term</p> <ul style="list-style-type: none"> Subheadings Direct speech 	<ul style="list-style-type: none"> Pupils to explore the shape of a letter. Pupils to identify the features needed for a letter. Explore the difference between formal and informal language. Pupils to plan a formal letter based on stopping child labour. Pupils to write a formal letter. Pupils to edit and improve their writing piece. <p><u>Poetry - Shape Christmas</u></p> <ul style="list-style-type: none"> Explore a range of shape poems. Identify shapes and words that are associated with Christmas. Plan a shape poem. Write a shape poem. <p>SPAG taught through the genres this term.</p> <ul style="list-style-type: none"> Nouns Verbs Adverbs Adjectives 	<ul style="list-style-type: none"> Write an adventure story. Edit and improve writing. <p><u>Non-Fiction - Diary</u> <u>Scott of The Antarctic</u></p> <ul style="list-style-type: none"> Pupils to identify the features of a diary entry. Pupils plan diary entries in role. Pupils to write diary entries in role. Pupils to edit and improve their diary entries. <p><u>Non-Fiction Non-Chronological report</u></p> <ul style="list-style-type: none"> Pupils explore the shape of a non-chronological report. Pupils use the internet and books to research Emperor penguins. Pupils to plan a non-chronological report. Pupils to write a non- 	<ul style="list-style-type: none"> Plan an argument for or against deforestation. Write an argument for deforestation. Have a class debate. <p><u>Poetry</u> <u>Rainforest</u></p> <ul style="list-style-type: none"> Explore senses poetry. Identify the features of a senses poem. Plan a senses poem based on the rainforest. Write a senses poem about rainforests. Edit and improve poetry. <p>SPAG taught through the genres this term</p> <ul style="list-style-type: none"> Inverted commas Questions marks Exclamation marks Capital letters and full stops. Commas Apostrophes Adjectives 	<ul style="list-style-type: none"> Pupils edit and improve their narrative. <p><u>Non Fiction - Biography</u> <u>Fact file about a king or queen</u></p> <ul style="list-style-type: none"> Pupils to research a king or queen of their choice. Pupils to make notes. Pupils to plan a biography about a king or queen. Pupils to write a biography based on a British king or queen. Pupils edit and improve their writing piece. <p>SPAG taught through the genres this term.</p> <ul style="list-style-type: none"> Expanded noun phrases Relative pronouns Semi colons Formal language Inverted commas 	<ul style="list-style-type: none"> Explore what life on Mars could be like. Plan a Mars transmission report. Write a Mars transmission report. Edit and improve report. <p><u>Poetry</u> <u>Space</u></p> <ul style="list-style-type: none"> Explore how to tell a story through poetry. Plan a space poem. Write a space poem. Edit and improve a space poem. <p>SPAG taught through the genres this term</p> <ul style="list-style-type: none"> Alliteration Simile Metaphor Formal and informal language <p>Consolidation of previous learning.</p>
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	<ul style="list-style-type: none"> • Indirect speech • Nouns • Verbs • Adjectives • Adverbials • Fronted adverbials 	<ul style="list-style-type: none"> • Adverbials • Subordinate conjunctions • Expanded noun phrases. • Metaphors • Similes • Questions • Exclamation marks • Inverted commas <p>Commas in a list</p>	<p>chronological report.</p> <p>SPAG taught through the genres this term.</p> <ul style="list-style-type: none"> • Adjectives • Rhetorical questions • Modal verbs • Alliteration • Relative clause • Colons • Brackets • Fronted adverbials • Conjunctions • Formal language • Informal language 			
Maths	<p>Year 5</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 	<p>Year 5</p> <p><u>Measure</u></p> <ul style="list-style-type: none"> • calculate the perimeter of shapes. • Calculate the area of shapes. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. • know and use the vocabulary of prime numbers, prime factors, and 	<p>Year 5</p> <p><u>Multiplication/Division</u></p> <ul style="list-style-type: none"> • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • solve problems involving multiplication and division, including using their knowledge of factors 	<p>Year 5</p> <p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • read and write decimal numbers as fractions. • recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents. • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with 	<p>Year 5</p> <p><u>Decimals</u></p> <ul style="list-style-type: none"> • round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • read, write, order, and compare numbers with up to 3 decimal places. • solve problems involving number up to 3 decimal places. <p>Shape</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and 	<p>Year 5</p> <p><u>Shape</u></p> <ul style="list-style-type: none"> • Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <p>Measure</p> <ul style="list-style-type: none"> • convert between different units of metric measure [for example, kilometre and metre;

	<ul style="list-style-type: none"> round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems. read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. <p>Calculations</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers. use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. solve addition and subtraction multi-step problems in contexts, deciding which operations 	<p>composite (non-prime) numbers.</p> <ul style="list-style-type: none"> establish whether a number up to 100 is prime and recall prime numbers up to 19. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. multiply and divide numbers mentally, drawing upon known facts. divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. <p>Year 6</p> <p>Calculations</p> <ul style="list-style-type: none"> identify common factors, common multiples, and prime numbers. use their knowledge of the order of operations to carry 	<p>and multiples, squares, and cubes.</p> <ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign. solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <p>Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number. identify, name, and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. recognise mixed numbers and improper fractions and convert from 	<p>denominator 100, and as a decimal fraction.</p> <ul style="list-style-type: none"> solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <p>Year 6</p> <p>Measure</p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. use, read, write, and convert between standard units, converting measurements of length, mass, volume, and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. convert between miles and kilometres. 	<p>other cuboids, from 2-D representations.</p> <ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles. draw given angles, and measure them in degrees (°) identify: <ul style="list-style-type: none"> angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles. distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <p>Year 6</p> <p>Statistics</p>	<p>centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]</p> <ul style="list-style-type: none"> understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes. estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
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	<p>and methods to use and why.</p> <p>Statistics</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph. • complete, read and interpret information in tables, including timetables. <p>Year 6</p> <p>Place Value</p> <ul style="list-style-type: none"> • read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit. • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems that involve all the above <p>Calculations</p>	<p>out calculations involving the 4 operations.</p> <ul style="list-style-type: none"> • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • solve problems involving addition, subtraction, multiplication, and division. • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Fractions</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • compare and order fractions, including fractions >1 • add and subtract fractions with different 	<p>one form to the other and write mathematical statements > 1 as a mixed number.</p> <ul style="list-style-type: none"> • add and subtract fractions with the same denominator, and denominators that are multiples of the same number. • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. <p>Year 6</p> <p>Decimals and Percentages</p> <ul style="list-style-type: none"> • identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer 	<ul style="list-style-type: none"> • recognise that shapes with the same areas can have different perimeters and vice versa. • recognise when it is possible to use formulae for area and volume of shapes. • calculate the area of parallelograms and triangles. • calculate, estimate, and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units. <p>Ratio</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts. • solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of 	<ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems. • calculate and interpret the mean as an average. <p>Shape</p> <ul style="list-style-type: none"> • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane and reflect them in the axes. <p>Consolidation of previous learning.</p>	<ul style="list-style-type: none"> • solve problems involving converting between units of time. • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p>Year 6</p> <p>Investigations</p> <p>Using the learning from Key Stage 2 children apply their knowledge to a range of investigations.</p>
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	<ul style="list-style-type: none"> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. perform mental calculations, including with mixed operations and large numbers. 	<p>denominators and mixed numbers, using the concept of equivalent fractions.</p> <ul style="list-style-type: none"> multiply simple pairs of proper fractions, writing the answer in its simplest form. <p>Geometry</p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles. recognise, describe, and build simple 3-D shapes, including making nets. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. recognise angles where they meet at a point, are on a 	<p>has up to 2 decimal places.</p> <ul style="list-style-type: none"> solve problems which require answers to be rounded to specified degrees of accuracy. recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts. <p>Algebra</p> <ul style="list-style-type: none"> use simple formulae. generate and describe linear number sequences. express missing number problems algebraically find pairs of numbers that satisfy an equation with 2 unknowns. enumerate possibilities of combinations of 2 variables. 	<p>percentages for comparison.</p> <ul style="list-style-type: none"> solve problems involving similar shapes where the scale factor is known or can be found. solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 		
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		straight line, or are vertically opposite, and find missing angles.				
Science	<p><u>Electricity</u> Develop understanding of the symbols used to represent a scientific electrical component. Explore how the voltage within a circuit affects the brightness of a bulb. Compare variations in circuits. Compare the difference between renewable and non-renewable sources of electricity. Use scientific vocabulary.</p>	<p><u>Animals Including Humans.</u> Identifying parts of the circulatory system. Explore the function and parts of the human heart. Carry out scientific experiment to investigate pulse rate. Explore how nutrients and water are transported within the human body. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.</p>	<p><u>Living Things and Their Habitats</u> Using a classification key to classify animals. Classifying plants based on their characteristics. Planning, setting up and carry out a scientific experiment to investigate micro-organisms. Classifying micro-organisms based on their characteristics.</p>	<p><u>Properties of Materials</u> Identifying the differences between solids, liquids and gases. Describe and compare material properties. Insulating investigation. Exploring magnetic materials. Investigate the process for dissolving. Investigate how to separate materials. Explore irreversible changes.</p>	<p><u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Space</u> Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
Computing						
Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i>	<p><u>History and Geography WW1</u> Why did WW1 start?</p>	<p><u>History Victorians</u> Who was Queen Victoria?</p>	<p><u>Geography and History Explorers</u> Explore exploration environments.</p>	<p><u>Geography Rainforests</u> What is a rainforest?</p>	<p><u>History Kings and Queens</u></p>	<p><u>Geography UK/South America</u></p>

<p>Countries involved in WW1.</p> <p>Explore what life was like for a British soldier.</p> <p>Explore the events of the Battle of The Somme.</p> <p>What was the role of animals during WW1?</p> <p>Why we have Remembrance Day.</p> <p><u>Art</u> <u>WW1</u></p> <p>Silhouette art.</p> <p>Flanders field art.</p> <p>Soldier sketches.</p> <p>Explore the art pieces of Paul Nash.</p>	<p>What was it like for poor children during Victorian times?</p> <p>Compare the toys and games from Victorian times to today.</p> <p>Inventers and inventions.</p> <p>Transport in Victorian time.</p> <p><u>Art</u></p> <p>William Morris art.</p> <p>Exploring repeating patterns for Victorian wallpaper.</p> <p>Decoupage art design.</p> <p><u>DT</u></p> <p>Make a Victorian cup and ball toy.</p> <p>Design and make a model bridge.</p>	<p>Who was Columbus?</p> <p>Who was Cook?</p> <p>Explore polar environments.</p> <p>First steps on the moon.</p> <p><u>Art</u> <u>Sea</u></p> <p>Sketch images of the sea using a range of artistic techniques to create affect (smudging, shadowing, blending, and mixing colours)</p> <p><u>DT</u> <u>Boats</u></p> <p>Design and make a boat that will float. Pupils to think about the shape of the boat, the sails that they will need and how they will make these.</p>	<p>Explore where rainforests are found.</p> <p>What are the layers of a rainforest?</p> <p>Explore the animals that live within rainforests.</p> <p>What tribes live in the rainforest?</p> <p>Research the impact of deforestation.</p> <p><u>DT</u> <u>Cooking</u></p> <p>Explore the foods that make a healthy balanced diet.</p> <p>Design a balanced 3 course meal.</p> <p>Make a 3 course meal.</p>	<p>Research and explore the British monarchy houses throughout history.</p> <p>In-depth study of one king or queen from Britain.</p> <p>Explore the timeline of the British monarchy.</p> <p><u>Art</u> Famous artists – Picasso and Van Gogh</p> <p>Evaluate the work of Picasso.</p> <p>Compare and contrast the work of Picasso.</p> <p>Recreate a Picasso art piece.</p> <p>Design an art piece in the style of Picasso.</p> <p>Using water colours create a Starry Night painting in the style of Van Gogh.</p> <p>Use oil paints to create a flower picture.</p>	<p>Identify the similarities and differences between UK and South America.</p> <p>Explore the famous landmarks of both UK and South America.</p> <p>Understand the physical features of both UK and South America and compare them.</p> <p>Understand the human features of both UK and South America and compare them.</p> <p><u>Art</u> <u>South and central American art.</u></p> <p>Use clay to sculpt a Frida Kahlo style monkey.</p> <p>Explore South American picture puzzles.</p> <p>Design a dream catcher.</p> <p>Make a collage using the style and technique of famous Central American artists.</p> <p>Design a Candombe drum.</p> <p><u>DT</u></p> <p>Make a dream catcher based on pupil's designs.</p>
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						Make a Candombe drum using pupil's designs.
PSHE	<p><u>Living in the wider world</u> Understand why we have rules and laws and how they are made. How are rules enforced? How are laws enforced? Rights and responsibilities at home. Rights and responsibilities in school. Rights and responsibilities within the local community.</p>	<p><u>Living in the wider world</u> What is diversity? What is equality? How can people respect diversity and equality in different cultures? How is the environment damaged? What could we do to show respect to the environment? Why do we need money?</p>	<p><u>Relationships</u> Explore different feelings. Strategies that could be used to manage feelings. Recognise what constitute a healthy relationship with friends. What are negative relationships?</p>	<p><u>Health and wellbeing</u> What is a healthy lifestyle? How to maintain and manage risks to physical and mental wellbeing. Identify ways to keep physically safe a school and home. Internet safety.</p>	<p><u>Relationships</u> What is bullying? What do we do if we are being bullied? What is discrimination? What can you do if you are being discriminated against? Marriage and civil partnerships. What is peer pressure?</p>	<p><u>Health and wellbeing</u> Explore changes.</p> <ul style="list-style-type: none"> • Transition • Puberty • Bereavement <p>How can we manage change?</p>
French	<u>Getting to Know You</u>		All About Me		Family and Friends	

World Beliefs	<p><u>Bower Values</u> <u>Tolerance Morals and rules</u> What are the main British Values? What is Mutual respect? How does this help us be a good person?</p>	<p><u>Who are Hindus and Sikhs?</u> To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith</p>	<p><u>Buddhist's beliefs</u> To know how Buddhist's, celebrate New year in Japan To explore who Buddha was and symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha.</p>	<p><u>What it means to be Jewish</u> To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the weekend To know how Passover is marked with the Passover Seder feast.</p>	<p><u>Muslims and their traditions</u> Islam creation story To know that Muslims attend Jum'u'ah at a mosque on Fridays. To know why light is important in the Muslim faith. To know what Muslims do in the month of Ramadan</p>	<p><u>The nature of Christians</u> To explore God as a creator according to the Christian faith. To know why light is important in the Christian faith.</p>
PE	<p><u>Ball games (Netball, basketball, bench ball)</u> Dribbling skills for basketball. Different passes made within the games. Understand rules relating to the games. Jumping, stop and pass. Shooting skills.</p>	<p><u>Hockey</u> Holding the stick correctly. Dribbling and controlling a puck. Understand the safety rules for hockey. Understand rules relating to the game. Passing the puck. Working as a team.</p>	<p><u>Dance and Movement</u> Perform dances using a range of movement patterns. Create movements to fit with different stimuli. Follow movements. Understand the importance of warming up. Understand the importance of cooling down.</p>	<p><u>Gymnastics</u> Control static shapes/positions. Make basic shapes/positions in the air. Create simple and short sequences. Copy a simple sequence.</p>	<p><u>Rounders and Tennis</u> <u>Rounders</u> Holding the bat correctly How to mark at a post How to field Understand the rules relating to the game How to bowl Catching skills <u>Tennis</u> Holding a racket correctly Serving Passing over a net Understanding the rules relating to the game</p>	<p><u>Sports Day Practice</u> Athletics Standing long jump Triple jump Running Relay Target throwing Distance throwing</p>
Music		<p><u>Singing</u> Perform in solo and ensemble contexts using their voices. Thinking about the pitch and range of voice.</p>		<p><u>Rhythm and beat.</u> Listen with attention to detail and recall the sounds, rhythm, and beat. Identify musical instruments within a piece of music.</p>		<p><u>Recorders</u> Recognise what each hole on the recorder represents. Play a simple tune on the recorder. Identify the parts of the recorder.</p>

		Develop an understanding of the history of music.		Follow a simple rhythm/beat. Create a simple rhythm/beat for others to follow.		
Enrichment Opportunities		Christmas pantomime.	Pond dipping Little Fant Farm Fair trade fortnight	World book day Local shops	Maidstone museum World environment day	Visit to Teston Sports day



Year 7

Year 7 The Curriculum Map						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Boy 87: Ele Fountain</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference/ deduction; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; using literary terminology.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending</p>	<p>The Nowhere Emporium: Ross Mackenzie</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> contemporary literature (fiction – fantasy); learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation; using literary terminology.</p> <p><u>Writing:</u> formal expository; imaginative writing (description); non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p>Survival stories (Ice Trap: Shackleton’s journey to the South Pole)</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> non-fiction, biographical, recount form; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot and setting; understanding purpose and audience; making critical comparisons.</p> <p><u>Writing:</u> imaginative writing; non-narrative forms such as formal letters/ diaries/ speeches/ instructions; summary/ precis; applying new</p>	<p>Skellig: David Almond</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – fantasy); learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p>The Boy in Striped Pyjamas: John Boyne</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – historical drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; making critical comparisons (Anne Frank diary extracts).</p> <p><u>Writing:</u> formal expository; non-narrative forms such as informal</p>	<p>Complete Term 5 – The Boy in Striped Pyjamas Unit</p> <p>Summative assessment: Year 7 AQA end of year test.</p> <p>Extension unit: The Walter Tull Story by Michaela Morgan</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (non-fiction); learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation; making critical comparisons.</p> <p><u>Writing:</u> non-narrative forms (speech/ diary/ letter/ news</p>

	<p>KS1/2 grammar appendices; supporting ideas with evidence.</p> <p>Alternative text for lower ability: When Jessie Came Across The Sea/ The Arrival</p> <p>Same descriptors apply as above for main unit.</p>	<p>Alternative text for lower ability: The Spiderwick Chronicles</p> <p>Same descriptors apply as above for main unit.</p>	<p>vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative text for lower ability: The Arctic Star by Tom Palmer.</p>	<p>Alternative text for lower ability: The Savage by David Almond.</p> <p>Same descriptors apply as above for main unit.</p>	<p>letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p>	<p>report); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>
Maths	<p><u>Base 10 Numbers</u> Pupils will be learning about representing and comparing large and small numbers, and using this knowledge to develop to their rounding, money and percentage skills. In addition, pupils will investigate 2D and 3D shapes in our 'Build a Village' challenge. There will be baseline assessments covering understanding of number and calculation, which will support future planning. Pupils may learn to play social numeracy games, such as Uno or 21's and/or money games such as Monopoly.</p>	<p><u>Add & Subtract</u> Pupils will be developing their addition and subtraction skills through games, investigations and intelligent practice. They will be also be applying their addition and subtraction skills to topics such as perimeter and money.</p>	<p><u>Scales & Symbols</u> Pupils will be learning about representing numbers within scales and symbols. Topics will depend on a pupils' prior attainment, and may include: pictograms; bar graphs; measuring mass; timelines; number lines (positive/negative whole numbers and decimals); function machines and substitution. Pupils may have the opportunity to use their date of birth and the current date to investigate how old they are in months, days, hours, minutes and/or seconds.</p>	<p><u>Meaning of Multiplication</u> Pupils will be developing their understanding of multiplication as repeated addition. Pupils will learn about the connection between multiplication, arrays and area. Pupils will develop their understanding and recall of times tables and learn about multiples, factors and prime numbers. Pupils will have an opportunity to learn about multiplying large numbers. Pupils who demonstrate proficiency with multiplication of large and small numbers will also be learning about ratio.</p>	<p><u>Understanding Fractions</u> Pupils will be using physical resources and pictorial methods to develop their understanding of fractions by identifying, comparing, adding and subtracting fractions. Pupils will also develop the skills in measuring length and converting measurements. They might extend their knowledge through learning about decimals and percentages. In addition, all pupils will investigate codes and apply this to understanding of roman numerals and/or simplifying algebra.</p>	<p><u>Numbers in Geometry & Measure</u> Pupils will be consolidating their learning of number throughout the year, solving shape and measure problems, whilst developing their use and knowledge of shape and measure language. Topics include: angles; shape properties; time; reflection and money problems. Investigations may include tangrams and mask symmetry.</p>
World Beliefs	<p>What are your world views?</p>	<p>Be familiar with Sikhism in Britain.</p>	<p>Be familiar with Siddhartha and the four sights.</p>	<p>What is a synagogue? What is Hanukkah?</p>	<p>Find out about Muslim beliefs and look at the five pillars in detail.</p>	<p>Recognise and identify Christian symbols and their history and meanings.</p>

	<p>What are the traditions and beliefs considering school rules?</p> <p>Recognise the difference between rules and Laws.</p> <p>Understand the rule of Law.</p> <p>Understand people have different ideas and beliefs.</p> <p>What is Democracy?</p>	<p>Be familiar with Sikh weddings and to know why Sikhs celebrate Diwali.</p> <p>To identify Diwali and the many celebrations.</p> <p>Start to look at Hindu Gods.</p>	<p>What Buddhists believe happens when you die.</p> <p>Look at the founder of Buddhism and create religious leader cards looking at their qualities in leadership.</p>	<p>To explain Jewish worship and prayer and to explain the beliefs about Messiah.</p>	<p>What is a mosque and look at mosques around the world?</p> <p>Take part in Islamic calligraphy and recognise the Arabic alphabet.</p>	<p>Look at churches inside and out.</p> <p>Look at Christian prayer and prayer writing.</p>
Science	<p><u>Introduction Unit</u> An introduction to the science room, health and safety, key pieces of equipment and scientific skills</p> <p><u>Cells(7A)</u> This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up in order to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past.</p>	<p><u>Acids and Alkalis (7F)</u> This unit looks at acids and alkalis and how they are described using a pH number. It looks at neutralisation reactions and some of their uses, and also introduces standard hazard symbols.</p> <p><u>Energy (7I)</u> This unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.</p>	<p><u>Reproduction (7B)</u> This unit explores sexual reproduction in animals, However, the central focus for learning is the human reproductive system and sexual reproduction in humans.</p> <p><u>Atoms and Elements (7H)</u> This unit introduces ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of</p>	<p><u>Electricity (7J)</u> This unit looks at the measurement of current and how it behaves in series and parallel circuits, and at voltage and resistance. Various models for thinking about what is happening in circuits are explored, and the unit concludes by looking at how we use electricity safely</p> <p><u>Particles (7G)</u> This unit develops an understanding of the different properties of solids, liquids and gases Scientific method and ideas on experiments, observation, hypotheses and theories are discussed, leading to an understanding of the particle theory of matter.</p>	<p><u>Forces (7K)</u> This unit revises the concepts of forces and their effects and extends students' knowledge of friction, gravity and springs and link to ideas about forces, friction and pressure.</p> <p><u>Muscles and Bones (7C)</u> This unit uses a 'fitness' theme to cover three important organ systems: the gas exchange system, the circulatory system and the locomotor system. The various effects of drugs on these systems are also considered, together with their effects on the nervous system.</p>	<p><u>Ecosystems (7D)</u> This unit looks at ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity.</p> <p><u>Sound (7L)</u> This unit looks at how sounds are made, transmitted and detected, some uses of sound and compares sound waves with waves on the surface of water.</p> <p><u>Mixtures (7E)</u> This unit revises and builds on work in KS2 on materials, specifically on mixtures, solutions and separation techniques. This provides opportunities to introduce the methods of working in a science lab, which will differ</p>

			particle models, naming compounds and word equations.			from the science learning experience that most students will have had previously
P.E. This is an overview of the PE programme of study but there may be small variations on the timing of each topic	<p>Basketball: Basic skills introduction into the different techniques required for Basketball.</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils.</p> <p>Handball: Basic skills introduction into the different techniques and rules in Handball.</p> <p>Hockey: Basic skills introduction into the different techniques and rules in Hockey.</p>	<p>Gymfinity: Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>OAA: Building on teamwork and map reading skills across the school.</p>	<p>Football: Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p> <p>Dance: Performing a range of dance styles and forms using a variety of techniques</p> <p>Rugby: Basic skills introduction into the different rules and techniques required to play a game of Rugby.</p>	<p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p>Gymfinity: Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p>Netball: Basic skills introduction into the different rules and techniques required for Netball.</p>	<p>Cricket: Develop skills in Cricket, such as, fielding batting and bowling</p> <p>Rounders/Softball Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p>Athletics: Field and track events. Basic introduction to early techniques</p> <p>Badminton: Basic skills introduction into the different rules and techniques required for Badminton</p>	<p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p>Tennis: Basic skills introduction into the different rules and techniques required for Tennis. Focusing mainly on the importance of a good forehand return with foot movement.</p>
Drama	<p>Introduction to Drama</p> <p>This unit focuses on developing pupils' confidence in Drama allowing for opportunities to work imaginatively alone, in pairs, in groups and as a whole class.</p>	<p>Movement</p> <p>This unit focuses on developing pupils' ability to use movement within a dramatic performance. This will link with the English unit for term 2. Pupils will begin to develop physical control and</p>	<p>Taking on a Character</p> <p>This unit links with the Ice Trap unit being studied in English. Pupils will begin to recognise the need for context to emotion in order to portray believable characters.</p>	<p>Script Writing</p> <p>Pupils will develop their understanding of 'Skellig' by having opportunities to develop 'scenes' through dramatic performances and script writing.</p>	<p>Exploring Emotion</p> <p>Through analysis of key points in the story Pupils will begin to develop their understanding of the importance and use of silence/pause in their performances</p>	<p>The Theatre – The Bigger Picture</p> <p>Pupils will develop an understanding of the history of the theatre. Pupils will analyse the roles and responsibilities within the theatre including, lighting, stage management, set</p>

	<p>Pupils will look at key dramatic techniques including: Mime, freeze frames, tableau</p> <p>SMSC Developing imagination and exploring ways of organising presenting ideas</p>	<p>recognise the importance of, gesture, movement and expression in communicating meaning to an audience.</p> <p>SMSC To develop an understanding of how non verbal communication can have an impact on how we present ourselves</p>	<p>Pupils will work in small groups and begin to develop the use of scripts to support their performances</p> <p>SMSC Developing imagination and exploring ways of organising presenting ideas</p>	<p>Pupils will begin to understand and work with scripts.</p> <p>SMSC Developing imagination and exploring ways of organising presenting ideas</p>	<p>Pupils will begin to explore ideas and feelings sensitively.</p> <p>SMSC To develop an understanding of how non verbal communication can have an impact on how we present ourselves</p>	<p>design, director, costume design.</p> <p>SMSC Developing imagination and exploring ways of organising presenting ideas</p>
D and T	<p>Tool and workshop safety and practice. Introduction to wood working tools. Making a pencil holder. Evaluating the product. Learning to use Computer Aided Design software.</p>	<p>Tool and workshop safety and practice. Introduction to wood working tools. Making a pencil holder. Evaluating the product. Learning to use Computer Aided Design software.</p>	<p>Introduction to Thermoplastics Making a Photo frame and designing and making egg holders. Learning to use the pillar drill, the scroll saw and hand tools. Testing and evaluating a product. To understand the properties of Thermoplastics.</p>	<p>Introduction to Thermoplastics Making a Photo frame and designing and making egg holders. Learning to use the pillar drill, the scroll saw and hand tools. Testing and evaluating a product. To understand the properties of Thermoplastics.</p>	<p>Designing a Travel Game Introduction to research and designing and making a product for a target market. Extending skills in Computer Aided Design software.</p>	<p>Designing a Travel Game Introduction to research and designing and making a product for a target market. Extending skills in Computer Aided Design software.</p>
PSHE Citizenship	<p>Transition to secondary school Diet, exercise and making healthy choices.</p> <p>Managing the challenges of moving to secondary school Identifying and expressing emotions in a constructive way.</p>	<p>Introduction to careers Challenging career stereotypes and raising aspirations</p> <p>Identifying a broad range of careers and the abilities and qualities required. Challenging common career stereotypes and identifying future aspirations.</p>	<p>Managing puberty and personal hygiene</p> <p>How to manage physical and emotional changes during puberty Understanding personal hygiene. How to recognise and respond to inappropriate and unwanted contact</p>	<p>Independent living focussing on money management</p> <p>Recognition of coins and notes. Saving, spending and budgeting. Online gaming transactions.</p>	<p>Introduction to relationships and sexual health education</p> <p>Relationships: families, romance and friendship. Recognising different families. How to establish and manage friendships. Recognising qualities and behaviours relating to</p>	<p>Personal and road safety and the role of the emergency services</p> <p>Personal safety strategies and travel safety, e.g. road, rail and water. Responding in an emergency situation and basic first aid.</p> <p>PCSO workshop</p>

	Macmillan Coffee Morning Cake Sale		and how to access help and support.	Santander Workshop	different types of positive relationships.	
Music	Musical Futures: Classroom Groove - <i>Contemporary</i> - This unit is based around resources obtained from the Musical Futures ideology. Pupils will build grooves around contemporary pieces of music which will eventually lead to them applying the skills learned into their own composition/ improvised performance. This unit introduces pupils to using scales and modes in a very accessible form.	British Folk Tradition/ Seasonal Focus - <i>World Music</i> - Pupils will explore the folk traditions of Great Britain from storytelling and murder ballads to community tune sessions. Pupils will learn songs and instrumentals from across the regions. Towards the end of the unit we will look at traditional, secular Christmas Carols with a view to perform.	Film Music - <i>Music Tech</i> - This unit on Film Music allows pupils to use music technology to create music to fit a film clip. Pupils will explore how the inter-related dimensions of music can be used to reflect movement, mood and emotion. They will learn about the work of foley artists and apply that knowledge to a final piece.	Music from the Indian Subcontinent - <i>World Music</i> - This unit allows pupils the opportunity to experience an often unfamiliar sound world through listening, performance, improvisation and composition. Pupils will sing chants and songs from Indian Culture, start utilising and understanding terminology synonymous with the genre. Pupils will utilise different modes and scales to help them produce their own authentic sounding improvisations and compositions.	Theme and Variation - <i>Classical</i> - This unit is focussed around the development and extension of musical ideas using the inter- related dimensions of music. Pupils will learn and perform well-known contemporary melodies and variations upon these melodies before composing their own variations of these themes. In groups pupils will work towards composing variations to suit the different scenes in a video game.	Samba - <i>World Music</i> - Pupils will develop understanding of rhythm through collaborative rhythmic games as well as whole class and group practice and performance of percussive Samba music. Pupils will develop composing and improvising skills by creating their own Samba music in groups.
Computing	<u>Using Computers safely 4</u> Overview: Looking at how we keep our information safe and how do we know that information we find is online is reliable. Working Safely	<u>Presentation 2 – Advanced presentations</u> Overview: Creating presentations on hardware and software to increase knowledge of the subject and learn presentation skills. Advanced presentation skills	<u>Image editing 1 – Adobe Photoshop or other Editing Software</u> Overview: Investigating how images are manipulated using computers.	<u>Programming 5 – Kodu</u> Overview: Creating games using simple programming concepts in a 3D programming environment. Programming concepts	<u>Audio 2 - Podcasting</u> Overview: Creating and playing with audio to create a class podcast. Capturing Audio Investigating ways we can capture audio.	<u>Animation 3 – Pivot</u> Overview: Creating 2D stop frame animations using digital methods. Stop frame Recapping on what exactly stop frame animation is and

	<p>How to work safely in a computer suite. Looking at how to keep our information safe by creating safe passwords.</p> <p>SMART rules Recapping guidelines for being safe online. How do we make sure the information we find is reliable.</p> <p>Managing work efficiently How to manage files and folders.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p>Creating, using and editing Hyperlinks and Hotspots. What are Master Pages and why do we use them</p> <p>Investigating how the layout effects the visual impact of a presentation, including good use of white space</p> <p>Basic skills Continued use of basic presentation skills, including formatting of text, images and slides.</p> <p>New Ways of Working Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration.</p>	<p>Manipulating images How do we import and export an image. Learning a number of simple editing techniques to create our own manipulated images.</p> <p>Image file types Investigating different image file types and how they are different, looking at compression.</p>	<p>How do we control virtual objects? What inputs and hardware can we use? Learning how to run and debug programs. Using decisions and repeating code. Also why do we need to be precise with computers?</p> <p>Game Design Designing a game concept and creating it. Looking at game packaging and how to attract buyers.</p>	<p>Capturing audio using a voice recorder</p> <p>Manipulating audio digitally Learning skills to import/export audio Using software to manipulate and change audio. Using software to edit and build a podcast using audio clips.</p> <p>Planning a podcast Discussing and creating a script. Why do we do it and how does it help?</p>	<p>how it works. How can it be achieved using computers?</p> <p>Animating Digitally Learning skills in Pivot, stop frame animation software. Creating a stop frame animation using Pivot. Investigating techniques to make 2D animations feel more 3D</p> <p>Planning animations Looking at storyboards and why they are useful. Planning and creating a stop frame animation</p>
Art	<p>Introduction to ways of working by studying artists' mark-making and still life work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques</p>	<p>Introduction to ways of working by studying artists' mark-making and still life work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques</p>	<p>Appreciation of 2D visual language through exploration of line, tone, colour, texture, pattern.</p>	<p>Appreciation of 2D visual language through exploration of line, tone, colour, texture, pattern.</p>	<p>Develop own ideas through a variety of media and materials - Pencil, Paint, Oil, Chalk, Paste, 3D Materials. Produce a final response either in groups or individually</p>	<p>Develop own ideas through a variety of media and materials - Pencil, Paint, Oil, Chalk, Paste, 3D Materials. Produce a final response either in groups or individually</p>
Food Tech	<p>Learning about Kitchen Health and safety.</p>	<p>Learning about Kitchen Health and safety.</p>	<p>Learning basic cooking skills.</p>	<p>Learning basic cooking skills.</p>	<p>Understanding Kitchen hygiene.</p>	<p>Understanding Kitchen hygiene.</p>
Global Learning	<p>Skills, skills, skills Geographical and historical study skills Objectives:</p>	<p>What have the Romans ever done for us? Roman life, Pompeii and Vesuvius</p>	<p>Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"</p>	<p>A Frenchman's home is an Englishman's castle Exploring the history of the UK and Kent</p>	<p>Time flies....A history of fun! Objectives:</p>	<p>What's on? The Geography of Sport Objectives:</p>

	<ul style="list-style-type: none"> • To understand what a map is and what they are used for • To be able to use an atlas to locate countries • To be able to recognise a variety of world flags • To be able to locate features on a map/ atlas using longitude and latitude and grid references • To identify features on a map using a key • To be able to order events on a timeline • To be able to recognise an anachronism • To understand the difference between a primary and secondary source <p>To be able to judge the value of a source</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • To understand key events in Roman history • To order events on a timeline • To understand how the Roman Empire expanded • To understand why the Roman Empire expanded • To identify Roman influences on Britain • To identify Roman influence on life today • To describe the events of Pompeii • To explain how and why a volcano erupts • To map volcano locations around the world <p>To use a variety of sources to make judgements</p>	<p>Exploring the geography of the UK; What's worth visiting, why and where is it?</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To develop map/ atlas/skills • To recognise patterns in population • To identify key physical and human features of the UK 	<p>Objectives:</p> <ul style="list-style-type: none"> • To describe Britain before 1066 • To demonstrate knowledge of the impact of invasion • To investigate Anglo-Saxon Britain • To explain how the Normans came to the throne • To explain the impact of the Normans • To evaluate the success and failures of battles • To describe the problems faced by William the Conqueror • To understand key events in Kent's history • To link Kent's history to UK history • To identify different castle types • To explain how castle sites were chosen <p>To justify castle design</p>	<ul style="list-style-type: none"> • To understand how society has changed over time by studying what people did for fun during a variety of time periods • to compare and contrast the changes to society over time • to interpret a variety of sources of information to carry out an historical enquiry into entertainment through the ages • to explain how and why there are contrasting experiences of the past for both the rich and poor <p>to learn about the influence of ancient and medieval societies on modern day Britain</p>	<ul style="list-style-type: none"> • To map sports locations • To expand geographical vocabulary • To identify the benefits of sport to a place • To identify the negative impact of sports development on an area • To evaluate the effect of regeneration • To understand the globalisation of sport • To consider sports' effect around the world <p>To make a link between sport and economics</p>
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Global Learning - MFL 7S	Bonjour! Greetings Classroom language Numbers 0 – 15	Bonjour! Age Colours Days/Months	Coucou! C'est moi! Numbers 1 – 31 Birthdays Pencil case items	Coucou! C'est moi! Parts of the body Physical description Dictionary skills	Autour de moi Family Personality Consolidation	On s'amuse! Fête Nationale project
Global Learning - MFL 7W	Autour de moi Pets Friends Consolidation	Autour de moi Town Directions Weather	On s'amuse! Sports: with jouer Opinions Sports: with faire Hobbies	On s'amuse Consolidation Activities linked to seasons/ weather	On s'amuse Pocket money Technology	Vive La France! Le Tour de France



Year 8

Year 8 The Curriculum Map						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Horror Fantasy: Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> reading a wide range of fiction (different genre/ form); contemporary literature; learning new vocabulary; making inferences and referring to the text; studying setting, plot and characterisation, linked to effect; analysing figurative language.</p> <p><u>Writing:</u> formal expository; imaginative writing; narrative and non-narrative writing (letters/ diaries); applying new knowledge (of grammar, vocabulary, text structure);</p>	<p>A Christmas Carol: Charles Dickens</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer's purpose; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative</p>	<p>Myths and Legends</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer's purpose; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative</p>	<p>Activism and Children Who Changed the World: Spoken Language Unit</p> <p>KS3 National Curriculum links:</p> <p><u>Spoken Language:</u> using Standard English; communicating in formal/ informal contexts; in-class discussion and debate; giving short speeches and presentations; expressing own ideas and views; speaking with relevance and concision; participating in structured talks; summarising verbally; building on other's</p>	<p>Skellig: David Almond</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – fantasy); learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English;</p>	<p>Complete Term 5 – Skellig Unit</p> <p>Summative assessment: Year 8 AQA end of year test.</p> <p>Extension unit: Different Cultures Poetry (Zephaniah, Dharker, Nichols)</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot,</p>

	planning, drafting and editing; amending vocabulary and grammar to improve coherence and effect; extending KS1/2 grammar appendices.	forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.	forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Alternative unit: Different Cultures poetry (Agard, Zephaniah, Nicholls) KS3 National Curriculum links: <u>Reading:</u> wide range of contemporary poems; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation <u>Writing:</u> formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.	contributions; notes for talks and presentations; recognising the difference between the written and spoken word.	extending KS1/2 grammar appendices. Alternative text for lower ability: The Savage by David Almond. Same descriptors apply as above for main unit.	setting and characterisation. <u>Writing:</u> summary/precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.
Maths	<u>Add & Subtract problems</u> Pupils will further develop addition and subtraction written and mental calculation skills with small/large whole	<u>Meaning of Division</u> Pupils will develop their understanding of division as repeated subtraction, sharing and	<u>Equivalent Proportions</u> Pupils will learn about equivalence between fractions; capacity and volume; in money.	<u>Calculating with Angles & 3D Shape</u> Pupils will learn to develop skills in measuring and drawing	<u>Applying Multiplication & Division</u> Pupils will learn about applying their knowledge of	<u>Using proportions</u> Pupils will learn to apply their developing understanding of proportion (fractions,

	numbers; decimals and/or negative numbers. They will develop these skills through games, investigations and intelligent practice directly and also indirectly within topics such as perimeter, and interpreting graphs. Pupils will develop skills in using scientific calculators by solving more complex problems.	grouping. They will learn to relate this to their understanding of multiplication. They will be consolidating understanding of odd and even numbers whilst developing their skills, dividing increasingly larger numbers, extending to decimals.	Pupils will also have an opportunity to develop their understanding of time and money. Pupils who are confident in some of these topics may extend their understanding by looking at equivalence in algebra (simplifying expressions with brackets and solving equations), and be introduced to the nth term with sequences.	angles and learn to apply a more developed understanding of angles to calculating missing angles on straight lines and in shapes. In addition to this, pupils will learn about 3D shapes and their volume, extending to surface area.	multiplication and division within topics such as averages; multiples & factors; fractions of amounts; pie charts and proportion. Pupils will be encouraged to further develop their recall of times tables and see the link between related multiplication facts.	decimals, percent) within measurement problems; probability and time. Furthermore, pupils will further develop their calculation skills with fractions and percentages. Pupils who demonstrate proficiency in these topics may learn how to plot straight line graphs.
World Beliefs	Understand Morals and morality. Understand stigma and discrimination Look at Multicultural Britain.	What is the Gurdwara? To know and label the Gurdwara. Understand reincarnation and the Sikh beliefs. Look into detail the Hindu God Ganesh and create your own Hindu god.	Understand the life of the Buddha and how it changed. Understand what enlightenment is. To know and look at the four noble truths and the relationship with suffering.	Gain Knowledge of the Jewish food laws and recognise Kosher and Trief foods. Look at the Seder plate and the significance of Passover.	Writing your name in Arabic and understand the difference to writing in our school. Understanding the five pillars mainly Salat the second pillar (prayer 5 times a day) and relating them to your own culture and way of life.	To explore what is means to be a Christian. Look at why Christians pray and what they use. How Christians pray and where can they pray and worship.
Science	Food and Nutrition (8A) This unit looks at the main components in the human diet and why they are needed. The digestive system is also covered	Fluids (8I) This unit looks at changes of state, and then goes on to look at fluids and some of their	The Periodic table (8F) This unit aims to develop students' understanding of matter, atoms and	Breathing and respiration (8C) This unit covers gas exchange in humans and other organisms,	Energy transfers (8K) This unit looks at energy transfers by heating in the context of homes. It looks at convection,	Earth and Space (8L) This unit builds on work from KS2 on the Solar System and looks at the Earth, including the

	<p>in some detail, and the idea of enzymes is introduced.</p> <p>Combustion (8E) This unit looks at combustion engines to cover combustion and oxidation reactions, including those of hydrocarbons, metals and non-metals. The idea of an exothermic reaction is introduced and there is also a look at the pollution of the air by the products of fossil fuel combustion.</p>	<p>effects, including pressure, floating and sinking, and drag.</p> <p>Plants and their reproduction (8B) This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered. The theme that is threaded through the unit is the various uses that we have for plants.</p>	<p>chemical and physical change. Students then look at using the trends in the periodic table to make predictions about physical and chemical properties of elements and their compounds.</p> <p>Light (8J) This unit revises work from KS2 on light, which is then extended to consider how light travels and what happens when it meets an object including reflection and refraction. Pupils will learn how the eye works.</p>	<p>together with details of aerobic and anaerobic respiration in humans. It looks at the effect of exercise on the body and the impact of smoking.</p> <p>Metals and their uses (8G) This unit reviews common physical properties of metals, and to introduce their main chemical properties. The idea that reactions can occur at different speeds is also illustrated and this leads to the introduction of the general reactivity series of metals.</p>	<p>conduction and radiation. It also looks at how to reduce energy transfers and increase efficiency.</p> <p>Unicellular organisms (8D) This unit takes a detailed look at what unicellular organisms are, the differences between different types, their problems and their uses.</p>	<p>seasons and the Earth's magnetic field and gravity. It also looks at the Solar System and what is beyond the Solar System.</p> <p>Rocks (8H) This unit examines the different types of rock and the processes that bring about their formation, leading to the idea of a rock cycle that operates within a huge geological timescale. It also looks at the Earth as a source of resources and the advantages of recycling metals.</p>
<p>P.E.</p> <p>This is an overview of the PE programme of study but there be small variations on the timing of each topic</p>	<p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p>Gymfinity: Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p>	<p>Handball: Recap of skills learnt previously and move onto more complex techniques.</p> <p>Basketball: Recap of skills learnt previously and more complex techniques e.g. set shot</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p> <p>OAA: Building on teamwork and map</p>	<p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne</p>	<p>Football: Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p>Dance: Performing a range of dance styles and forms using a variety of techniques</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils.</p>	<p>Gymfinity: Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an</p>	<p>Rounders/Softball: Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p>Cricket: Develop skills in Cricket, such as, fielding batting and bowling</p> <p>Athletics: Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce</p>

	Hockey: Recap any previous skills learnt and move onto more complex techniques and game play.	reading skills across the school. With added emphasis on independence.	Country Park, Penenden Heath and Mote Park Rugby: Recap of skills learnt previously and more complex techniques and rules.	Netball: Recap of skills learnt previously and more complex techniques and rules.	individualised programme and is differentiated to cater for all pupils needs/ability Badminton: Recap of skills learnt previously and more complex techniques and rules.	an accomplished performance Tennis: Recap of skills learnt previously and more complex techniques and rules.
Drama	Storytelling Unit Aims To introduce pupils to the subject of drama. Provide a framework of explorative strategies to use during KS3 drama. SMSC To explore stories and myths from other cultures and to develop group skills	Body Language/Gesture Unit Aims To further develop key drama skills with a specific emphasis on body language/physical theatre. SMSC Developing imagination and exploring ways of organising presenting ideas	Voice Unit Aims For pupils to be equipped with the tools to use, manipulate and change their voice to perform characters with more depth. SMSC Use of voice in situations pupil may find them selves.	Movement Unit Aims To develop an understanding of using body language/mime skills to build characters. SMSC To develop an understanding of how non verbal communication can have an impact on how we present ourselves	Tension Unit Aims To explore through different stimuli how tension is create on stage by actors and action for an audience. SMSC Group work. Exploring situations.	Devising Unit Aims Pupils to explore TIE as a genre and come up with their own TIE Performance. SMSC Understanding the dangers of smoking. Group work. Working with and for different age groups.
D and T	Designing and making nesting boxes Understanding the properties of wood. Learning how to mark out, measure, join and cut wood using hand tools and machines. Applying a finish to wooden products.	Designing and making nesting boxes Understanding the properties of wood. Learning how to mark out, measure, join and cut wood using hand tools and machines. Applying a finish to wooden products.	Structures and forces Understanding how forces impact on structures and how to apply this knowledge to design and make paper products, including a chair.	Structures and forces Understanding how forces impact on structures and how to apply this knowledge to design and make paper products, including a chair.	Introduction to Electronics Designing and making an electronic product, including understanding electronic components and soldering.	Introduction to Electronics Designing and making an electronic product, including understanding electronic components and soldering.

PSHE Citizenship	<p>Recognising role models and managing peer influence</p> <p>Identifying personal strengths and areas for development. Recognising how role models can make a positive and negative impact on others. Recognising alcohol and drug misuse in society.</p>	<p>Rights and responsibilities in the community</p> <p>Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying, harassment how to respond and how to support others.</p> <p>Kent Association for the Blind Workshop</p>	<p>Online safety and digital literacy</p> <p>Managing online friendships. Using social media sites safely. Identifying the signs and effects of online bullying and how to respond. Role of CEOP. Identifying fake news, hoaxes and scams. Law around sexting.</p>	<p>Physical and mental health and wellbeing, including body image, diet and exercise</p> <p>Recognising attitudes towards mental health. Challenging myths and stigma. Strategies for daily wellbeing and how to manage emotions.</p>	<p>Introduction to sexuality and consent</p> <p>Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing consent.</p>	<p>Human rights and justice, democracy and politics</p> <p>Recognising basic human rights and differentiating between want and need. Understanding of how the British political system works and the processes involved.</p>
Music	<p>4 Chord Songs</p> <p>- <i>Contemporary</i></p> <p>- For this unit pupils will be exploring the infamous 4 chord trick. They will learn medleys of songs that are based around this chord progression. Pupils will then begin to look at lyric writing with the ultimate goal of writing a 4 chord song. To achieve this pupils will also be</p>	<p>Musicals/ Seasonal Focus</p> <p>- <i>Classical & Contemporary</i></p> <p>- The aim of this unit is to introduce pupils to musical theatre, the skills needed to be part of a production and to develop our singing and performance skills. Pupils will be learning and analysing songs from musicals and will</p>	<p>Introduction Into Sequencing</p> <p>- <i>Music Technology</i></p> <p>- Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top producers around the world opens up new opportunities for composition and experimentation.</p>	<p>Music from the Caribbean</p> <p>- <i>World Music</i></p> <p>- Pupils will listen to and appraise a range of music from the Caribbean including Calypso, Soca and Reggae. They will learn and perform well-known pieces of music inspired by the music of the Caribbean before</p>	<p>Gamelan</p> <p>- <i>World Music</i></p> <p>- In this unit pupils will be immersed in the sound world of the music from the Indonesian islands of Java and Bali. They will perform and compose along to a traditional Indonesian puppet show utilising scales and</p>	<p>Pachelbel's Canon</p> <p>- <i>Classical</i></p> <p>- This famous piece of classical music has inspired composers since it's composition from punk rock to gangsta rap and even French spoken word. Pupils will learn different parts of Pachelbel's Canon</p>

	learning about strophic structure.	take a closer look at the 'The Lion King the Musical' as well as the more modern 'The Greatest Showman' and 'Hamilton'.	Throughout the unit pupils will be looking at how to sequence music using GarageBand on the iPads. Some of the skills pupils will learn include drawing notes, quantisation, adding effects and more.	they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the inter-related dimensions of music give this music it's distinctive sound.	techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces.	before experimenting with improvisation over a ground bass. The ideas generated through improvisation will then inform their compositions as they work towards their final piece in small groups. Pupils will explore how effective use of texture and structure can enhance a piece of music.
Computing	<p><u>Using Computers safely 5</u></p> <p>Overview: Looking at how we are not only safe online but in a computer environment. Also focusing on Emails, how to use them correctly, productively and safely. Also a look at cyberbullying and its effects.</p> <p>Working Safely How to work safely in a computer suite. Looking at posture and possible Health and Safety issues in a computer environment.</p> <p>Emails Investigating their uses and how we can use them productively. How to use them correctly and email etiquette. A look at some potential issues around emails and electronic communication.</p> <p>Cyberbullying</p>	<p><u>Algorithms 3 - Thinking like a computer scientist</u></p> <p>Overview: Investigating how we can decompose problems into smaller ones to solve problems. Algorithms can then show others how to solve the same problem.</p> <p>Algorithms Looking at decomposing problems and why this is important in creating an algorithm. How decomposition can help with problem solving. Recognising patterns to streamline algorithms.</p> <p>New Ways of Working</p>	<p><u>Video Editing 2</u></p> <p>Overview: Building on previous knowledge to plan and create a movie using MoviePlus and a set of criteria. A short promotional video will be produced showing the different ways that ICT is used at BGS, including rewards time.</p> <p>Learning Adobe Premier Rush Looking at key skills to enable movie editing in software. Recapping core concepts in movie editing.</p> <p>Planning Digital artefacts How to plan a short video and the use of</p>	<p><u>Programming 6</u></p> <p>Overview: To look at abstraction, algorithms and coding. Seeing how the three work together, with an introduction to flowcharts and some basic coding principles</p> <p>Flowcharts Looking at loops, decisions and processes.</p> <p>Programming Principles Looking at sequences, loops and conditionals. What are they and what are they used for in programming.</p> <p>Debugging What exactly is a bug, how to find bugs in</p>	<p><u>Data 2 – Spreadsheets</u></p> <p>Overview: Building on previous knowledge of data and learning about how spreadsheets can be used to manipulate and present different types of data.</p> <p>Spreadsheets Covering how we enter basic data into spreadsheets and what type of data can be used. How we format and manipulate data to make it more presentable. Pupils will cover modelling, using functions and formulas to perform calculations on data.</p>	<p><u>Hardware and software 3</u></p> <p>Overview: Looking at different types of hardware and software and how they can be used together to create a computer system.</p> <p>Hardware Input and output devices</p> <p>Software Covering how hardware interacts with software. Pupils will be introduced to binary and Boolean logic.</p> <p>Programming hardware Through the use of software: Pupils will use BBC Micro: Bits</p>

	<p>How to recognise and deal with cyberbullying Who to talk to if you suspect someone is being cyberbullied.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p>Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration.</p>	<p>storyboards in that process. Using criteria and why it is important. How and what video footage to capture.</p> <p>Learning how to use different methods of film capture -Still cameras -Video cameras -Screen capture# -Console capture</p>	<p>code and how do we fix them.</p> <p>Pupils will use both block and textual programming languages.</p>		<p>to complete a number of different projects (in block code and textual).</p>
Art	<p>Appreciation of surrealism art through primary and secondary sources</p>	<p>Appreciation of surrealism art through primary and secondary sources</p>	<p>Introduction to ways of working by studying artists' environment and developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.</p>	<p>Introduction to ways of working by studying artists' environment and developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.</p>	<p>Develop own ideas through a variety of media and materials – pencil, paint, oil/chalk pastel, 3D materials. Produce a final response either in groups or individually.</p>	<p>Develop own ideas through a variety of media and materials – pencil, paint, oil/chalk pastel, 3D materials. Produce a final response either in groups or individually.</p>
Food Tech	<p>Learning to use Electrical appliances.</p>	<p>Learning to use Electrical appliances.</p>	<p>Learning how cook savoury food.</p>	<p>Learning how cook savoury food.</p>	<p>Revisiting and improving basic skills.</p>	<p>Revisiting and improving basic skills.</p>
Global Learning	<p>We plough the fields and scatter The Agricultural Revolution, weather and climate Objectives:</p> <ul style="list-style-type: none"> To understand the open field system To explain why Britain needed to grow more food 		<p>Age of Empire The Industrial Revolution, Colonisation and Slavery Globalisation Objectives:</p>		<p>999 Letsbe Avenue History and Geography of crime Objectives:</p> <ul style="list-style-type: none"> To be able to define crime and punishment, giving examples 	

	<ul style="list-style-type: none"> To describe changes to agriculture To evaluate the effects of the changes to agriculture To understand the link between farming and weather To understand the difference between weather and climate To describe and explain key features of UK weather <p>To identify causes and consequences of flooding</p>		<ul style="list-style-type: none"> To identify changes in Britain between 1750 and 1900 To suggest reasons for the changes To identify key industrial developments To investigate the purpose and impact of colonization To describe the slave trade To understand how we are linked to other countries today To explain who are the winners and losers of globalisation 		<ul style="list-style-type: none"> To understand how the crime and legal system worked through different eras To use sources to describe and explain the Jack the Ripper and Dick Turpin crimes To evaluate reasons for the difficulty in solving the Jack the Ripper case To analyse data to identify and describe patterns of crime To use a variety of sources to make judgements <p>To evaluate methods of reducing crimes</p>	
Global Learning – MFL 8D	<p>Ça c'est mon truc!</p> <p>Hobbies TV/ Cinema</p>	<p>Ça c'est mon truc!</p> <p>Arranging to meet</p>	<p>C'est perso!</p> <p>Snacks Café</p>	<p>Ça c'est mon truc!</p> <p>Consolidation Café – ice creams Fruit and vegetables</p>	<p>Ça c'est mon truc!</p> <p>Food that's good for you Meals Restaurant</p>	<p>Vive La France!</p> <p>Countries Holiday plans Fête Nationale project</p>
Global Learning – MFL 8L	<p>Tout sur moi</p> <p>Pets Friends Consolidation</p>	<p>Autour de moi</p> <p>Town Directions Weather</p>	<p>Tout sur moi</p> <p>Sports: with jouer Opinions Sports: with faire Hobbies</p>	<p>On s'amuse</p> <p>Consolidation Activities linked to seasons/ weather</p>	<p>On s'amuse</p> <p>Pocket money Technology</p>	<p>Vive La France!</p> <p>Countries Le Tour de France</p>



Year 9

Year 9 The Curriculum Map						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet).</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language (inc. figurative); studying plot, setting and characterisation; understanding the work of dramatists and</p>	<p>Goodnight Mr Tom by Michelle Magorian</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative</p>	<p>Ghost Boys: Jewell Parker Rhodes</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative</p>	<p>Classic Literature</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer’s purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons.</p>	<p>A Monster Calls by Patrick Ness</p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation; understanding the work of dramatists and stagecraft.</p>	<p>Complete Term 5 – A Monster Calls</p> <p>Summative assessment: Year 9 AQA end of year test.</p> <p>Discussion and Debate - Spoken Language Unit</p> <p>KS3 National Curriculum links:</p> <p><u>Spoken Language:</u> using Standard English; communicating in formal/ informal contexts; in-class discussion and debate;</p>

	<p>stagecraft; using literary terminology.</p> <p><u>Writing</u>: formal expository; imaginative writing (inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p>	<p>writing (inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman</p> <p>Same descriptors apply as above for main unit.</p> <p>Extension unit: Wilfred Owen’s World War One poetry</p> <p>KS3 National Curriculum links:</p> <p><u>Reading</u>: seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (inc. figurative); studying plot, setting and characterisation; using literary terminology.</p> <p><u>Writing</u>: summary/ precis; applying new vocabulary; using</p>	<p>writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p><u>Writing</u>: formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p><u>Writing</u>: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative unit for lower ability pupils: Wonder by RJ Palachio</p> <p>Same descriptors apply as above for main unit.</p>	<p>giving short speeches and presentations; expressing own ideas and views; speaking with relevance and concision; participating in structured talks; summarising verbally; building on other’s contributions; notes for talks and presentations; recognising the difference between the written and spoken word.</p>
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		Standard English; extending KS1/2 grammar appendices.				
Maths	<u>Applying Calculation Skills</u> Pupils will develop their calculation skills, rounding their answers as appropriate. They will learn about BIDMAS and how this relates to scientific and basic calculators, extending to developing knowledge of powers and roots.	<u>Using Unknowns</u> Pupils will develop their skills in solving problems involving unknowns, such as missing parts of number sentences; writing algebraic expressions; substituting and solving equations; finding unknowns in time problems (e.g. the start time) and finding missing dimensions in area and volume problems.	<u>Scales & Scaling</u> Pupils will learn about the connections between scaling and multiplication/division. Pupils will apply this to topics such as enlargement; proportion; using maps and decimals. Pupils will learn about scale ratios, and apply this to ratio problems, beginning with concrete and pictorial problems and extending to using ratio within abstract problems.	<u>Calculating with Fractions</u> Pupils will develop skills in calculating with fractions, decimals and percentages. They will learn to relate this with their knowledge of units of measures. Pupils will learn to apply their understanding of fractions, decimals and percentages whilst also learning about probability.	<u>Algebra & Algebraic Graphs</u> Pupils will learn about sequences and relate this to linear graphs. Pupils will also develop their understanding and skills with negative numbers; co-ordinates; substitution and conversion graphs.	<u>Number & Algebra in Geometry</u> Pupils will learn about the relationship between the diameter and the circumference of a circle (π) and begin to find the circumference, and possibly the area, of a circle. Pupils will develop their understanding of 2D shapes and their angle properties. Pupils will learn about constructing shapes accurately and will be introduced to Pythagoras' theorem. Pupils demonstrating proficiency in these skills may learn about the tangent, then sine and cosine ratios in trigonometry.
World Beliefs	What Is stereotyping? Understand the meanings of prejudice and discrimination. Why do people suffer? Multi-cultural UK and rights and responsibilities.	Identify India and be familiar with India on the globe. To know facts and culture of India and Henna designs. Understand what Karma is and explore how	Explore the four noble truths in detail. To know Buddha's enlightenment and What is the eighth fold path. Take part and experience Meditation and well-being ideas.	Understand why Jewish people and young people celebrate and have Bar and Bat Mitzvahs. Recognise a synagogue and identify items inside of a synagogue.	What is Ramadan and the Sawn (the fourth Pillar). Who was Muhammed? What does the Quran actually say and have a greater understanding of the Quran and the Hadith.	What is the Trinity? Understand the relationships between people and the Trinity and the nature of God. Revisit the church and who was Jesus.

	Start to explore extremism.	Hindus worship in the Mandir.				Start to look at the Bible and Jesus's miracles.
Science	<p>Genetics and Evolution (9A)</p> <p>This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.</p> <p>Forces and Motion (9I)</p> <p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p>	<p>Forces and Motion (9I)</p> <p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p> <p>States of matter, atomic structure, periodic table</p> <p>Pupils will look at the atom and investigate the information that the periodic table will tell us. It will revisit ideas studied in year 8 relating to properties of elements and the formation of compounds.</p>	<p>Plants (9B)</p> <p>This unit looks at photosynthesis and aerobic respiration in plants in more detail, and then considers plant adaptations. The products we get from plants are then looked at, before studying farming methods and their problems.</p> <p>Force fields and electromagnets (9J)</p> <p>This unit starts by revising previous work on magnetic and gravitational fields, then introduces static electricity and the idea of an electric field. Work on current electricity is revised, and then extended to look at resistance calculations and at some uses of electromagnets.</p>	<p>Force fields and electromagnets (9J)</p> <p>This unit starts by revising previous work on magnetic and gravitational fields, then introduces static electricity and the idea of an electric field. Work on current electricity is revised, and then extended to look at resistance calculations and at some uses of electromagnets.</p> <p>Reactivity (9F)</p> <p>This unit looks metals, physical changes and gas pressure and then the reactivity series and a chemical method of preventing rusting are covered. Exothermic and endothermic reactions are introduced, followed by displacement reactions. The method of extraction of a metal is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal decomposition reactions</p>	<p>Reactivity (9F)</p> <p>This unit looks metals, physical changes and gas pressure and then the reactivity series and a chemical method of preventing rusting are covered. Exothermic and endothermic reactions are introduced, followed by displacement reactions. The method of extraction of a metal is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal decomposition reactions</p>	<p>Waves and the electromagnetic spectrum (ENTRY/GCSE physics topic 2)</p> <p>Pupils will look at waves, the properties of them and how to calculate speed. This will build on previous learning about sound and light waves from KS3</p> <p>Pupils will then go onto the electromagnetic spectrum and study their properties and uses and the dangers. Pupils will be introduced to nuclear radiation types, half-life and the dangers.</p>
P.E.	<p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p>	<p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne Country Park,</p>	<p>Football: Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p>	<p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an</p>	<p>Rounders/Softball</p> <p>Develop skills in Rounders/Softball such as, fielding, batting and bowling</p>	<p>Cycling (Cyclopark):</p> <p>Pupils attend Cyclopark, a British Cycling organisation that teach</p>

<p>programme of study but there be small variations on the timing of each topic</p>	<p>Basketball: Recap of skills learnt previously and more complex techniques added e.g. lay-up and guarding</p> <p>Handball: Recap any previous skills learnt and move onto more complex techniques and game play.</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>A - Badminton: Recap of skills learnt previously and more complex techniques and rules.</p> <p>B - Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p>	<p>Penenden Heath and Mote Park</p> <p>Handball: Recap any previous skills learnt and move onto more complex techniques and game play.</p> <p>Basketball: Recap of skills learnt previously, and more complex techniques added e.g. set shot and guarding</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p> <p>A - Rugby: Recap of skills learnt previously and more complex techniques and rules.</p> <p>B - Netball: Basic skills introduction into the different rules and techniques required for Netball.</p>	<p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p> <p>Dance: Performing a range of dance styles and forms using a variety of techniques</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>A - Table Tennis: Introduction into the techniques and control required to play a variety of games including singles and doubles.</p> <p>B - Rugby: Recap of skills learnt previously and more complex techniques and rules.</p>	<p>individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>Health Based Fitness: A range of activities that aim to improve general fitness of pupils</p> <p>Dance: Performing a range of dance styles and forms using a variety of techniques</p> <p>Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p>A - Handball: Recap any previous skills learnt and move onto more complex techniques and game play.</p> <p>B - Hockey: Recap any previous skills learnt and move onto more complex techniques and game play.</p>	<p>Athletics: Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce an accomplished performance</p> <p>Cricket: Develop skills in Cricket, such as, fielding batting and bowling</p> <p>Survival (OAA): Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p>A - Netball: Basic skills introduction into the different rules and techniques required for Netball.</p> <p>B - Volleyball: Introduction into the basic skills and techniques of Volleyball (Dig, Set and Spike)</p>	<p>pupils mountain biking, BMX and road cycling</p> <p>Athletics: Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce an accomplished performance</p> <p>A - Cricket: Develop skills in Cricket, such as, fielding batting and bowling</p> <p>B - Rounders/Softball Develop skills in Rounders/Softball such as, fielding, batting and bowling</p>
<p>Drama</p>	<p>History of Theatre (Melodrama/Commedia) Unit Aims To explore Theatre History and learn to identify some key</p>	<p>Refugees Unit Aims Pupils will understand the difficulties and struggles of a refugee and an asylum seeker.</p>	<p>Fairytale Unit Aims To explore fairytales and how these can be changed and manipulated to suit</p>	<p>Devising Unit Aims To explore using drama techniques to help us devise from a stimulus.</p>	<p>Macbeth Unit Aims To give pupils an insight and love of Shakespeare, this unit also embed learning from English</p>	<p>Soap opera Unit Aims To explore conventions in a key genre in modern culture. To develop skills in characterisation</p>

	<p>features in Commedia/Melodrama</p> <p>SMSC</p> <p>To use their understanding of theatre history to enable them to identify and interpret key ideas in modern drama/media</p>	<p>SMSC</p> <p>Awareness of worldwide struggles</p> <p>Community awareness</p> <p>Tolerance.</p> <p>Language barriers</p>	<p>different themes. Pupils will learn about characters and adaptation.</p> <p>SMSC</p> <p>Focus on developing an understanding on morals, both in life and in storytelling and how these morals can change as the drama changes.</p>	<p>Development of devising skills</p> <p>SMSC</p> <p>Developing an understanding and tolerance of different people and situations. To think about reasons and ways people might isolate themselves.</p>	<p>SMSC</p> <p>Understanding of right and wrong</p> <p>Exploration of revenge</p> <p>History and British values through story and language</p>	<p>SMSC</p> <p>To explore key issues in modern life and explore the ways the media presents them. To work together on an extended group project</p>
D and T	<p>Aesthetic Product Group A</p> <p>Designing and making a clock based on self-portraits studied in art including 2d design and CAD/CAM. Modelling and testing and evaluation.</p>	<p>Aesthetic Product Group B</p> <p>Designing and making a clock based on self-portraits studied in art including 2d design and CAD/CAM. Modelling and testing and evaluation.</p>	<p>Textile Printing Group A</p> <p>Urban landscape inspired designing and printing using CAD and Sublimation ink printing.</p>	<p>Textile Printing Group B</p> <p>Urban landscape inspired designing and printing using CAD and Sublimation ink printing.</p>	<p>Containing Product Group A</p> <p>Designing and making a product to contain personal items Including product analysis, target market and specification.</p>	<p>Containing Product Group A</p> <p>Designing and making a product to contain personal items Including product analysis, target market and specification.</p>
PSHE Citizenship	<p>Understanding different careers and future aspirations</p> <p>Awareness of the different employment sectors and the jobs and careers within them. Recognising own skills and qualities and linking them to different jobs and careers. Use of Job Explorer Database for labour market information.</p>	<p>Peer influence, healthy and unhealthy relationships assertiveness, risk and gang crime.</p> <p>How to distinguish between healthy and unhealthy friendships. How to assess risk and manage influences, including online. Managing risk in relation to gangs. Legal and physical risks of carrying a knife</p>	<p>Families and parenting. Conflict, resolution and the dangers of running away from home. Managing change and loss.</p> <p>Identifying different types of families. Positive relationships in the home and ways to reduce homelessness amongst young people. Conflict and its causes in different contexts, e.g. with family and friends. Managing relationship and family changes.</p>	<p>Managing peer pressure Assessing the risks of drug and alcohol abuse.</p> <p>Recognising the relationship between physical and mental health. Balancing work, leisure, exercise and sleep. Influences on body image and the ability to make independent positive health choices. Recognising social norms in relation to drug and alcohol use and the legal and health risks in</p>	<p>Revisiting relationships and sex education including healthy relationships and consent</p> <p>Recognising healthy and unhealthy relationships. Recognising how the portrayal of relationships in the media and pornography can affect expectations of intimate relationships. How to assess and manage risks of sending, sharing or passing on sexual images.</p>	<p>Tackling racism, homophobia, transphobia, sexism and religious discrimination</p> <p>How to manage influences on beliefs and decisions. Awareness of how to develop self-worth and confidence. Recognising and challenging sexism, homophobia, biphobia, racism and religious discrimination. Recognition of The Equality Act 2010.</p>

		Magistrate Workshop Fearless Workshop Careers Evening	How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively Careers Evening	relation to drug and alcohol use, including addiction and dependence		
Music	Minimalism <i>- Classical</i> - Minimalism is an experimental subgenre of classical music. Pupils will experience and appraise music from famous minimalist composers such as Terry Riley, Steve Reich and Philip Glass. Pupils will develop their knowledge and application of melodic ostinatos and how we can extend these ideas to create authentic sounding minimalist pieces of music.	Club Dance Music /Seasonal Focus <i>- Music Technology</i> - There are many links between modern dance/electronic music and minimalist music and these will be explored thoroughly throughout the unit. Pupils will use the knowledge gained in the previous unit to create their own electronic pieces of music using music technology. As well as using the sequencing techniques gained in the year 8 unit (introduction to sequencing) pupils will also be introduced to synthesis and sound manipulation.	Samba Music Cont'd <i>- World Music</i> - Carrying on from the Samba music pupils will have experienced in Year 7 this unit allows pupils to demonstrate the development of their musical learning. Pupils will be developing leadership skills as well as ensemble playing and compositional skills. In comparison to the year 7 unit this unit is based around pupil led learning giving them the opportunities to take ownership over their learning. This unit will allow pupils to develop their knowledge around cross rhythms and syncopation resulting in a much more sophisticated composition than in the previous unit.	The Blues <i>- Jazz/Blues</i> - Students will learn about the origins and history of Blues music and its links to slavery and African and American culture. Students will develop their performing skills using the keyboards to play chords and melodies and will also work on their composing and arranging skills through improvising and creating their own arrangements of pieces in the blues style.	Live Lounge Part 1 <i>- Contemporary</i> - This unit is based solely around performance and ensemble playing. Pupils have the opportunity to spend an extended period of time working on a group piece with the intention to perform in front of a live audience. Pupils have the choice to learn and rehearse a number of contemporary songs in a band style context.	Film Music <i>- Programme Music</i> - Throughout the unit pupils will listen and appraise various pieces of music from films and will discuss how they suit the films they've been written for. Pupils will perform film music from different composers individually, in groups and as a class in order to experience playing the different compositional techniques. Pupils will apply these techniques to compose music for a film clip which reflects different moods/emotions/actions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical

						elements to enhance a story/film.
Computing	<p><u>Using Computers safely 6</u></p> <p>Overview: Looking at how we use online services to collaborate. Using services like chat, wikis and email. How do we stay safe in these environments?</p> <p>Online services How do we use wikis and chat to communicate? What are the similarities and differences? When do we use the different services and why?</p> <p>Emails Recapping previous knowledge of emails. Consolidating these skills and learning more advanced ones like using the address book, sending to groups and organising your inbox using rules. Again highlighting how to stay safe.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p><u>3D Design - Sketch up</u></p> <p>Overview: CAD Investigating new software – Sketchup, pupils will be introduced to the concept of CAD (Computer Aided Design). Small items will be created to learn the basic skills before a large planned project is undertaken to build a 3D home within the set criteria of Plan-Create-evaluate cycle - Why do we need to plan? Why do we need to evaluate and keep track of our progress? This cycle is used for most digital artefacts and is useful to collate ideas and understand what is needed to complete a project and if the criteria has been successfully achieved.</p> <p>New Ways of Working Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files</p>	<p><u>Presentation 3 - Web design</u></p> <p>Overview: Learning about how websites are built using HTML code and the core elements that make up a good webpage.</p> <p>Website Development Looking at key skills to enable the creation of websites in a website program.</p> <p>Planning Digital artefacts How to plan a website and the use of design templates and storyboards in that process.</p> <p>Website Creation in either HTML code or program depending upon ability.</p>	<p><u>Data 3 - Databases</u></p> <p>Overview: Building on previous knowledge of data. Moving onto how we can now manipulate and use data with Databases and why and when this is a better use compared to spreadsheets.</p> <p>Database skills Creating a database and understanding fields, key fields and records. Creating tables, forms, reports and queries. Using databases to answer questions and query the data held.</p>	<p><u>Animation 4 – Advanced animating</u></p> <p>Overview: Building on previous knowledge of animation principles students will be using software to animate using stop frame and key frame.</p> <p>Stopframe Animation Recapping on what exactly stop frame animation is and how it works. How can it be achieved using computers? Looking at onion skinning and its purpose.</p> <p>Keyframe Animation Looking at the key difference between stop frame and key frame and when we would use them. Learning skills such as Tweening, Key frames, timing, layers and manipulating animation paths</p>	<p><u>Programming 6 – code.org (CSP Unit 3 - Intro to App Design)</u></p> <p>Overview: Pupils will be introduced to app design, and how to program using JavaScript, debug, and do user testing. They will learn how to design user interfaces and write event-driven programs in App Lab and then design a project that teaches their classmates about a topic of their choosing</p>

		(OneDrive), using Microsoft TEAMS for communication and collaboration.				
Art	Identity Theme Learning about facial proportions, techniques for recording features, experimental drawing techniques including blind drawing, experimental drawing and contour line drawing	Identity Theme Learning about facial proportions, techniques for recording features, experimental drawing techniques including blind drawing, experimental drawing and contour line drawing	Introduction to ways of working by studying artists' portraiture work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.	Introduction to ways of working by studying artists' portraiture work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.	Create a self-portrait that tells us a little about who you are, the things and people that are important to you and where you live.	Create a self-portrait that tells us a little about who you are, the things and people that are important to you and where you live.
Food Tech	Learning to cook independently from a recipe.	Learning to cook independently from a recipe.	Cooking meals on a budget.	Cooking meals on a budget.	Improving and advancing cooking skills. Preparing and cooking meals for others	Improving and advancing cooking skills. Preparing and cooking meals for others
Global Learning	TAHITI		COTE D'AZUR		AUVERGNE-RHONE-ALPES	
Global Learning - MFL	<p>Geography: Cities, landscape and weather</p> <p>Wildlife</p> <p>Tourism</p> <p>History: Before the arrival of the Europeans</p>	<p>French: Giving directions Describing weather Describing landscapes</p> <p>Animal vocabulary Comparing information to answer questions</p> <p>Talking about holiday activities</p> <p>Using information to answer questions</p>	<p>Geography: Departments, cities, weather and landscape</p> <p>Tourism</p>	<p>French: Consolidation of directions, weather and landscape Present tense grammar focus</p> <p>Talking about a wider range of holiday activities Opinions with reasons Using information to answer questions Past or future tense grammar focus</p> <p>Sports vocabulary</p>	<p>Geography: Departments, weather and landscape</p> <p>Environment – Vanoise National Park</p> <p>Tourism</p>	<p>French: Describe location Extend weather and climate vocabulary</p> <p>Environmental issues Mountain vocabulary Use the structure “il est autorisé/ interdit”</p> <p>Use vocabulary relating to tourism and holidays Transport vocabulary Write a postcard</p> <p>Decoding a longer text</p>

	Heiva Festival	Clothes & body vocabulary Using information to answer questions	Sport – Olympique de Marseille	Likes and dislikes with reasons Using and comparing information to answer questions Comparatives	History: The region during WW2	Translation
	Paul Gaugin	Describing paintings Opinions			Lumière Brothers	Cinema vocabulary Talking about film preferences
	Intercultural understanding: Exotic food specialities	Food vocabulary Ordering food Following a recipe	History: The region during WW2	Making questions (quel/quand/comment) Finding information in a short text	Intercultural understanding: Festival of lights	Names of different French festivals Celebration vocabulary Presenting information
	Heiva Festival					
	Mareva Galanter	Asking questions using quel(le) and quand	Paul Cézanne	Describing pictures Giving opinions with reasons Collecting information online	Winter sports	Seasons/ weather link Recognise winter sports Clothes for winter sports Talk about a sport (je joue/ je fais)
	Paul Gaugin		Intercultural understanding:			Describe speciality dishes Give opinions with reasons Ask questions Follow a recipe
			Music	Musical genres Opinions with reasons Introducing someone Asking and talking about future plans Collecting information to answer questions	Food - specialities	
			Cannes Film Festival	Film vocabulary Describing what someone is wearing Talking about what someone is doing		
			Food – Provençal specialities	Describing a dish Following a recipe		

			Paul Cézanne			
Vocational	<p>Group A</p> <p>Forest School</p> <p>Group B</p> <p>Options based:</p> <ol style="list-style-type: none"> 1) Public Services: <ul style="list-style-type: none"> • Forensics and crime scenes • Police officer visit – Q&A • Interrogation vs Investigation • Dog handling • Prisons and crime punishment 2) Creative Media and Art: <ul style="list-style-type: none"> • Photography 	<p>Group A</p> <p>Options based:</p> <ol style="list-style-type: none"> 1) Public services (JOS) <ul style="list-style-type: none"> • Forensics and crime scenes • Police officer visit – Q&A • Interrogation vs investigation • Dog handling • Prisons and crime punishment 2) Creative Media and Art <ul style="list-style-type: none"> • Photography • Digital Media and Virtual Reality • Journalism • Art – drawing <p>Group B Forest School</p>	<p>Group A</p> <p>Forest School</p> <p>Group B</p> <p>Options based:</p> <ol style="list-style-type: none"> 1) Animal Care <ul style="list-style-type: none"> • Canine management • Rehoming and dog adoption • Dog walking • RSPCA charity work 2) Home Economics <ul style="list-style-type: none"> • Decoupage • Sewing • Cooking (fruit picking – jams and pies) • Gardening 	<p>Group A</p> <p>Options based:</p> <ol style="list-style-type: none"> 1) Animal Care <ul style="list-style-type: none"> • Canine management • Rehoming and dog adoption • Dog walking • RSPCA charity work <p>Home Economics:</p> <ul style="list-style-type: none"> • Decoupage • Sewing • Cooking (fruit picking – jams and pies) • Gardening <p>Group B Forest School</p>	<p>Group A</p> <p>Forest School</p> <p>Group B</p> <p>Options based:</p> <ol style="list-style-type: none"> 1) Water Sports (MStevens/ MSteer/ KWiley) <ul style="list-style-type: none"> • Scuba diving • Snorkelling • Kayaking • Fishing/ angling 2) Outdoor Adventure <ul style="list-style-type: none"> • Orienteering • Outdoor Pursuit • Climbing • Cycling • Fossil/ bone hunting 	<p>Group A</p> <p>Options based:</p> <ol style="list-style-type: none"> 3) Water Sports <ul style="list-style-type: none"> • Scuba diving • Snorkelling • Kayaking • Fishing/ angling 4) Outdoor Adventure <ul style="list-style-type: none"> • Orienteering • Climbing • Cycling • Fossil/ bone hunting <p>Group B Forest School</p>



Year 10

Year 10 The Curriculum Map						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>An Inspector Calls – GCSE pathway and Entry level pathways</p> <p>KS4 National Curriculum links:</p> <p><u>Reading:</u> high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting;</p>	<p>A Woman in Black by Susan Hill – GCSE and Entry Level Pathway</p> <p>KS4 National Curriculum links:</p> <p><u>Reading:</u> high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's</p>	<p>Step Up to English: Component One: Media Campaigns (practice unit) – Entry Level pathway</p> <p>Introduction to Media – GCSE pathway</p> <p>KS4 National Curriculum links:</p> <p><u>Reading:</u> reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between</p>	<p>Of Mice and Men – GCSE pathway</p> <p>KS4 National Curriculum links:</p> <p><u>Reading:</u> high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing</p>	<p>Step up to English: Component One (title of unit TBC) – Entry Level and GCSE pathways (Silver and Gold)</p> <p>AQA: Step up to English Assessment Objectives:</p> <p><u>Reading</u> AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on writers use of language and structure for effect, using relevant</p>	<p>Completion of Step up to English unit from Term 5</p> <p>Stone Cold – Entry Level</p> <p>KS4 National Curriculum links:</p> <p><u>Reading:</u> 21st century text; reading for pleasure; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making</p>

<p>seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><u>*Additional Spoken Language descriptor</u>: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><u>*Additional Spoken Language descriptor</u>: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p><u>*Additional Spoken Language descriptors</u>: listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>	<p>writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Alternate text – The Kite Runner – Entry Level</p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: high quality classic literature; 21st century text; seminal world literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas</p>	<p>subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p><u>Writing</u></p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>Spoken Language</u></p> <p>AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>informed personal responses; using linguistic and literary terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>GCSE Additional Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow</p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: 19th century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses, leading to evaluation; using linguistic</p>
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				<p>and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses.</p> <p><u>Writing</u>: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas.</p>		<p>and literary terminology accurately.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas.</p>
Maths	<p>Entry Level/Functional Skills: Money Pupils will demonstrate increased confidence at using coins and notes. They will learn about using decimals in the context of money and explore the rough values of different commonly bought items. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in fractions, decimals and percent.</p>	<p>Entry Level/Functional Skills: Shape Pupils will build on their language relating to properties of shapes and the names of 2D and 3D shapes, identifying lines of symmetry and nets of 3D solids. Pupils will also learn about giving directions using compass directions. Pupils achieving these objectives at Entry 3 before the end of term will extend their knowledge of coordinates and angles to functional skills level 1.</p>	<p>Entry Level/Functional Skills: Place Value Pupils will develop and demonstrate their understanding of the place value of numbers and apply this to rounding, ordering and comparison problems. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in the order of operations.</p>	<p>Entry Level/Functional Skills: Calculation Pupils will demonstrate their skills in adding, subtracting, multiplying and dividing without a calculator. They will also learn about estimation. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in multiplying and dividing by powers of ten.</p> <p>Entry Level & GCSE Foundation tier: Money</p>	<p>Entry Level/Functional Skills: Proportion Pupils will develop understanding and skills with simple fractions, finding fractions of amounts, shapes and numbers. Furthermore, pupils will add and subtract fractions with the same denominator and scale quantities using a calculator. Pupils achieving these objectives at Entry 3 before the end of term will extend their knowledge of fractions to functional skills level 1.</p>	<p>Entry Level/Functional Skills: Time Pupils will develop their skills in reading, setting and solve simple problems with time, including converting between units of time. Pupils achieving these objectives at Entry 3 before the end of term will take Functional Skills level 1 extension units in word formulae and simple interest.</p> <p>Entry Level & GCSE Foundation tier: Geometry & Measure Pupils will build their confidence working with</p>

<p>Entry Level & GCSE Foundation tier: Number & Place Value Pupils will solve problems with multiples and factors; calculate with BIDMAS; and extend their rounding skills to include rounding with decimal places and then significant figures.</p> <p>GCSE Higher tier: Unit 1 - Non-calculator methods Solving more complex problems without a calculator. Unit 2 - Types of number and Sequences Calculating HCF and LCM through prime factorisation; learning about surds and finding the formula for a quadratic sequence.</p>	<p>Entry Level & GCSE Foundation tier: Calculation Pupils will develop written methods for addition, subtraction, multiplication and division with whole numbers and decimals. Pupils will develop calculator skills and begin to calculate with powers. Pupils will develop their understanding of simplifying algebraic expressions (including multiplying out brackets).</p> <p>GCSE Higher tier: Unit 1 - Representing solutions of equations and inequalities Pupils will recognise and sketch linear graphs. They will factorise and solve quadratic equations and solve linear & quadratic inequalities. Unit 2 - Simultaneous equations Pupils will learn about solving simultaneous equations.</p>	<p>Entry Level & GCSE Foundation tier: Proportional Reasoning Pupils will demonstrate increased competence at calculating with fractions in a variety of contexts, including probability. Pupils will also learn about relating fractions and ratio.</p> <p>GCSE Higher tier: Unit 1 - Ratios and fractions Pupils will relate their understanding of ratios and fractions to real-life problems such as compound measurements & comparing areas or volumes. Unit 2 - Collecting, representing and interpreting data. Pupils will develop their understanding of statistics including: measures of location and spread; representing data on histograms, box plots and scatter graphs; sampling techniques and applying statistics to populations.</p>	<p>Pupils will calculate with money, and use language such as credit/debit; turnover/profit. They will learn about increasing and decreasing amounts by a percentage; solving proportion problems (including 'best buy problems) and calculating interest.</p> <p>GCSE Higher tier: Unit 1 - Percentages & Interest Pupils will learn to apply understanding of percentages to more complex problems, including growth and decay problems, and work with general iterative processes. Unit 2 - Indices & Roots Pupils will learn to calculate with roots; integer and fractional indices. They will estimate powers and roots and use standard form.</p>	<p>Entry Level & GCSE Foundation tier: Algebra Pupils will learn about distance time calculations and graphs and solve problems related to speed, extending to density and pressure calculations. Pupils will then extend their understanding of sequences continuing sequences given the nth term, and (for some pupils) working out the nth term of a sequence. Pupils will finish the term consolidating their understanding of coordinates and learning to draw and understand linear graphs.</p> <p>GCSE Higher tier: Unit 1 - Gradients & Lines Pupils will plot and understand linear graphs, using the form $y=mx+c$ to identify parallel and perpendicular lines. Unit 2 - Non-linear graphs Pupils will learn to sketch non-linear graphs such as quadratic, cubic, reciprocal graphs and exponential graphs.</p> <p>Unit 3 - Probability</p>	<p>formulae as they learn about finding the area and perimeter of various shapes. Pupils will learn about converting metric and imperial units of measure, including using scales and construction.</p> <p>GCSE Higher tier: Unit 1 - Angles and bearings; Pupils will interpret and using bearings. They will apply their knowledge of Pythagoras' theorem and simple trigonometric ratios to solve angle problems. Unit 2 - Working with Circles Pupils will learn to complete and understand a range of circle calculations including arc lengths and surface areas/volumes of spheres, pyramids and cones. Pupils will be introduced to four of the circle theorems.</p>
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					Pupils will learn to calculate probabilities to predict the likelihood of future events occurring. They will also calculate and interpret conditional probabilities.	
World Beliefs	<p>To explore and explain the history of discrimination.</p> <p>Have an understanding and view of tolerance and equality.</p> <p>Analyse Cultural appropriation.</p> <p>Identify Human rights.</p> <p>Recognise equality with Religion and sexuality.</p>	<p>Look at Hindu Art, culture and colour and take part in own Hindu design.</p> <p>Explore reincarnation and have your own ideology of this belief.</p> <p>Look into detail at Ganesh Chaturthi and why he is important to Hindus.</p> <p>Analyse and explore the Guru Granth Sahib.</p>	<p>Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world.</p> <p>To know the three marks of existence.</p> <p>Start to look at similarities and differences with Theravada and Mahayana Buddhists.</p> <p>Take part and experience Meditation and well-being activities.</p>	<p>Be familiar with Ghettos and the promise Land. Why were Jews persecuted?</p> <p>Look at why Jerusalem is so important to Jews but also to people from all over the world.</p> <p>Explore the history of Judaism.</p>	<p>Recognise the difficulties that being a Muslim could be and the misunderstandings people have.</p> <p>Who is God for Muslims?</p> <p>Explore the Hajj as a pilgrimage to Mecca to see the Ka'bah.</p>	<p>Discover how to read a bible and use the bible code.</p> <p>Explore the many books within the bible.</p> <p>Leadership in church and women in Christianity.</p>
Science	<p>KS4 Combined Science</p> <p>C1a States of matter, atomic structure, periodic table and bonding</p> <p>Pupils will look at the atom and investigate the information that the periodic table will tell us. They will go on to look at the different types of bonding including Covalent, ionic and metallic bonding. Pupils</p>	<p>KS4 Combined Science</p> <p>B1a Genetics, evolution and co-ordination</p> <p>This unit recaps ideas from KS3 about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural</p>	<p>KS4 Combined Science</p> <p>B1b Health, disease and the development of medicines</p> <p>Pupils will look at pathogens, how diseases are spread and how the body responds to invasion, including the immune response and how antibiotic resistance occurs.</p>	<p>KS4 Combined</p> <p>P1a Forces and Motion</p> <p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at</p>	<p>KS4 Combined Science</p> <p>C1b Separation techniques, acids and alkalis.</p> <p>Pupil look at what mixtures are and different ways to separate mixtures including filtration, evaporation, distillation and chromatography. The unit will then move on to pupils recapping acids and alkalis from year 7 as well</p>	<p>KS4 Combined Science</p> <p>B2a Plants and Ecosystems</p> <p>Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants and other relationship in an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.</p>

	will investigate the properties of metals, displacement and reactivity.	selection, Charles Darwin and selective breeding.	This builds on the content learnt in the KS3 topic unicellular organisms	simple machines (levers, ramps and pulleys).	as look at how salts are made and the reactivity series	
P.E. This is an overview of the PE programme of study but there be small variations on the timing of each topic	<p>Entry Level: Pupils to start their Entry level accreditation which is a combination of practical and theory work. Entry Level sports taught and assessed through a range of practical classes and topics.</p> <p>Term 1: Analysis of performance PPT. PowerPoint is based on Basketball and pupils talk about the key skills and their strengths and weaknesses.</p> <p>Basketball (Entry Level): Pupils now go into depth on gameplay. Key skills recapped from previous years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>Basketball (Entry Level): Pupils now go into depth on gameplay. Key skills recapped from previous years; Passing, Shooting, Dribbling, Attacking and</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Handball (Entry Level): Pupils now go into depth on gameplay. Key skills recapped from previous years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.</p> <p>Badminton (Entry Level): Pupils now recap techniques of shots and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p>Badminton (Entry Level):</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Golf (offsite): Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Golf (offsite): Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>

	<p>Circuit Training (Entry Level): Pupils learn about different muscle groups and exercises to help support this. Pupils must correctly demonstrate different exercises and will also lead warm ups to others. Pupils will be filmed and graded based on their technique and work ethic.</p>	Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.	doubles. Pupils will be filmed and graded during a game of doubles.	Pupils now recap techniques of shots and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.	and is differentiated to cater for all pupils needs/ability	
D and T	<p>WJEC 3D design GCSE Working with metal and acrylic, creating patterns. Researching stained glass. Analysis of designers/artists.</p>	<p>WJEC 3D design GCSE Researching design movements. Visit to museum. Wood skills. Working drawings.</p>	<p>WJEC 3D design GCSE Exploring materials and techniques. Sublimation printing.</p>	<p>WJEC 3D design GCSE Designing products. Making Products.</p>	<p>WJEC 3D design GCSE Making and testing products. Visit to craftsperson and industrial production.</p>	<p>WJEC 3D design GCSE Portfolio completion and assessment.</p>
PSHE Citizenship	<p>Mental health and ill health and tackling stigma. Safeguarding health.</p> <p>Recognising how to manage challenges during adolescence. Strategies to promote mental health and emotional wellbeing. Evaluating the portrayal of mental health in the media. Understanding the signs of emotional or mental ill-health and how</p>	<p>Revisiting internet safety. Understanding the risks associated with social media and recognising exploitation.</p> <p>Recognising how social media may distort, mis-represent or target information in order to influence beliefs and opinions. Managing conflicting views and misleading information.</p>	<p>Tackling relationship myths and expectations. Parenting and pregnancy and revisiting consent.</p> <p>Evaluating readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Myths and misconceptions relating to pregnancy, contraception and consent. Recognising effective use of condoms and consequences of unprotected sex.</p>	<p>Exploring Influence: Evaluating the impact of drugs, gangs and the media</p> <p>Recognising the effects of drugs and alcohol on individuals personal safety, families and wider communities. Strategies to keep self and others safe in situations that involve substance use.</p>	<p>Independent living skills and the consequences of debt and gambling.</p> <p>Exploration of the cost of living independently and what financial help may be available. Recognising various payment methods and evaluation of each. Prevention and management of debt. Recognition of links between gambling and</p>	<p>Enterprise Project Role of Entrepreneurs in society</p> <p>Plan and carry out an Enterprise project to raise funds for leavers activities</p>

	to access support and treatment.	How to recognise and respond to extremism and radicalisation Magistrate Workshop Kenwood Trust Workshop	Exploration of the physical, emotional and financial role of a parent. Sexual Health Nurse Workshop Careers Evening	Managing peer influence in relation to substances, gangs and crime. Exit strategies for pressurised or dangerous situations and how to seek help for substance use and addiction.	micro transactions in gaming. Santander Workshop	
Computing	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: E-Safety and acting responsibly online Internet searching Transacting & Interacting with online services Using email	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: Copyright Data protection Folder Management Data storage terminology Presentation Software Appropriate language and style	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: Word processing Appropriate language and style	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: Spreadsheets Formulae Graphs and Charts	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: Further spreadsheets Complex Formulae	Digital Employability (Entry Level 1-3 / Level 1 Award) Topics being covered: Image manipulation and editing Using modes of online communication
Food Tech	Encouraging independent cooking and making choices.	Encouraging independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.
Arts Award	<p>Bronze Arts Award</p> <p>The Bronze Arts Award is organised into 4 parts.</p> <p>Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p>					

	<p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times.</p>					
Careers	<p>Transition to key stage 4</p> <p>Recognising learning styles, strengths and setting goals</p>	<p>Identifying the range of 16+ provision and the routes into them</p> <p>Identifying access to traineeships, apprenticeships, 6th form, college and specialist provision.</p>	<p>Exploration of job families and the relationship with future careers and STEM subjects</p> <p>Use of Job Explorer Database (JED) to access labour market information</p>	<p>Preparation for work experience.</p> <p>Interview techniques Travel Training opportunities.</p> <p>Work experience week</p>	<p>Evaluation of work experience and readiness for work</p> <p>Different methods of job searching, application form practice.</p>	<p>Planning and carrying out an enterprise project</p> <p>Long Sole Church Volunteering Opportunity</p> <p>BGS Alumni Workshop</p>



Year 11

Year 11 The Curriculum Map						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>The Canterville Ghost by Oscar Wilde: Entry Level Pathway</p> <p>KS4 National Curriculum Links:</p> <p><u>Reading:</u> English heritage text; 19th century literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of</p>	<p>Step up to English Silver/ Gold Award - Component Two: title TBC – Entry Level and GCSE pathways</p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: https://filestore.aqa.org.uk/resources/english/spe-cifications/AQA-5970-SP-2015.PDF (Page 15)</p>	<p>Step up to English Silver/ Gold Award – Component One: title TBC – Entry Level Pathway</p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: https://filestore.aqa.org.uk/resources/english/spe-cifications/AQA-5970-SP-2015.PDF (Page 15)</p>	<p>Step up to English Silver/ Gold Award - Component Two: title TBC – Entry Level Pathway</p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: https://filestore.aqa.org.uk/resources/english/spe-cifications/AQA-5970-SP-2015.PDF (Page 15)</p>	<p>Step up to English – Completion of all outstanding units for submission – Entry Level pathway</p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: https://filestore.aqa.org.uk/resources/english/spe-cifications/AQA-5970-SP-2015.PDF (Page 15)</p>	

	<p>vocabulary; making informed personal responses.</p> <p><u>Writing</u>: adapting writing for purpose (to explain, to describe, to respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose.</p> <p>Alternative text: Sweeney Todd – same KS4 descriptors apply as above unit.</p> <p>Step Up to English Gold Award – Component One and Two: title TBC GCSE pathway</p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF (Page 15)</p>	<p>Spoken Language Endorsement – GCSE formal presentation</p> <p>AQA GCSE Spoken Language descriptors:</p> <ul style="list-style-type: none"> presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches responding to spoken language: listening to and responding appropriately to any questions and feedback spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate. 	<p>AQA Paper 1 – Introduction to the Unit – GCSE pathway</p> <p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and</p>	<p>Alternative text for Entry Level Pathway: Ian McEwan's Daydreamers</p> <p>AQA Paper 2 – Introduction to the Unit – GCSE pathway</p> <p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u></p>	<p>Alternative 'Project Based' Unit for Entry Level Pathway: Inspirational Figures</p> <p>AQA Paper 1 and 2 revision unit:</p> <p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> AO1: identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u></p>	
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			<p>audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
Maths	<p>Entry Level/Functional Skills: Measure</p> <p>Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units.</p> <p>Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.</p> <p>Entry Level & GCSE Foundation tier: Geometry</p>	<p>Entry Level/Functional Skills: Statistics</p> <p>Pupils will learn about reading, drawing and solving problems related to a variety of graphs and tables, including pictograms, bar graphs, tally charts and frequency tables. They will also plan and collect data.</p> <p>Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in calculating the mean.</p> <p>Entry Level & GCSE Foundation tier: Statistics</p>	<p>Entry Level/Functional Skills:</p> <p>Complete EL portfolio</p> <p>Pupils will complete their portfolios, consolidate and extend their understanding of components 1-4 (place value, calculation, proportion and money).</p> <p>Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers to calculations using fractions and decimals.</p>	<p>Entry Level/Functional Skills:</p> <p>Complete EL portfolio</p> <p>Pupils will complete their portfolios, consolidate and extend their understanding of components 5-7 (time, measure and shape).</p> <p>Pupils taking the functional skills level 1 will complete extension units in: volume; square numbers and probability.</p> <p>Entry Level & GCSE Foundation tier: Trigonometry & Powers</p> <p>Pupils will extend their understanding of simplifying algebraic</p>	<p>Entry Level/Functional Skills:</p> <p>Complete EL portfolio</p> <p>Pupils will complete their portfolios, consolidate and extend their understanding of component 8 (statistics). Once their portfolio of evidence is complete, they will work at 'real-life' functional Maths activities.</p> <p>Pupils taking the functional skills level 1 examinations will be revising for this.</p> <p>Entry Level & GCSE Foundation tier: Geometry & Algebra</p>	<p>All: Complete exam work</p> <p>Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.</p>

	<p>Pupils will learn about transforming shapes on co-ordinate paper. They will build on their angle knowledge to solve more complex angle problems and calculate with angles.</p> <p>GCSE Higher tier: Unit 1 – Congruence, similarity and enlargement Pupils will learn to transform shapes. Including using fractional and negative scale factors. Unit 2 – Vectors Pupils will learn to calculate with vectors. Unit 3 – Transforming and constructing They will learn to sketch graphs of the trigonometric functions and translate and reflect graphs of functions.</p>	<p>Pupils will plan, collect and learn to analyse statistics, interpreting and drawing scatter graphs and pie charts. Pupils will compare data by looking at averages. Pupils will learn about calculating the probability of two events occurring: using tree diagrams and calculating probabilities from Venn diagrams.</p> <p>GCSE Higher tier: Unit 1 – Expanding and factorising Pupils will further develop skills in factorising and expanding quadratic expressions, solving them through factorisation and with the formula. Unit 2 – Changing the subject Pupils will develop fluency with algebraic equations. Unit 3 – Functions Pupils will be introduced to formal function notation.</p>	<p>Entry Level & GCSE Foundation tier: Pythagoras & Algebra Pupils will learn about Pythagoras' theorem and use it to solve problems. Pupils will learn about solving more complex equations, including simultaneous equations. Some pupils may reinforce key skills such as multiplying and dividing fractions; listing outcomes and reading two-way tables.</p> <p>GCSE Higher tier: Unit 1 – Trigonometry Pupils will revise and extend their understanding of trigonometry, including in 3 dimensions, knowing exact values of $\sin\theta$, $\cos\theta$ and $\tan\theta$. Pupils will learn to use the sine rule and the cosine rule. Unit 2 – Multiplicative reasoning Pupils will expand and develop their understanding of direct and indirect proportion. Unit 3 – Geometric reasoning Pupils will apply their understanding of</p>	<p>expressions, to include using powers. Pupils will learn about writing numbers in standard form and have the opportunity to develop their understanding of trigonometry. Some pupils may reinforce key skills such as calculating with whole and decimal numbers; generating sequences; proportion and using ratios.</p> <p>GCSE Higher tier: Unit 1 – Algebraic reasoning Pupils will apply their understanding of algebra to increasingly more complex problems. Unit 2 – Listing and describing Pupils will apply their understanding of probability to increasingly more complex problems. They will also develop their skills in constructing and interpreting 3D shapes. Unit 3 – Using graphs Pupils will learn about more complex aspects of algebraic graphs, including finding the area under a curve.</p>	<p>Pupils will be revising for their examinations, with additional learning for some pupils in quadratic equations and non-linear graphs.</p> <p>GCSE Higher tier: Unit 1 – Show that. Pupils will develop skills in mathematical communication. Unit 2 – Revision Pupils will be revising for their examinations</p>	
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			geometry to increasingly more complex problems.			
World Beliefs	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	
Science	<p>GCSE/Further Entry Level P2a Electricity and Magnets Pupils will look at circuits and resistance and how electricity is transmitted to our houses. Pupils will go on to study magnets and electromagnets building on work learnt in KS3.</p> <p>B2a Plants and Ecosystems Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants and other relationship in an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.</p>	<p>GCSE/Further Entry Level B2a Plants and Ecosystems Pupils will look at photosynthesis and the adaptations of plants for this process, this builds on the information they learnt in KS3 by looking at the adaptations of leaves, phloem and xylem vessels and the process of transpiration. They will go on to look at pollination and the role of plants in an ecosystem and the carbon cycle.</p> <p>C2a Elements and chemical reactions This work builds on work from the unit C1a where pupils learnt about elements in the periodic table. Pupils will look at chemical reactions and the properties of elements in different groups of the periodic table as well as endothermic and exothermic reactions.</p>	<p>GCSE/Further Entry Level B2b Human biology Pupils will learn about a range of processes in the human body including extending ideas about the respiratory and circulatory system including respiration, and how the body regulates sugar and temperature building on KS3 topics. Pupils will learn about the endocrine system and how the menstrual cycle is controlled.</p> <p>C2b Fuels and Earth's atmosphere Pupils will look at fractional distillation and how crude oil is split into useful components together with the effects of burning fuels on the environment. Pupils will learn about the early atmosphere, how it has evolved and the tests the different common gases.</p>	<p>GCSE/Further Entry Level P2b Energy and Particles Pupils will look at calculating power, what causes pressure and what happens when you stretch springs and other materials.</p>	<p>GCSE/Entry Level Recap/Revision: B1/B2</p> <p>Recap/Revision: C1/C2</p> <p>Recap/Revision: P1/P2</p>	<p>GCSE Revision</p> <p>Entry Level Test Consolidation</p>

		They will investigate the factors that affect the rates of reactions.				
<p>P.E.</p> <p>This is an overview of the PE programme of study but there be small variations on the timing of each topic</p>	<p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p>	<p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling.</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Golf (offsite): Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p>Entry Level: Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p>Golf (offsite): Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p>Cycling (Cyclopark): Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p>Swimming: Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>

D and T	<p>WJEC 3D Design GCSE Sustained project work. Responding to a brief through research. Visit to gallery or designer to inspire response. Generation of ideas and portfolio work.</p>	<p>WJEC 3D Design GCSE Developing working drawings and design solutions including modelling and problem solving. Develop skills required to realise final solution.</p>	<p>WJEC 3D Design GCSE Making products using skills knowledge and understanding of materials. Evaluation and exploration of alternative solutions.</p>	<p>WJEC 3D Design GCSE Making products using skills knowledge and understanding of materials. Evaluation and exploration of alternative solutions.</p>	<p>WJEC 3D Design GCSE COMPONENT 2 Externally Set Assignment. Preparation for sustained focus work. 10 hours supervised examination.</p>	<p>WJEC 3D Design GCSE COMPONENT 2 Externally Set Assignment. Preparation for sustained focus work. 10 hours supervised examination.</p>
PSHE Citizenship	<p>Understanding the college application process and plans beyond school</p> <p>Exploring post 16 provision. Identifying routes related to career pathways. Writing a personal statement and CV</p>	<p>Preparation for work experience week</p> <p>Work experience week Evaluation and review</p> <p>Completion of personal statements and CV's</p>	<p>Revisiting sexual health, consent and the consequences of unprotected sex.</p> <p>How to challenge harassment, exploitative and abusive relationships and how to access support. Recognising STI's and contraceptive methods.</p>	<p>Health, safety and security in and out of the workplace and independent travel arrangements</p> <p>Understanding driver responsibilities and pedestrian safety. Legislation of HASAWA, COSHH and RIDDOR. First Aid revisited</p>	<p>Families, parental responsibilities, pregnancy, marriage and changing relationships</p> <p>Recognising changing family structures and the readiness for parenthood and positive parenting qualities. Fertility changes and variations. Adoption and fostering.</p>	

	Participation in the Happy Apple Enterprise Project		Sexual Health Nurse Workshop	Revisit Personal statements and CV's.		
	Independent Advice and Guidance Meetings					
Computing	Functional Skills (Entry Level 1-3 / Level 1&2 Award) Topics being covered: E-Safety Security: Passwords and Viruses Using storage Devices Searching the Internet Choosing Appropriate Information Using email Health & Safety Folder Management	Functional Skills (Entry Level 1-3 / Level 1&2 Award) Topics being covered: Word Processing Creating publications for a given purpose Using spreadsheets	Functional Skills (Entry Level 1-3 / Level 1&2 Award) Further spreadsheets Charts and Graphs	Functional Skills (Entry Level 1-3 / Level 1&2 Award) Practice material and exam	Functional Skills (Entry Level 1-3 / Level 1&2 Award) Practice material and exam	
Art award Pupils are encouraged to effectively develop ideas through personal investigations	<p>Artrepreneur Enterprise Programme Year 11 pupils will develop an understanding of what it takes to be an artist. There will be three main units.</p> <ol style="list-style-type: none"> Being an artist – Pupils will be practicing the art form that they have chosen and will make decisions about what skills within that art form they want to develop. A music pupil may want to develop their music technology/production or guitar skills whereas an art pupil may want to experience ceramics or work on their painting. Working with artists – Pupils will experience a variety of workshops or sessions with a visiting artist to learn something new and work with someone in the industry. Artrepreneur Showcase – Pupils will work together to plan an event which showcases work from the creative subjects across the school. Pupils will be responsible for all aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event. 					
Food Tech	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Food Hygiene Certificate exam	Practical cooking