BOWER GROVE SCHOOL CURRICULUM PLAN 2023 – 2024



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 here 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, residentials 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.

<u>Implementation</u>

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 – Little Wandle Letters and Sounds is an effective scheme to teaching reading, spelling and writing. It promotes pupil's engagement in learning through teacher energy and enthusiasm, high levels of interaction between teachers and children, focuses on praise and encouragement and builds on and celebrating success.

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 on a 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 pupils receive Independent Advice and Guidance to help them to 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.



Frogs Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	All about me	Woodland Wonders	Transport	Creep, crawl and	Our amazing world	To infinity and
				wriggle		beyond
Curriculum Intent	Children will look	Children will	Children will learn	Children will	Children will	Children will build on
"The Why"	closely at	research the	about the	investigate various	research the world	their knowledge of
	themselves,	different animals	importance of	minibeasts and the	that they live in.	the world linking it to
	discussing what	and creatures that	transport in	habitats they live in.	Starting with the	the universe.
	they look like and	are found in	today's world.	Children will find out	town they live in, to	Children will
	how they are	woodland areas.	They will discuss	how many legs insects	England, to Great	investigate what
	different to their	Children will have	modes of	have and how they	Britain extending to	planets are and why
	peers. They will	opportunities to	transport that	move around. They will	the wider world	they are part of our
	discuss their	research woodlands	they have used	research what kind of	and places they	solar system. They
	family tree and	and what makes it a	and how	habitats suit different	have visited.	will discuss life on
	what it means to	suitable habitat for	transport has	minibeasts. Children	Children will learn	other planets and
	belong to a family	certain animals such	changed over	will have first hand	about life in	show curiosity
	or a community.	as birds, badgers,	time. Children	experience of holding	different countries	towards what might
	Children will have	owls etc. Children	will have	minibeasts and	and how food can	happen on other
	opportunities to	will have first hand	opportunities to	describing how they	be grown in	planets. Children will
	discuss parts of	experiences of a	create their own	move. They will look at	different countries	link their knowledge
	the body;	woodland	vehicle. Children	the lifecycle of	due to the climate.	of the universe to
	labelling various	environment and	will share	minibeasts and grow	Children will be	superheroes. They
	parts and	take part in a field	journeys they	their own butterflies to	encouraged to	will learn that
	learning about	study.	have been on and	observe the lifecycle of	show curiosity	fictional characters
	the 5 senses.		where journeys	a butterfly.	about the world in	are often linked with
			can take us.		which they live.	the solar system and
						often have special
						powers. Children will

						discuss what their super power would be.
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Fiction: All kinds of people Once there were giants Owl babies Cave baby Non-Fiction: Look Inside your body Me and my amazing body	Fiction: Percy the park keeper Hansel and Gretel Goldilocks and the three bears Non-Fiction: Welcome to the woodland	Fiction: Mr Gumpy's motor car Oi! Get off our train The magic bed Journey Non-Fiction: Cars, trains, ships and planes Things that go- let's get moving	Fiction: The very hungry caterpillar Norman the slug with the silly shell What the ladybird heard Non-Fiction: Minibeasts- 1st book of nature	Fiction: Oliver's vegetables Beans on toast Grandpa cacao Growing good Non-Fiction: Fruit and vegetable growing books	Fiction: Alien's love underpants Ten little superheroes How to catch a star Non-Fiction: Look inside space See inside the universe
English/ Literacy	Phonics- Little Wandle	Phonics- Little Wandle	Phonics- Little Wandle	Phonics- Little Wandle	Phonics- Little Wandle	Phonics- Little Wandle
EYFS/NC Year 1 PA K7-9, S1	Recognises letters in own name	Says correct sound (phoneme) in response to written letter (grapheme)	Recognise at least half of the letters of the alphabet by	Applies phonic knowledge to decode regular words	Applies phonic knowledge to decode regular words	Show an understanding of consonant blends
Following Little Wandle phonics porgramme	Selects CVC word to match pictures Speaking and Listening-Begins to listen and respond to adults and	Name the letters of the alphabet in order. Blend phonemes to read CVC words Speaking and Listening-	shape Speaking and Listening- Answers basic questions regarding text Attempts to write	Speaking and Listening- Answer and ask questions. Contributes ideas to mind-mapping, using a visual prompt.	Knows the names & sounds of all the letters of the alphabet Gives correct sound to grapheme for all phonemes learnt	Show an understanding of trigraphs Show an understanding of digraphs Rhymes two simple
	their peers.		some letters		Is aware of same	CVC rhyming words

	Can initiate and	correctly	Contributes ideas to	sound in words e.g.	
Use spoken		,	group writing	ee/ea	Speaking and
language to	and communication	Retells a simple		,	Listening-
develop	with an adult or	familiar story to a	Use language to	Is aware of simple	Gives appropriate
understand	ing peer	small group	imagine and recreate	rhyming CVC	word to complete
and explore	2		roles and experiences	words	sentences
ideas.	Understands and	Reading-	in play situations		
	uses prepositions	Develop reading	In play steadtions	Speaking and	Retells stories in own
Participate i		by blending the	Maintains attention,	Listening-	words to a small
performanc		sounds in words	concentrates and sits	Listens and gives	audience
role play.	speech	that contain the	quietly when	attention to others	
Dooding		graphemes	appropriate in a larger	in one to one	Expands own story by
Reading- Independen	Reading-	taught so far.	group	situations or small	giving more than one
looks at a bo	and Tracks correctly			groups when	detail
for a sustain	when reading.	Read aloud	Sustains and maintains	conversations	
period		books closely	conversation with an	interest them	Demonstrates an
period	Makes predictions in	matched to their	adult or peer - taking		understanding, when
Develop ple	familiar stories	improving	turns appropriately	Responds to What?	talking to others,
in reading	Discuss events &	phonic		Who? Where?	about what
	pictures with	knowledge	Reading-	question types	they have read
Able to	support		Predict what might	appropriately, using	
distinguish		Sound out	happen on the basis of	simple sentences or	Joins in a discussion
between pr		unfamiliar	what has been read so	short phrases	about what they have
pictures in t		words.	far.		read
	story			Recounts or "reads"	Listens to stories and
Shares book		Demonstrates an	Understand the title and events.	what they have	anticipates key
independen		understanding of	and events.	written about or	events
with	Dictates narrative	what they have	Sequence a	what they have	events
adults/child		read	familiar story	made/ drawn	Listens and responds
	purposes				to adults and peers
Points to na	amed			Reading-	with relevant
objects in b	ook				comments, questions
,	1	I		I.	, , , , , , , , , , , , , , , , , , ,

Share stories and	Suggest the correct	Reads or	Responds to familiar	Can retell a story in	or actions in a range
comment on	initial sound letter	recognises a	stories & joins in with	their own words	of situations
picture-based	sound of a word.	number of	repetitive passages		
text.		familiar words		Confidently	Beginning to show
	Confidently copy		Identifies the main	identifies the	that they understand
Writing-	writes.	Begin to	character in a story	beginning & end of	'why' and 'how'
Children will		understand a	,	a story	questions through
learn to sit	Write graphemes on	non-fiction book.	Identifies the main		own responses
correctly at a	hearing the		subject of a non-fiction	Gives a simple	
table, positioning	corresponding	Makes simple	text	reason for disliking	Reading-
the paper	phoneme.	predictions in a		a story	Check that the text
correctly, holding	Con a latte on te	narrative text	Writing-		makes sense to
a pencil	Group letters to imitate or write		Begins some letters in	Writing-	them as they read
comfortably and	words.	Writing-	the correct direction.	Segments spoken	
correctly.	Writes their own	Leaves spaces		words into	Predict what might
	caption for a picture	between words.	Say out loud what they	phonemes and	happen on the basis
Dictates a name	and letter shapes,		are going to write	represents these	of what has been
and caption for a	supported by an	Says sentence out	about.	by graphemes,	read so far.
picture.	adult.	loud before		saying out loud	Muiting
		writing, with	Sequence sentences	what they are	Writing-
Communication	Suggests the correct	support	to form short	going to write	Attempts to read
and Interaction to	initial letter of a	Dictates short	narratives.	about.	own writing.
convey meaning.	word.	relevant phrases			Sometimes use
Attomata to uso		for pictures.	Re-read what they	Discuss what they	
Attempts to use some familiar	Beginning to use		have written to check	have written with	capital letters, full stops and spaces re-
words.	more complex	Suggests	that it makes sense.	the teacher or	reading what they
words.	sentences and link	appropriate		other pupils.	have written to
To be able to	ideas e.g. using	words in shared	Discuss what they have		check that it makes
write graphemes	'and/because'	writing.	written with the	Recognise I as a	sense.
on hearing the			teacher or other	personal pronoun	
corresponding		Begin to write	pupils.		Begins to form
phoneme.		from memory a			lowercase letters in
	I	l		I	

	Traces letters; composing a sentence orally before writing it		simple sentence dictated by the teacher. Writes above or underneath a picture.		Writes some recognisable C V C, C C V C and C V C C words in writing Uses learnt digraphs in writing. Applies phonetic knowledge to writing and spelling.	the correct direction, starting and finishing in the right place
Maths/Number.	Unit 1: Getting	Unit 3: It's Me 1 2	Unit 5: Alive in 5	Unit 7: Building 9 and	Unit 9: To 20 and	Unit 11: Find my
Numerical	to know you	3	Pupils will	10	beyond	pattern
Patterns	Pupils will settle	Pupils will develop	develop their	Pupils will identify and	Pupils will be	Pupils will
	into the start of	skills in	understanding of	experiment with	encouraged to	experiment with
Following White	term with	representing,	zero, and	increasingly larger	notice patterns that	patterns and relate
Rose Maths	constructive	comparing and	counting back to	numbers, using	occur when	them to numbers,
EYFS/Yr1	mathematical	subitising,	zero. Pupils will	manipulatives to learn	couniting with	thus identifying
2113/111	activities that	particularly with the	develop their	about number bonds.	larger numbers	number patterns
EYFS/NC Year 1	develop their	numbers 1-3	understanding	Pupils will experiment	(e.g. repeated 0 – 9	such as odd and even
	understanding of	(extending as	that all numbers	with creating and	pattern at the end	numbers. Pupils will
PA K7-9, S1	class routines,	appropriate). Pupils	are made up from	describing patterns,	of the	explore doubling,
	arrangements	will learn that circles	smaller numbers	and answer questions	numbers). They	sharing and
	and structures.	have one curved	(composition)	such as 'what's the	will represent large	grouping. Pupils will
	l	side and triangles	and be	same, and what's	numbers using a	also learn about
	Time	have three straight	encouraged to	different?'	variety of objects,	recreating real-world
		sides. They will use	subitise		manipulatives, and	scenes and using
	Place Value and	positional language	(recognising small	Place Value and	pictorial	positional and shape
	Ordering	to describe life sized	quantities	Ordering	representations. P	vocabulary to build
		journeys and talk	without		upils will	their own models.
		about where objects	counting).		experiment with	

	Unit 2: Just like	are and places they		Symbols operations	spatial reasoning	Geometrical
	me	have been to.	Place Value and	and notation	that involve	properties and
	Pupils will		Ordering		selecting and	angles
	identify objects	Place Value and		Statistical	rotating shapes,	
	and quantities	Ordering	Unit 6: Growing	representations	such as completing	Place Value and
	that are the		6, 7, 8		jigsaws.	Ordering
	same, and are	Transformations (&	Pupils will	Unit 8: Consolidation		
	not the	movement)	develop their	& Money	Place Value and	Unit 12: On the
	same. Pupils will		skills in	Pupils will consolidate	Ordering	move
	develop language	Unit 4: Light and	conceptual	their understanding		Pupils will investigate
	that describes the	dark	subitising (e.g. 'I	and work on individual	Symbols	deeper patterns that
	shape and	Pupils will continue	know there are 8	targets. Pupils with	operations and	connect numbers and
	position of	to develop their	because I see 4	developed number	notation	shapes, creating
	objects,	counting skills,	and 4'). They will	skills beyond 10, may		symmetrical
	comparing them	following the five	continues	learn about using and	Geometrical	constructions and
	to an object in	principles of	identifying one	recognising coins,	properties and	increasingly complex
	the pupils'	counting. (One to	more and one	beginning with smaller	angles	repeating
	possession.	one principle;	less than a	denominations.		patterns. Pupils will
		stable-order	numbers and will		Statistical	learn about creating
	Convention,	principle; cardinal	experiment with	Money	representations	maps to describe the
	notations & units	principle;	making pairs and		Unit 10: First, Then	position of objects
	of measure	abstraction principle	combining 2	Place Value and	and Now	and places.
		and order-	different	Ordering	Pupils will	
	Transformations	irrelevance	groups. Pupils		consolidate skills in	Place Value and
	(& movement)	principle.).	will develop	Symbols operations	comparing,	Ordering
			language that	and notation	ordering, subitising,	
	Geometrical	Pupils will apply	describes the		counting, matching	
	properties and	their knowledge to	length and height		and the	
	angles	shapes, counting the	of things, and		composition of	
		sides of physical	time vocabulary		numbers. This	
		objects.	that describes the		knowledge will be	
			order of events		extended to	
			(such as		develop	

		Pupils will develop their time language, relating to the times of day, and experiment with time, using timers to measure the duration of events. Place Value and Ordering Time	yesterday, today and tomorrow). Symbols operations and notation Convention, notations & units of measure Time Place Value and Ordering		understanding of adding and taking away. They will apply this to shapes: combing and removing parts of shapes to create new shapes and then describing what they see. Place Value and Ordering	
Science EYFS/NC Year 1	Animals including	Living things and their habitats	Uses of everyday	Living things and their habitats Identify and	Plants Identify and name a	Living things and their habitats
PA K7-9	humans: Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies Animals including humans:	Identify and name a variety plants and of animals in their habitats including micro-habitats such as worms. Identify that most living things live in habitats to which they are suited.	materials Identify and compare the suitability of a variety of everyday materials, including wood, metal plastic glass brick rock paper and cardboard for particular uses.	name a variety plants and of animals in their habitats including micro-habitats such as bees and woodlouse. Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basis need of different kinds of	variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees Living things and their habitats	Explore and compare the differences between things that are living, dead and things that have never been alive. Seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.

	Notice that animals including humans have off spring which grow into adults. Seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.		Find out how the shapes of solid objects made from some materials can be changed, squashing bending twisting or stretching. Seasonal changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	animals, plants and how they depend on each other.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.	
Global Learning	History-	Geography-	History-	Geography-	Geography-	History-
(History,	Changes	Geographical skills	changes	Locational knowledge:	Place knowledge:	the lives of significant
Geography, Art,	within living	and fieldwork:	within living	name, locate and	understand	individuals in the past
DT)	memory-	use simple fieldwork	memory.	identify characteristics	geographical	who have
EYFS/NC Year 1	their life and	and observational	Where	of the four countries	similarities and	contributed to
	family	skills to study the	appropriate,	and capital cities of the	differences through	national and
	history	geography of their	these should	United Kingdom and its	studying the human	international
	Art-	school and its	be used to	surrounding seas	and physical	achievements. Some
	Self portraits	grounds and the key	reveal	Geography-	geography of a	should be used to
	Van Gogh and Frida Kahlo	human and physical features of its	aspects of	Human and physical geography: use basic	small area of the United Kingdom,	compare aspects of

surrounding	change in	geographical	and of a small area	life in different
environment.	national life	vocabulary to refer to:	in a contrasting	periods
Art - Andy	DT-	key physical features,	non-European	DT-
Goldsworthy	Make a 3d	including: beach, cliff,	country	Make a 3d space
creating	vehicle	coast, forest, hill,	Art- real life	transporter
sculptures using		mountain, sea, ocean,	drawings of the	
woodland		river, soil, valley,	world around us	
findings		vegetation, season and	e.g. trees, animals,	
		weather key human	insects etc.	
		features, including:		
		city, town, village,		
		factory, farm, house,		
		office, port, harbour		
		and shop		
		DT- Minibeast garden		

Personal	Living in the wider	Relationships	Health and	Living in the Wider	Relationships	Health and
Development	world	Recognise and	wellbeing How	World	Recognise risky or	Wellbeing What is
EYFS/NC Year 1 PA K7-9	Respect for self and others and the importance of responsible behaviours and actions Rights and responsibilities as members of families, other groups and ultimately citizens To construct and agree to follow	manage emotions within self and a range of relation ships How to respond to risky or negative relationships and ask for help	to manage risks to physical health and recognise sources that help us How to respond in an emergency. Identify the rules to keep us physically safe on the playground and in school. To begin to know	Different groups in the community Respect diversity and equality and how to be a productive member of a diverse community Stranger danger Emergency services Recognising common dangers	negative relationships including forms of bullying and abuse How to respond to equality and diversity in relationships	means to be healthy? How can we maintain it, what are the benefits of a healthy lifestyle? To understand what constitute a healthy lifestyle. To identify how to maintain a healthy lifestyle. To recognise benefits

	group, class, school		what to do when	when out in the		of healthy eating
	rules and		someone is hurt.			and dental health.
				community Where		and dental health.
	understand how the		To identify the	money comes		
	rules help them.		importance of	from, keeping it		To recognise the
	Body parts and		online safety and	safe and the		benefits of physical
	Underwear Rule		what to do if you	importance of		activity and rest.
			feel uncomfortable.	managing it		We begin to make
			Identify the feelings	effectively.		real and informed
			associated with	that money comes		choices to improve
			change and loss.	from different		their physical and
			Understand what is	sources and can be		emotional health.
			poisonous in the	used for different		
			home	purposes, including		
				the concepts of		
				spending and		
				saving.		
World Beliefs	Bower Values	Who are Hindus	Buddhist's beliefs	What it means	Muslims and	The nature of
EYFS/NC Year 1	Tolerance Morals	and Sikhs?		to be Jewish To	their traditions. To	Christians To
	and rules How do		To know who the	know who the	know who the	know who the
	we follow these	To know who the	important people	important people	important people	important people
	rules at	important people	are in the Buddhist	are in the Jewish	are in the Muslim	are in the
	Bower Grove?	are in the Hindu	community.	community.	community. To	Christian
	What makes a good	and Sikh faiths.	(Introduce Lama) To	(Introduce Rabbi,	know what special	community.
	friend?	To know what	know what special	Cantor and Minyan)	features a Mosque	(Introduce Vicar
	What do people in	special features a	features a temple	To know what	has.	and Priest)
	my class believe	Gurdwara has. To	has. To know that	special features a	To know how	To know what
	about rules and is	know the story of	temples are	Synagogue has. To	Muslims celebrate	special features a
	this the same as	Rama and Sita.	designed using	learn about the	Eid al-Fitr	church has. To
				clothing that Jewish		know who Jesus
	me?		i sympois to	LIOUTING CHALJEWISH		KIIOW WIIO JCJGJ
	me? To name British		symbols to represent the	_		
			represent the	people wear to the		was and why he is
	To name British		'	_		

						To explore what happens in a Christian baptism.
PE	Gymnastics and	Gymnastics and	Ball Skills and Ball	Team Building and	Attack v Defence	Athletics and
	Sensory	Ball Skills	Skills	Dance	and Parachute	Attack v Defence
(skills and					Games	
knowledge)	Gymnastics - High,	Gymnastics	Ball Skills (Feet)	Team Building		Athletics (Jumping)
	Low, over, under	(Moving)	The unit of work	The unit of work	Attack v defence	The unit of work
EYFS Year	The unit of work	The unit of work	will enable pupils to	will introduce	The unit of work	will explore
PA Stage K7-S1	will explore	will explore	explore moving	teamwork. Pupils	will explore why we	jumping, in
	'champion	'champion	with a ball using	will explore and	need to follow the	different directions,
	gymnastics'. Pupils	gymnastics'. Pupils	their feet. Pupils	learn why it is	rules and keep the	at different speeds,
	will create	will create	will develop their	important to	score during a	different levels,
	movements and	movements and	technique of	include everyone	game. Pupils will	heights and
	balances in high	balances in big and	dribbling the ball	when working as a	learn how to apply	distances. Pupils
	and low ways on	small ways on the	and understand	team and what	very simple tactics	will learn how and
	the floor and on	floor and on	where and why we	makes an effective	for attacking and	why we jump, using
	apparatus. Pupils	apparatus. Pupils	dribble, keeping	team. Pupils will	defending in games.	our head, arms and
	will self-select	will work in pairs to	control.	begin to explore		feet, applying the
	where to work,	explore creating	_	simple strategies to	Ball Skills (Hands)	basic jumping
	exploring	movements and	Parachute Games	solve problems.	The unit of work	technique.
	movements and	balances with a	The unit of work	Dance (Dinosaurs)	will explore the	Attack v defence
	balances and start	partner	will enable pupils to	The unit or work	different ways of	The unit of work
	to identify features	Ball Skills (Hands)	learn and play a	will enable pupils to	throwing, rolling	will explore why we
	of other pupil's	The unit of work	variety of games	explore different	and stopping a ball.	need to follow the
	work.	will explore	using parachutes	movements using	Pupils will start to	rules and keep the
	Sensory	different ways of	focusing on	different parts of	learn why we need	score during a
	The unit of work	using our hands to	listening and	the body, adding	to aim when we are	game. Pupils will
	will explore a	move with a ball,	copying skills.	emotion and	throwing and	learn how to apply
	variety of sensory	keeping control.		expression as they	understand how to	very simple tactics
	activities that aim	Pupils will explore		become dinosaurs.	be ready to catch	for attacking and
	to channel pupil's	rolling, pushing and		Pupils will develop	too.	defending in games.

energy in a variety of ways, including, stimulation,	bouncing a ball with a partner.	movement ideas in pairs while exploring the different	
working in pairs and calming.		relationships between dinosaurs.	

Computing	Using Computers	Mouse and	Keyboard Skills	Being Creative 1	Being Creative 2	Computing
	Safely (Foundation)	Trackpad Skills	(Foundation Skills	(Drawing)	(Sound and	Hardware and
		(Foundation Skills	2)		Photography)	Technology Around
	Pupils will be	1)		Pupils will learn that		Us
	introduced to how		This is the second of	computers allow	Pupils will learn that	
	to stay safe online,	This is the first of	the Units that	you to be creative	computers allow	This unit introduces
	recognise when	the Units that	focuses on	through learning	you to be creative	pupils to the parts
	they are not	focuses on	developing pupil's	how you can use	through using a	of a computer.
	comfortable with	developing pupil's	foundation	software on them	combination of	Pupils will learn
	something, how to	foundation	computing skills to	to draw. Pupils will	software and	that computers are
	say "no" and how	computing skills to	allow them to	use the 2Simple	specific hardware to	in lots of things and
	they can get	allow them to	progress through	software Mini Mash	capture digital	that technology is
	support.	progress through	the Computing	and 2Paint to	content.	all around us.
		the Computing	Curriculum.	complete a series of		
	During the unit,	Curriculum.		activities that teach	Sound	
	pupils will learn		Pupils are taught	them how artwork	Pupils will use the	
	about how to	In this Unit pupils	through activities	can be created	recording tools	
	remain safe and	learn through a	how to do simple	digitally. This	within Purple Mash	
	healthy using a	series of activities	typing, and to use	includes:	and on iPads to	
	computer, from	how to click a	function keys such	 Choosing pens 	capture sound.	
	using them	mouse to select	as 'enter'. They will	and style and	They will use Purple	
	hygienically,	something, navigate	learn how to	composing drawn	Mash software to	
	limiting screentime,	using the	combine mouse	images on screen.	create music using	
	and keeping food	movement of the	skills and typing	 It also includes 	the tools.	
	and drinks away	mouse and how to	skills using the	the undo function.		
	from devices.	drag and drop	mouse or arrow		Photography	
		objects. This unit is	keys to control the	During the course	Pupils will be taught	
		designed to support	cursor when	of the unit pupils	how they can	
		pupils in developing	writing.	will get exposure to	capture images on	
		hand-eye		using different	different devices	
		coordination skills		hardware for	and how these can	
		and fine-motor		drawing, such as a	be uploaded to	
		needed to use a				

		mouse.	mouse, iPad,	computer and how	
		Additionally, they	drawing tablet etc.	these can be used.	
		exposed to using a			
		laptop trackpad.			
- 1					

Music	Music Games and	Halloween/	Charanga: Zootime	Environmental	Charanga: I Wanna	Charanga: Reflect,
EYFS/NC Year 1	Following the Beat	Christmas		Music	Play in A Band	Replay, Rewind
			- A Reggae Song for			
	- Across this term	- Pupils will create	Children by Joanna	- Pupils will explore	- I Wanna Play in a	- This unit of work
	pupils will explore	soundscapes to	Mangona.	the sounds of their	Band is a rock song	consolidates the
	the beat and	mimic the sounds	All the learning is	surroundings and	written especially	learning that has
	respond to sounds	of a haunted house.	focused around one	begin to recreate	for children. In the	occurred during the
	through a variety of	They will help	song: Zootime.	them using musical	song you learn	year. All the
	games and musical	create and follow	Pupils will continue	instruments.	about singing and	learning is focused
	activities.	graphic scores.	to develop the	Exploring sound is a	playing together in	around revisiting
		Pupils will be	necessary skills	prerequisite for	an ensemble. As	songs and musical
	NC - experiment	learning and	needed to progress	Composing. In the	well as learning to	activities, a context
	with, create, select	rehearsing	through the rest of	composing strand,	sing, play, improvise	for the History of
	and combine	Christmas songs in	the curriculum	children are asked	and compose with	Music and the
	sounds using the	preparation for	through play,	to select sounds	this song, children	beginnings of the
	inter-related	their performance.	singing and	from variety of	will listen and	Language of Music.
	dimensions		listening.	sources for a range	appraise classic rock	
	of music. play	NC - use their		of musical	songs.	NC - play tuned and
	tuned and untuned	voices expressively	NC - play tuned and	purposes. Children		untuned
	instruments	and creatively by	untuned	who have	NC - play tuned and	instruments
	musically.	singing songs and	instruments	experienced lots of	untuned	musically. use their
		speaking chants	musically. use their	activities in	instruments	voices expressively
		and	voices expressively	exploring sound will	musically. use their	and creatively by
		Rhymes.	and creatively by	find it much easier	voices expressively	singing songs and
		Experiment with,	singing songs and	to use a variety of	and creatively by	speaking chants
		create, select and	speaking chants	sounds in their	singing songs and	and
		combine sounds	and	compositions.	speaking chants	Rhymes. listen with
		using the	Rhymes. listen		and	concentration and
		interrelated	with	NC - experiment	Rhymes. listen with	understanding to a
		dimensions of	concentration	with, create, select	concentration and	range of high-
		music. play tuned	and	and combine	understanding to a	quality live and
		and untuned	understanding	sounds using the	range of high-	recorded music
		instruments	to a range of			

	musically.	high-quality live and recorded music.	inter-related dimensions of music. play tuned and untuned instruments musically.	quality live and recorded Music.	

Enrichment	Explore the	Woodland walk	Visit from various	Minibeast	Yew tree farm	
Opportunities	surrounding area: park, school grounds.		modes of transport Walk to train station	experience		



Hedgehogs Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	The United	Traditional Fairy	The Stone age and pre	Construction	The Animal	Italy
	Kingdom	Tales and Poetry	historic life		Kingdom	
	Embedding British	Traditional fairy	With knowledge of	Tying together	Through various	Pupils will explore
	Values through	tales will be taught	primitive and prehistoric	measurement, the	fact finding	facts about Italy,
Curriculum Intent	text, topic and	with the option to	life pupils will gain an	Egyptians and	missions, pupils will	Italian culture and
"The Why"	world beliefs.	change endings	understanding of life	materials, pupils	gather knowledge	life through the
	Pupils will	using a 'what if'	before them.	will get gain an	on animals, their	topic and books
	understand what it	approach. Using	Using Dinosaurs, they	insight as to why	habitats and create	based on Italy.
	means to be	traditional fairy	can explore facts and	we use the	fact files.	They will look at
	'British'.	tale's pupils will	fossils.	materials we do	They will explore	the story of
		look at the moral		and an	through an offsite	Pompeii and how it
		meanings behind		understanding of	trip local animals in	happened.
		them.		famous	the area.	
		Poetry will allow		constructions		
		pupils to explore		(Pyramids).		
		rhyme and create				
		new words to				
		support their poem				
		embedding familiar				
		words in order to				
		make their own				
		poem.				
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Fiction	Poetry/ informal	Non – Fiction	Road Dahl –	Non- Fiction	Strega Nona -
	Stories based on/	Letter	Pre historic facts	The Twits, The	The Animal	Tomie dePaola
	in The United	writing/traditional	Dinosaurs	BFG, Matilda	Kingdom	
	Kingdom	tales				

						Strega Nona's Magic Lessons –
						Tomie dePaola
						The noodle man-
						April Pulley Sayre
English/ Literacy	Ask questions	Recite a rhyme with	Introduce the Big	Infer and predict	Identify/recall main	Fact find and
	about a text	a predictable	Question – What was	Make notes about	events and make	research through
	Explore 'setting'	repeating pattern	the best Dinosaur?	main characters	links to own	text information on
	vocabulary	Invent actions	Share prior knowledge	Use drama to	experiences	Italy and culture
	Make predictions	when reciting a	about Dinosaurs	explore characters'	Use prediction and	Persuasive writing
	Explore a character	poem	Look at labelling in non-	thoughts and	check predictions	Select and explain
	Explore setting and	Work in a group to	fiction texts	feelings	to motivate reading	information from
	description	allocate parts and	Identify the layout of a	Commands	and discussion	non-fiction to
	Sequence events	prepare a group	simple report	Identify and write	Visualise and recall	support thinking
	Retell a story	recital of a poem	Explore why opening	commands	main events	Identify and use
	Orally compose	Listen to, learn and	sentences are important	Write an advert	Use capital letters	adjectives correctly
	and write	appreciate the	to reports	based on a model	Use what they have	Understand the
	sentences	meaning of a poem	Label a picture of a	Summarise events	learned to	term 'adjective'
	Plan a story	sentence	Dinosaur	Compare	compose two	Explore the layout
	Orally compose the	punctuation	Write own captions with	characters at the	factual sentences	of a poster/
	beginning, middle	Respond to	a capital letter and full	start and end of	about an animal	holiday brochure
	and ending of a	punctuation: full	stop	the story	e.g. for a display	text
	story, before	stops, question	Recognise and use topic	Write descriptive	Ask and answer	Use a glossary to
	writing	marks, exclamation	words in a report	labels	questions about	understand
	Ask and answer	marks	Retrieve information on	Summarise events	events and ideas in	technical words
	questions	Write invitations	a specific subject	Sequence the story	the text	Create a poster
	Explore 'setting'	for an in-school	Create Top Trump cards	Retell the story	Sequence events to	encouraging
	vocabulary	poetry event	Use specific information	Explore the	form a recount	people to visit Italy
	Make inferences	Discuss and choose	to compose sentences	character of	Oral rehearsal of	Ask and answer
	Make predictions	poems for recital	Look for clues in the text	Matilda in	recount structure	questions to find
	and inferences	Discuss and try out	as to why and how some	comparison to her	and sentences	out more
	Sequence events	ideas for improving		mother and father		information

Maths	Number and Place value	Multiplication and division	Money	Measurement Length & height Weight & volume	Position & direction	Properties of shape
Maths		·	reports Grammar Using the Prefix 'un-' Money		Create a fact file on chosen animal Grammar Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'	•
	Compose a diary entry for choral reading Explore features of a diary Write own diary entry Compare two stories Joining clauses Join sentences with 'and' Short composition Use description	a class and group performance Help others improve their performances Perform poems to an audience Use real and invented words to describe things they can feel Recite familiar and unfamiliar poems Informal letter	Dinosaurs adapt to hot and cold weather Use information learned to discuss why something happens Plan for a report about what dinosaurs eat and how Write sentences for a simple report Write labels for a diagram to include in their report Share and feedback on	Write instructions about caring for a child for Matilda's parents Explore ideas for a Road Dahl style story and write a story plan Write a story opening from a plan Complete a story from a plan Edit and evaluate	Oral rehearsal of recount for a personal 'nature diary' (e.g. a walk in the school grounds) Write a recount of their walk for their nature diary following model/framework Discuss what has been written so far before completing the recount	Extended noun phrases Use extended noun phrases to create a slogan Revise, edit and evaluate their brochure text Creative writing Grammar Imperative Verbs

Count to and across 100. Forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals: count in multiples of twos, fives and tens Given a number. identify one more or less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. Addition &

solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Money Recognising coins Recognising notes Counting in coins

Recognising coins Recognising notes Counting in coins

Statistics

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 ask and answer questions about totalling and comparing categorical data.

problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight

compare, describe

and solve practical

Fractions

recognise, find and name a half as one

Position, direction and movement, including whole, half, quarter and threequarter turns.

Time

time (hours. minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening recognise and use language relating to dates, including days of the week. weeks, months and vears tell the time to the hour and half past the hour and draw the hands recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Mass and Capacity

Compare mass
Measure mass (1)
Measure mass (2)
Compare mass
Add and subtract
mass
Compare volume
Measure capacity
(1)
Measure capacity
(2)
Compare capacity
Add and subtract
capacity
Temperature

	subtraction			of two equal parts	on a clock face to	
	read, write and			of an object, shape	show these times.	
	interpret			or quantity		
	mathematical			recognise, find and		
	statements			name a quarter as		
	involving addition			one of four equal		
	(+), subtraction (–)			parts of an object,		
	and equals (=)			shape or quantity.		
	signs represent and					
	use number bonds					
	and related					
	subtraction facts					
	within 20 add and					
	subtract one-digit					
	and two-digit					
	numbers to 20,					
	including zero					
	solve one-step					
	problems that					
	involve addition					
	and subtraction,					
	using concrete					
	objects and					
	pictorial					
	representations,					
	and missing					
	number problems					
	such as 7 = – 9.					
Science	Forces and	Light	Rocks	Materials	Plants	Animals, including
	magnets	recognise that they	compare and group	identify and	identify and	humans
	compare how	need light in order	together different kinds	compare the	describe the	identify that
	things move on	to see things and	of rocks on the basis of	suitability of a	functions of	animals, including

different surfaces that dark is the variety of everyday different parts of their appearance and humans, need the notice that some absence of light simple physical materials, including flowering plants: right types and roots, stem/trunk, forces need notice that light is properties describe in wood, metal, amount of reflected from simple terms how fossils plastic, glass, brick, leaves and flowers contact between nutrition, and that two objects, but surfaces recognise are formed when things rock, paper and explore the they cannot make that light from the that have lived are cardboard for their own food; magnetic forces requirements of trapped within rock particular uses find plants for life and they get nutrition can act at a sun can be distance observe dangerous and that recognise that soils are out how the growth (air, light, from what they eat how magnets there are ways to made from rocks and shapes of solid water, nutrients identify that attract or repel protect their eyes organic matter. objects made from from soil, and room humans and some each other and other animals have recognise that some materials can to grow) and how attract some shadows are be changed by they vary from skeletons and materials and not formed when the squashing, plant to plant muscles for light from a light bending, twisting investigate the way support, protection others compare source is blocked in which water is and group together and stretching. and movement a variety of transported within by an opaque object find patterns everyday materials plants explore the on the basis of in the way that the part that flowers whether they are size of shadows play in the life cycle attracted to a change. of flowering plants, magnet, and including pollination, seed identify some formation and seed magnetic materials describe magnets dispersal. as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.

Computing	Using Computers	Foundations Skills	Animation 0 – Animated	Data 0 - Collecting	Algorithms 0: 2Go	Programming 0:
Year 2 Content	Safely 0	3	Story Books	and Representing		Coding
NC Year KS1				Data	Overview:	
PA Stage	Overview:	Overview:	Overview:		Using BeeBots and	Overview:
K6 – K8	Pupils will	Pupils will learn how	Pupils will use 2Create a	Overview:	Purple Mash's 2Go	Pupils will be
	investigate the	to use technology	Story tool to make an	Pupils will collect	pupils will learn to	introduced to
	common uses of	purposefully to	animated e-book. They	data and learn how	write simple	programming by
	information	create, organise,	will learn how to add music and background to	to organise and represent this	instructions (algorithms) to	using block coding
	technology	store, manipulate	their stories.	using a	complete	in 2Code and how
	beyond School and	and retrieve digital	their stories.	spreadsheet	programming	to make simple
	will be introduced	content.	Throughout the topic	(Purple Mash's	challenges. The	programs. They will be taught how to
	to e-safety themes		they will purposely	2Calculate	pupils will learn	fix errors in their
	through Childnet's	Pupils will learn	organise, store,	program) and to do	how algorithms are	code by debugging.
	Digiduck stories.	how to find / create	manipulate and retrieve	simple calculations	implemented on a	code by debugging.
		/ capture images,	their created digital	on this data.	digital device and	Strand:
	Pupils will learn	and store these for	content in the making of		that a computer	Computer Science
	how to use	use in their work.	their an.	Strand:	requires precise	
				Information	and unambiguous	
	technology safely	Pupils will learn	Strand:	Technology	instructions to	
	and respectfully,	how to log on to	Information Technology		complete a task.	
	keeping personal	PurpleMash and			Strand:	
	information	how to access			Computer Science	
	private; identifying	creative software,			Computer Science	
	where to go for	2Paint, 2Design and				
	help and support	2Animate. They will				
	when they have	discreetly practice				
	concerns about	organising, storing,				
	content or contact	manipulating and				
		retrieving created				
	on the internet or	digital content for				
	other online					

	technologies. Strand: Digital Literacy	use in these programs. Strand: Information Technology				
Computing	Using Computers	Hardware and	Using Email	Presentation 0	Animation 1:	Programming 1
Year 3 Content	Safely 1	Software 1:			Simple Animation	
NC Year KS2		Making Music			-	Overview
PA Stage	Overview:		Overview:	Overview:	Overview:	Using code.org and
K7-K9	Pupils will start by		Pupils will learn about	Pupils will be	In this unit pupils	Purple Mash's
	gaining an	Overview:	email as a	introduced to	will design and	2Code app, pupils
	understanding of	In this unit pupils	communication and	creating simple	create a simple	will learn how we
	what the internet	will be investigating	collaboration form	presentations.	Stop frame	control computers
	is. Using Childnet's	hardware and	because of the internet	They will be	animation using	using code. The
	Smarty the	software. Through	and will be taught how	looking at the	Lego.	pupils will look at
	Penguin series of	the making Audio	to compose an email and to send attachments.	different ways they	Heing iDade stan	what algorithms
	stories pupils will learn about how to	unit, pupils will use different	to send attachments.	can change text in a presentation to	Using iPads, stop frame animation	are; how they are
	use technology	technology	Through the use of email	make it look	software they will	implemented as
	safely, reporting	(hardware and	simulation software	different, adding	create and	programs on digital devices and that
	concerns about	software)	pupils will learn how to	digital content and	combine content	programs execute
	content and	purposefully to	use it safely, respectfully	how to add effects	captured to meet a	by following
	contact to a	create and capture	and responsibly;	to engage an	given goal. The	precise and
	trusted adult.	audio, to organise,	recognising	audience.	resulting	unambiguous
		store, and	acceptable/unacceptable		animations pupils	instructions.
	Strand: Digital	manipulate it.	behaviour; and to	Through the unit	will present.	The pupils will
	Literacy		identify ways to report	they will select, use	_	create and debug
		Strand:	concerns about content	and combine	Strand:	simple programs
		Information	and contact.	digital content to	Information	and use logical
		Technology			Technology	reasoning to

	Strand: Digital Literacy	present data and	predict the
	& Computer Science	information.	behaviour of
			simple programs.
		Strand:	
		Information	Strand:
		Technology	Computer Science

Topic	The United	The 7 Continents	The Stone Age -	Ancient Egypt -	Significant	Italy – Geography
Global Learning	Kingdom -	and 5 Oceans	History	History	Individuals –	
(History,	Geography	around the World –			History	Explore the location
Geography,		Geography	Introduction to the	Explore who were		of Italy within
Modern Foreign	Locate and name		Stone Age and pre-	the	Explore the lives of	Europe and the
Languages)	the four countries	Explore and locate	historic life.	Ancient Egyptians.	six Significant	world.
Art	of the United	the 7 Continents of			Individuals in	
DT	Kingdom. Locate and name the Capital Cities in the United Kingdom. Explore regions within England, naming at least one. Identify human (man-made) and physical characteristics	Explore and locate the 5 oceans of the World. Explore human and physical geography, identifying seasonal and daily weather patterns in the United Kingdom. Explore human and physical geography, locating hot and	Explore the range of homes Stone Age people built and lived in. Explore Stone age cave paintings, creating a new style of painting to represent pupil's identity. Explore the Stone Age diet - what did they eat?	Investigate what life was like as an Ancient Egypt? Explore Mummies during the Ancient Egyptian times. Explore and investigate the story of Tutankhamun. Write Like an Egyptian.	Neil Armstrong – first man on the moon. Mary Anning – well known for her fossil hunting. Florence Nightingale – nurse who helped soldiers during the war.	Explore famous landmarks in Italy – the Colosseum, the Leaning Tower of Pisa, etc. Explore the Story of Pompeii. Explore and identify physical geography within Italy, including volcanoes, rivers, and mountains – Mount

	in the United Kingdom. Use maps, atlases, globes, and digital/computer mapping to locate countries. Enrichment Opportunities Recreating a British landmark through D&T.	cold areas of the World in relation to the Equator. Explore a compass and the North and South Poles. Enrichment Opportunities Visit from Father Christmas.	What clothing did Stone age people wear? Explore farming during the Stone Age. Enrichment Opportunities Fossil finding.	Explore Egyptian Gods. Enrichment Opportunities Construction — building a pyramid through D&T.	Thomas Edison — invented the light bulb. Mary Seacole — cared for British soldiers in the war and overcame racial prejudice for helping others. Vincent Van Gogh — famous Dutch artist. Recreate 'A Starry Night'. Enrichment Opportunities Fact find trip to a local wild area/forest.	Vesuvius, for example. Explore Italian food – what are Italians known for? Enrichment Opportunities Italian cooking-Pizza making.
Personal Development	Citizenship and key skills	Living in the wider world	Relationships P8	Health and well being	Living in the wider world	Relationships Stage 1
•	Pupils communicate	P8.	Shows some	P8	Stage 1	Can recognise the
	feelings and ideas in	Knows that money	consideration	Express hygiene	Can identify areas	feelings of
	simple phrases	needs to be kept	towards others	needs to adult	for personal	themselves and
	P8	safe and to wait for	Gets enjoyment	Understand	development	others and can
	Pupils choose,	the change	from playing with	stranger danger,	Participate in a mini	explain in simple
	initiate and follow through new tasks	Chooses an item in a shop	others	common dangers	enterprise using	terms how others may feel

and self-selected **Expresses feelings** Crosses quiet roads activities to visit and views neighbourhood p9 Be able to show with support awareness of how Shows concern for to join in different They treat living others [for things and their example, through situations. They understand agreed facial expressions, environment with codes of behaviour care and concern gestures or tone of which helps groups (sc cells and voice, and work together. organisation p4, sympathy for others Be able to join in a in distress and offer geo P5) range of activities in They understand comfortl. Recognises when 1:1 situation and in the need for laws small or large people are being and the consequences of no unkind groups Р9 laws Name some Makes purposeful They understand important people in relationships with agreed codes of their life (state how others in group behaviour which they should care for activities and help groups of one another) attempt to people work Knows a range of together, and they negotiate with feelings them [for example, support each other Make purposeful if other pupils wish in behaving relationships with to use the same appropriately to others in group piece of equipment] achieve an end goal activities and begin Stage 1 Demonstrate safety to take turns and Be able to share my skills in school share opinion on things environment and explain my Talk about people who help them in views the community

Understands a healthy diet (sc nutrition p8) Knows own address Recognises aspects of personal hygiene e.g. when to wash hands Understands poisons, not to talk to strangers, unhealthy diets, need for sleep and benefits of exercise (sc nutrition p8. PE stage 1) Stage 1 Know which food they like Ask for help appropriately, Can talk about how exercise and sleep affect the body (sc nutrition stage 2, PE stage 1) Recognises medicines and who to trust to administer medication

basic money handling skills Describe how money is obtained Recognise they are responsible for themselves and others within any working environment Recognise meaning of common hazard sign Estimates roughly what different kinds of money might buy State what jobs/responsibilities does my teacher or I have in the classroom Can explain what 'rules' mean and how they help all of us Identify the needs that others may have and some of the needs of other living things - pets, animals, adults at home and in school (science, cells and

Can recognise different behaviours that can be helpful/unhelpful, kind/unkind and give examples how behaviour affects others. Identify what makes them feel pleased or cross and describe what happens inside and outside of the body Can identify their special people (family, friends, and carers) and what makes them special Makes purposeful; relationships with others in group activities and attempt to negotiate with them To understand what physical contact is acceptable or unacceptable

3.5	at the state of th	
Makes a	Name body parts in	organisation stage
contribution to	general including	2)
their class	external genitalia	Can identify their
charter/rules	and including	local, natural and
P9 Understands the	external genitalia	built environments
concept of saving	recognise aspects	(geo P7,8)
and different	of personal hygiene	Able to recognise
sources that they ca	(Link with naming	what money is and
n receive money	body parts science)	where it comes
from	To know how to	from (maths
	wash their hands	money)
Shows appropriate	correctly and take	Identifies school
behaviour in a shop	care of their	rules Shows an
(interacts with staff,	teeth. To talk about	understanding of
queues)	simple steps	what community
Able to identify the	that they can take	means
coins and notes	to stop the	Identify the purpose
Describe the houses	spread of germs	of the groups they
of parliament and	To be able to	belong to and
MPS	describe what they	describe how it
Identify groups they	like and what they	feels to be a
belong to	dislike and	member of a group
Recognise	recognise what a	Identify
difference between	choice is	responsibilities in
a need and a want	Name feelings they	the classroom and
Identify one right	have had both	at home
you have in your	good and not so	Identify simple
school	good and explain	definitions of laws
Can identify own	where in their	
skills and qualities	bodies they have	
	these feelings and	
	how their faces	

				show these		
				feelings to others		
World Beliefs	Bower Values	Who are Hindus	Buddhist's beliefs	What it means to	Muslims and	The nature of
	Tolerance Morals	and Sikhs?		be Jewish	traditions.	Christians
	and rules		To know how			
		To explore the	Buddhist's	To explore God as a	Islam creation story	To explore God as a
	What are the main	Hindu creation of	celebrate New year	creator according		creator according to
	British Values?	the universe.	in Japan	to the Jewish faith.	To know that	the Christian faith.
					Muslims attend	
	What is Mutual	To know that there	To explore who	To know that Jews	Jumu'ah at a	To explore God's
	respect?	is no creation story	Buddha was and	attend Shabbat	mosque on Fridays.	creation of Adam
		in the Sikh faith	why he is important	services at the		and Eve.
	How can we be	instead it is based	to Buddhists.	Synagogue on the	To explore the use	
	respectful of	on the teachings of		Sabbath, Friday	of a prayer mat and	To explore what
	others?	the ten Gurus.	To know how	evening through to	compass.	happens at a
			Buddhist's attend	Saturday.		Christian Wedding.
	How does this help	To explore what	Uposatha days at		Look at Wudu and	
	our friendships?	happens in a Hindu	the temple.	To explore the	how to keep clean.	
		and Sikh wedding.		rituals of Shabbat,		
	Exploring difference		To know how	lighting candles and		
	in friendships.		Buddhists practice	having 3 meals.		
			Meditation and			
	How does this help		chanting in their	To how Jewish		
	us to be a good		daily lives.	people celebrate		
	citizen			the festival of		
				Hanukkah		
PE	Gymnastics and	Gymnastics and	Dodgeball and OAA	Attack v Defence	Athletics and	Athletics and
	Core Skills	Dance		and Hockey	Tennis	Cricket
(skills and	(Throwing and		Dodgeball			
knowledge)	Catching)	Gymnastics	The unit of work	Attack v Defence		Athletics
		(Pathways)	will explore how to	The unit of work	Athletics	The unit of work
NC Year			apply the principles	will challenge pupils		will explore how we

PA	Sta	ge	S1-	·S2

Gymnastics (Linking)

The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.

Ball Skills (Hands)

The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.

The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.

Dance (Sweet Factory)

The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a

of attack vs defence in dodgeball. Pupils will develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.

OAA (Problem Solving)

The unit of work

will explore what makes an effective team through different problemsolving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.

to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games.

Hockey

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.
Pupils will learn how to keep possession and eventually score in order to win a modified game.

The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.

Rackets, Bats and Balls

The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding

can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.

Cricket

The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.

		partner to include			of accuracy and	
		some different			space in a variety of	
		elements of			games.	
		choreography,				
		including telling a				
		story.				
Music	African Drumming	Ocarinas/Seasonal	BoomWhackers	Dragon Scales	The Jungle	Body Percussion
	to the control of the	F	D elle ille elece	#L*: -0 20 L	La thanna and take	This of Comme
	- In this unit pupils	Focus	- Pupils will explore	- This unit will be	- In these sessions	- This unit focusses
	will explore the	- Throughout time	various different	focussed around	will be looking at	on getting pupils to
	cultural significance	at Bower Grove	musical tools like	learning and	the jungle book. We	use their bodies to
	behind djembe	pupils will	melody, harmony,	experimenting with	will learn how to	make sounds and
	drumming and how	experience playing	chords and	the pentatonic	sing and play along	rhythms. They will
	it is used in many	and experimenting	accompaniment	scale. Pupils will	to 'the Bare	follow games which
	African countries.	with a range of	through using	experience	Necessities' and	involve combining
	Pupils will learn	instruments. For	tuned pipes called	composing,	make our own	different actions
	about the different	this unit pupils will	boom whackers.	improvisation,	jungle sound story	and timbres to
	striking techniques	start to learn how	NO DI L	instrumental	combining jungle	represent a drum
	as well as the	to play the ocarina.	NC - Play and	performing/singing	noises and jungle	kit. Pupils will
	methods that are	Pupils will learn	perform in solo and	and song writing.	style music. We	develop their score
	used to create	about breath	ensemble contexts,	There will also be	explore timbre,	reading skills whilst
	rhythms (call and	control, and finger	using their voices	opportunities for	pitch, dynamics and	playing along with
	response,	technique. At the	and playing musical	pupils to develop	texture and how we	popular pieces of
	improvisation and	end of the unit	instruments with	there listening	can use these to	music using body
	combining	pupils will learn a	increasing	skills. Pupils will	represent	percussion.
	ostinatos). Pupils	Christmas song on	accuracy, fluency,	learn songs that use	animals/the	NC
	will have the	the Ocarina	control and	the pentatonic	weather/jungle	NC - use and
	opportunity to create their own	NC Play and	expression. use and understand	scale and will be	noises etc. Pupils	understand staff and other musical
		NC - Play and	staff and other	contributing	will be exposed to	
	rhythmic ostinatos	perform in solo and		towards a whole	listening,	notations.
	and will get to lead	ensemble contexts,	musical notations	class song based	composing and	Improvise and
	the group in call	using their voices		around dragons.	performing tasks	compose music for
		and playing musical		Pupils will be		a range of purposes

	and response and rhythmic games. NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the interrelated dimensions of music.	instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations		writing melodic phrases using the pentatonic scale that will provide the melody for the song. NC - Improvise and compose music for a range of purposes using the interrelated dimensions of music.	throughout the unit. NC - Improvise and compose music for a range of purposes using the interrelated dimensions of music.	using the inter- related dimensions of music.
Enrichment Opportunities	Recreating a British landmark through DT.	Visit from Father Christmas.	Fossil finding.	Visit to a famous landmark.	Fact find trip to a local wild area/forest.	Italian cooking- Pizza making.



Foxes Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Around the world and	The Mayans and	Rainforests and	The Romans and	The Vikings and	All about Africa
	Electricity	States of matter	Living things in	Sound travel	Animals including	and Science
			their habitats		humans	inventions
	Pupils will learn about	Pupils will explore	Pupils will describe	Pupils will learn	Pupils will learn	Pupils will study
	Capital cities around the	Mayan civilisation.	and understand	about the Roman	about how the	the geographical
Curriculum Intent	world and explore the	They will	key aspects of the	empire and its	Vikings invaded	knowledge of
	population.	understand and	physical geography	impact on Britain.	Britain and their	Africa and extend
	They will understand	group materials	of Rainforests.	They will	way of life.	their locational
	how electricity works,	together, according	recognise that	understand how	They will identify	knowledge using
	identifying common	to whether they are	living things can be	sound travels and	that animals,	maps.
	appliances that run on	solids, liquids or	grouped in a	where it is sourced.	including humans,	They will explore
	electricity.	gases.	variety of ways.		need the right	various inventions
			Explore and use		types and amount	in scientific history
			classification keys		of nutrition, and	and learn how they
			to help group,		that they cannot	have changed the
			identify and name		make their own	world we live in.
			a variety of living		food; they get	
			things in their local		nutrition from	
			and wider		what they eat.	
			environment.			
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Non-Fiction:	Poetry/ Letter	Non-Fiction:	Stories by the	Fiction:	Non-Fiction:
	Otterline Yellow Cat	writing/traditional	All about Orang-	same author	How to train your	The Boy who
	Unit 3.3	tales	utans -Unit 2.1	Anthony Browne	Dragon	harnessed the
				(Gorilla and the		wind
				tunnel)		

English/ Literacy	Focus:	Focus:	Focus:	Focus:	Focus:	Focus:
	Sentence types, clauses,	A closer look at	Retrieve and	Making	Predicting what	Changing Tense
	and punctuation and	poetry.	record information	predictions.	might happen from	Apostrophe for
	sentence structures.	Rhyming/Reading	from non-fiction.	Exploring front	details stated and	possession.
	Making predications.	aloud.	Fact finding	covers.	implied.	Descriptive writing.
	Characters thoughts and	Descriptive writing.	research. Fact files.	Inferring	Comprehension.	Comparisons.
	feelings.	Letters and Diary	Conjunctions.	Descriptive writing.	Creative writing	Storytelling and
	Mystery story writing.	entries.	Note taking	Comprehension.	Poster design.	beliefs.
	Checking text makes	Reciting poetry.	Letter writing	Drawing inferences	Trump card	Letter writing.
	sense.	Identifying themes.	Checking text	by inferring	Commas. Using	Checking text
	Write simple sentences	Performing poetry.	makes sense	character's	prefixes and	makes sense.
	from dictation, using	Writing for	Using prefixes and	thoughts and	suffixes.	Drawing inferences
	conjunctions, adverbs	audience.	suffixes	feelings with	Possessive	by inferring
	and prepositions to	Begin using fronted	Possessive	evidence.	apostrophe.	character's
	express time and cause.	adverbials when re	apostrophe	Using conjunctions,	Write simple	thoughts and
		telling a traditional	Write simple	adverbs and	sentences from	feelings with
	Present and past tense	tale.	sentences from	prepositions to	dictation.	evidence.
	including progressive	Introduction of	dictation.	express time and		Understanding and
	verbs	consonants and		cause.		using speech marks
		vowels.				
	Text: Ottoline and the					
	Yellow cat Ottoline goes	Text: Matilda,				
	to school Burglar Bill	Firework, The	To 1 M/s of soil			
		haunted lift-James	Text: Wordsmith			
		Kirrup, The little Mermaid-Hans	text- All about			Tout Christanha's
			Orangutans Fiction books- The		Text: How to Train	Text: Christophe's
		Christen Anderson	Rainforest	Text: The tunnel,		Story, The Boy who Harnessed the
		Rapunzel – brother.	Kullijorest	Silly Billy, The	your Dragon,	wind.
				Gorilla.	Dragon adventure.	willu.
Maths	Place Value	Addition /	Multiplication &	Money	Fractions	Statistics
		Subtraction	division			

Aspirational Level	Recognise the place	Add and subtract	Recognise	Recognise and use	Recognise, find,	Interpret and
Y2	value of each digit in	across 10	repeated addition	symbols for pounds	name	construct simple
	two-digit numbers, and	Add across a 10	contexts,	(£) and pence (p);	and write fractions	pictograms, tally
	compose and	 Subtract across a 	representing them	combine amounts	1/3, ¼, 2/4 and 3/4	charts, block
	decompose	10	with multiplication	to make a	of a length, shape,	diagrams and
	two-digit numbers using	 Subtract from a 	equations and	particular value	set of	simple tables
	standard and non-	10	calculating the	Find different	objects or quantity	Ask and answer
	standard	 Subtract 1-digit 	product, within the	combinations of		simple questions
	partitioning.	number from a 2-	2, 5 and 10	coins that equal	Recognise the	by counting the
	- Recognise tens and	digit number	multiplication	the same amounts	equivalence of	number of objects
	ones	(across a 10)	tables.	of money	2/4 and ½	in each category
	– Use a place value chart		 Introduce the 	Solve simple	Write simple	and sorting the
	 Partition numbers to 	Add and subtract	multiplication	problems in a	fractions	categories by
	100	within 100 by	symbol	practical context	for example ½ of 6	quantity
	 Flexibly partition 	applying	 Multiplication 	involving addition	= 3	Ask and answer
	numbers to 100	related one-digit	sentences	and subtraction of		questions about
	– Write numbers in	addition and	– The 2 times-table	money of the same	Apply place-value	totalling and
	expanded form	subtraction facts:	– The 10 times-	unit, including	knowledge to	comparing
		add	table	giving change	known additive	categorical data
	Reason about the	and subtract only	– The 5 times-table	Recognise the	and multiplicative	
	location of any two-digit	ones or only tens	– The 5 and 10	subtraction	number facts	Time (Covering
	number in the linear	to/from a twodigit	times-tables	structure of	(scaling facts by	Year 1 & 2 stages)
	number system,	number.		'difference' and	10).	Sequence events in
	including	- Add across a 10	Relate grouping	answer questions	 Fractions and 	chronological order
	identifying the previous	 Subtract across a 	problems where	of the form, "How	scales	using language [for
	and next multiple of 10	10	the number of	many more?".	- Equivalent	example, before
	– 10s on the number line	 Subtract from a 	groups is unknown		fractions on a	and
	to 100	10	to multiplication	Calculate	number line	after, next, first,
	– 10s and 1s on the	 Subtract 1-digit 	equations with a	complements to	– Equivalent	today, yesterday,
	number line to 100	number from a 2-	missing factor, and	100	fractions as bar	tomorrow,
	 Estimate numbers on 	digit number	to division	- Subtract money	models	morning,
	the number line	(across a 10)	equations	Find change		afternoon and
		– 10 more, 10 less	(quotitive division).		Multiplication	evening]

Start Addition &	 Add and subtract 	- Make equal	Manipulate the	Children will be	Recognise and use
Subtraction	10s	groups	additive	exposed to all the	language relating
Secure fluency in		– Make equal	relationship:	times tables in	to
addition and subtraction	Add and subtract	groups – grouping	Understand the	preparation for	dates, including
facts within 10, through	within 100 by	– Make equal	inverse	their times table	days
continued practice.	applying	groups – sharing	relationship	test – government.	of the week,
- Bonds to 10	related one-digit	– Divide by 2	between	1-12 times-table	weeks,
– Add by making 10	addition and	– Divide by 10	addition and	Children must be	months and years
– Add to the next 10	subtraction facts:	– Divide by 5	subtraction, and	able to:	Tell the time to the
Subtract from a 10	add		how both relate to	Count forwards	hour and half past
	and subtract any 2		the	and backwards in	the hour and draw
	two-digit numbers.		part-part-whole	multiples of	the hands on a
	– Add two 2-digit		structure.	2, 5 and 10, up to	clock
	numbers (not		Understand and	10 multiples,	face to show these
	across a 10)		use the	beginning with any	times
	– Add two 2-digit		commutative	Multiple to be	Compare and
	numbers (across a		property of	entered for the	sequence intervals
	10)		addition, and	MTC.	of
	– Subtract two 2-		understand the		time
	digit numbers (not		related property	Problem solving	Tell and write the
	across a 10)		for	Children will use	time to five
	– Subtract two 2-		subtraction.	their knowledge	minutes,
	digit numbers		– Add money	gained to answer	including quarter
	(across a 10)		 Subtract money 	word problems	past/to the hour
	 Mixed addition 		Find change	over all areas so	and
	and subtraction			far.	draw the hands on
			Mass, capacity &		a
	Position &		temperature		clock face to show
	Direction		(Covering Year 1 &		these times
	Order and arrange		2)		Know the number
	combinations of		Compare, describe		of
	mathematical		and solve practical		minutes in an hour
			problems for:		and the number of

Science	Liectricity	Compare and group	their habitats	Journas	humans	inventions
Science	Electricity	States of matter	Living things and	Sounds	Animals, including	Inventions
				results using >, < and =		
				and record the		
				volume/capacity		
				mass,		
				Compare and order		
				measuring vessels		
				thermometers and		
				using rulers, scales,		
				appropriate unit,		
				to the nearest		
				(litres/ml)		
		anticlockwise)		- capacity		
		(clockwise and		- temperature (°C);		
		quarter turns		- mass (kg/g);		
		half and three-		measure		
		angles for quarter,		estimate and		
		terms of right		standard units to		
		as a turn and in		appropriate		
		between rotation		Choose and use		
		distinguishing				
		straight line and		volume		
		movement in a		- capacity and		,
		including		- mass/weight		seconds)
		movement,		following:		(hours, minutes,
		direction and		to record the		to record the time
		describe position,		Measure and begin		Measure and begin
		vocabulary to		VOIGITIC		problems for time
		Use mathematical		volume		and solve practical
		and sequences		- capacity and		Compare, describe
		objects in patterns		- mass/weight		hours in a day

Identify common	materials together,	Recognise that	Identify how	Describe the	Famous inventions
appliances that run on	according to	living things can be	sounds are made	simple functions of	that made the
electricity.	whether they are	grouped in a	associating some	the basic parts of	world a better
	solids, liquids or	variety of ways.	of them with	the digestive	place.
Construct a simple series	gases.		something	system in humans.	
electrical circuit,		Explore and use	vibration.		Design and create
including cells, wires,	Observe that some	classification keys		Identify the	an invention to
bulbs, switches and	materials change	to help group,	Recognise that	different types of	help and improve
buzzers.	state when they are	identify and name	vibrations from a	teeth in humans	lives.
Identify whether or not a	heated or cooled,	a variety of living	sound travel	and their simple	
lamp will light in a simple	and measure or	things in their local	through a medium	function.	
series circuit based on	research the	and wider	to the ear.		
whether or not the lamp	temperature at	environment.	Find patterns	Construct and	
is part of a complete	which this happens		between the pitch	interpret a variety	
loop with a battery.	in degrees Celsius.	Recognise that	of a sound and	of food chains,	
		environments can	features of the	identifying	
Recognise that a switch	Identify the part	change and that	object that	producers,	
opens and closes a	played by	this can sometimes	produced it.	predators and	
circuit and associate this	evaporation and	pose dangers to		prey.	
with whether or not a	condensation in the	living things.	Find patterns		
lamp lights in a sample	water cycle and		between the		
series circuit.	associate the rate		volume of a sound		
Recognise some	of the evaporation		and the strength of		
common conductors and	with temperature.		the vibrations that		
insulators, and associate			produced it.		
metals with being good					
conductors.			Recognise that		
			sounds get fainter		
			as the distance		
			from the sound		
			source increases.		

Computing	Using Computers Safely	DTP 1 – Simple	Data 1-	Presentation 1	<u>Simulations</u>	Programming 2 –
	2: E-Safety & Using the	<u>publisher</u>	Spreadsheets and			<u>Simple</u>
	internet		<u>Graphing</u>	Overview:	Overview:	<u>Programming</u>
		Overview:		Pupils will be	Pupils will learn	using Block Coding
	Overview:	Pupils will learn	Overview:	introduced to	what simulations	
	Pupils will be learning	basic DTP	Using Purple	creating simple	are and that they	Overview:
	about E-Safety issues	presentation skills	Mash's 2Calculate	presentations in	can be used to test	Using Purple
	raised in the Lee and	in publisher, such	pupils will be	PowerPoint. They	predictions.	Mash's 2Code
	Kim, and Jessie and	as: Graphic	introduced to	will be looking at		pupils will use
	Friends cartoons. They	manipulation,	spreadsheets,	the different ways	Pupils will use a	blocks of code to
	will learn about using	WYSIWYG ("WHAT	using them to do	they can change	simulation to	create a program
	technology safely,	YOU SEE IS WHAT	calculations and	text in a	analyse different	using events,
	respectfully and	YOU GET"),	producing charts	presentation to	options. They will	objects and action
	responsibly; recognising	spellchecker and	and data .	make it look	look for patterns	blocks. Pupils will
	acceptable/unacceptable	thesaurus,		different, adding		plan an algorithm
	behaviour;identifying	templates, key	The unit introduces	digital content and	Pupils will can	that includes
	how to report concerns.	techniques and	what data is, the	how to add effects	evaluate a	collision detection
	B - 21 - 21 - 2 - 2 - 2 - 2	formatting.	collecting of it,	to engage an	simulation to	and create a
	Pupils will move on to	Through the unit	analysing, and	audience	determine its	program using this.
	learning about how to	they will begin to	presenting it.	(animations & slide	usefulness for	They will be
	effectively search the	learn how to		transitions).	purpose.	introduced to using
	internet using a search	present data and	Strand:			selection and
	engine and how to read	content.	Information	Strand:	Strand:	repetition in
	the results page.		Technology	Information	Information	programs.
	Chuand, Diaital Litara	Strand:		Technology	Technology	
	Strand: Digital Literacy	Information				Strand:
	& Information	Technology				Computer Science
	Technology					
	l					

Topic	Capital cities	Mayans	Rainforests	Romans	Vikings	Africa
Global Learning	around the World	Where did they	Where are they	Sparatcus/Julius.	Where did the	Location and
(History,		originate from?	located?		Vikings come from?	continent.

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

		he is important to	To know some		symbols and why	symbols and why
	How do the rules	Hindus.	important Buddhist	To explore Jewish	they are important.	they are important
	work?		symbols and why	Passover.		to Christians.
			they are important.		To know why light is	
	How does this help			To know how	important in the	To know why light is
	us be a good		To know the	Passover is marked	Muslim faith.	important in the
	person?		importance of	with the Passover		Christian faith.
			offering lights and	Seder feast.	To know what	
			flowers to Buddha.		Muslims, do in the	
					month of Ramadan.	
			To explore the			
			festival of Wesak to			
			celebrate the birth			
			of Buddha.			
PE	Gymnastics and	Dance and Netball	OAA and Handball	Tennis and Football	Athletics and	Athletics and
	Dodgeball				Basketball	Cricket
Content		Dance (Wild	OAA (Problem	Ball Skills		
(skills and	Gymnastics	Animals)	solving and	The focus of the	Athletics	Athletics
knowledge)	(Symmetry and	The unit of work	orienteering)	learning is for pupils	The unit of work	The unit of work
	Asymmetry)	will challenge pupils	The unit of work	to refine their	will develop pupils'	will develop pupils'
NC Year	The unit of work	to respond to	will develop pupil's	understanding of	ability to develop	ability to develop
PA Stage S1-S3	will focus on	different stimuli	ability to apply	how they can use	their own sprinting	their own sprinting
	exploring	being able to	effective teamwork	their hitting	technique,	technique,
	movements and	sustain characters	through different	(striking) skills to	analysing their own	analysing their own
	balances in	to add drama and	problem-solving	send the ball into	performance. Pupils	performance. Pupils
	symmetrical and	emotion to the	challenges.	space in order to	will compare	will compare
	asymmetrical ways.	dance. Pupils will	Throughout the	win a game. Pupils	sprinting to running	sprinting to running
	Pupils will create	bring together the	unit, there will be a	will refine this	for distance and	for distance and
	sequences starting	choreography to	focus on pupils'	understanding of	pacing. The unit will	pacing. The unit will
	with their	create a final	ability to apply skills	why in certain	introduce throwing	introduce throwing
	symmetrical	performance in	essential to working	games, hitting into	for distance with	for distance with
	balance on	groups.	within a team as	space is essential in	javelins and explore	javelins and explore
	apparatus, moving	Netball		order to score	the triple jump.	the triple jump.

	out of it and	The unit of work	well as create	points against the	Basketball	Cricket
	travelling to a new	will explore how to	effective tactics.	opposing team.	The unit of work	The unit of work
	piece of apparatus	apply the principles	Handball	Football	will explore how to	will develop pupils'
	and ending in their	of attack vs	The unit of work	The unit of work	apply the principles	ability to apply the
	asymmetrical	defence, with a	will explore how to	will explore how to	of attack vs	principles of attack
	balances applying	particular focus on	apply the principles	apply the principles	defence, with a	vs defence in a
	flow.	passing and	of attack vs	of attack vs	particular focus on	cricket context.
	Dodgeball	moving. Pupils will	defence, with a	defence, with a	passing and moving,	Pupils will develop a
	The unit of work	learn how to keep	particular focus on	particular focus on	dribbling and	range of more
	will develop pupils'	possession and	passing and moving.	passing and moving	shooting. Pupils will	advanced fielding
	ability to apply the	eventually score in	Pupils will learn	and dribbling. Pupils	learn how to keep	skills to keep the
	principles of attack	order to win a	how to keep	will learn how to	possession and	batter's score as
	vs defence in	modified game.	possession and	keep possession	eventually score in	low as possible.
	games. Pupils will		eventually score in	and eventually	order to win a	Pupils will also
	apply their		order to win a	score in order to	modified game.	develop their
	throwing, catching		modified game.	win a modified		batting skills to
	and dodging skills			game.		outwit the fielders
	combining these					and score as many
	with their					runs (points) as
	understanding of					possible
	team work to try					
	and win the game.					
Music	Charanga: Lean on	Peter and the Wolf	Charanga: Three	BBC 10 Pieces –	Charanga:	Music Plus Digital:
	Me –	- Throughout this	Little Birds –	Each year the BBC	Glockenspiel Level	Ukuleles (Bug Club)
NC Year 4	This whole unit is	unit pupils will be	All the learning is	releases 10 pieces	1 - This is a six-week	- The ukulele is a
PA Stage 1-3	focussed around	introduced to the	focused around one	of classical music	Unit of Work that	fantastic instrument
	the song Lean on	instruments of the	song: Three Little	and resources to	introduces the	to facilitate good
	Me by Bill Withers.	orchestra and how	Birds.	allow pupils to	children to learning	music making at
	The meeterial	they are used to	A	access them.	about the language	Key Stage 2. It is
	The material	represent	As well as learning	The meterial is	of music through	small, versatile,
	presents an	characters in a	to sing, play,	The material is	playing the	cheap to purchase,
	integrated	story.	improvise and	always really	glockenspiel.	and offers a brilliant
	approach to music		compose with this	engaging and there		starting point for

	where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Pupils will experiments 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	song, children will listen and appraise other reggae songs to explore genre specific characteristics.	are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released.	The learning is focused around exploring and developing playing skills through the glockenspiel primarily however pupils will be able to experience following scores and playing the same pieces of music on the instruments of their choice.	students' musical development. Above all, it is fun and easy to play, allowing all 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.
Enrichment Opportunities	Visit local city (Canterbury city) visit the cathedral.	Science experiments using materials.	Trip to local park to observe living things in their environment.	Romans day: Pupils able to dress like romans and have a whole day experiences 'Roman' based activities.	Trip to wildwoods to observe animals' habitats.	Church trip to explore Christianity.



Penguins Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Pirates	Tudors	You are what you	Poetry	Traditional tales	Ancient Greeks
			eat.			
	We will learn about	We will learn about	We will study how	We will continue to	We will learn how	We will use the
	Pirates using the text	the 6 wives of	animals, including	work on our	some stories get	book Odyssey to
Curriculum Intent	Treasure Island.	Henry VIII.	humans, get	performance	passed down from	explore the myths
"The Why"	We will use our	We will practice	nutrition from	techniques but this	generation to	& legends of the
	geographical knowledge	our play to ensure	what they eat, how	term through	generation. We will	Ancient Greek
	to help us create and	that our audience	this food is eaten	poetry. We will	learn that some of	time. We will use
	follow 'Treasure maps'.	can hear us and	and digested and	learn a poem off by	these stories have	Non-fiction books
		understand us	about food chains.	heart as well as	a moral.	to research
		clearly.	We will read,	write our own.		different topics of
			follow and make			Ancient Greece and
			our own			make a pot out of
			instructions for a			clay.
			variety of items			
			including food. We			
			will use our			
			mathematical			
			knowledge of mass			
			& capacity to help			
			us measure			
			quantities			
			accurately.			
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Fiction	Traditional tales /	Non – fiction	Poetry / raps	Fiction	Non-fiction
		play scripts				Myths & Legends

	Treasure Island		Recipes /	A collection of	Fairy tales /	Greek Myths
		The Pied Piper of	instructions	poems by Roger	traditional tales	Odysseus
		Hamelin		McGough		
		Christmas play			Aesop's Fables	
English/ Literacy	Continuing to read and	Preparing plays to	Reading books that	Learning a wider	Increasing their	Drawing inferences
	discuss an increasingly	read aloud and to	are structured in	range of poetry by	familiarity with a	such as inferring
	wide range of fiction,	perform, showing	different ways and	heart	wide range of	characters'
	Identifying and	understanding	reading for a range	Preparing poems	books, including	feelings, thoughts
	discussing themes and	through intonation,	of purposes	and plays to read	myths, legends and	and motives from
	conventions in and	tone and volume		aloud and to	traditional stories,	their actions, and
	across a wide range of	so that the		perform, showing	modern fiction,	justifying
	writing	meaning is clear to		understanding	fiction from our	inferences with
		an audience		through intonation,	literary heritage,	evidence
				tone and volume	and books from	Predicting what
				so that the	other cultures and	might happen from
				meaning is clear to	traditions	details stated and
				an audience		implied
Maths	Place Value	Addition /	Multiplication &	Multiplication &	Money	Money
	Know that 10 tens are	Subtraction	division	Division	Add and subtract	Add and subtract
Aspirational Level	equivalent to 1	Calculate	Recall multiplication	Apply place-value	amounts of money	amounts of money
Y3	hundred, and that 100 is	complements to 100	facts, and	knowledge to known	to give change, using	to give change, using
	10 times the size of 10;	- Complements to	corresponding	additive and	both £ and p in	both £ and p in
	apply this to identify and	100	division facts, in the	multiplicative	practical contexts.	practical contexts.
	work out how many 10s		10, 5, 2, 4 and 8	number facts (scaling		
	there are in other three-	Add and subtract up	multiplication	facts by 10).	Fractions	Fractions
	digit multiples of 10 - Hundreds	to three-digit numbers	tables, and recognise products in these	– Multiples of 10 – Related	Interpret and write	Interpret and write
	- Hullareas	using columnar	multiplication tables	calculations	proper fractions to represent 1 or	proper fractions to represent 1 or
	Recognise the place value	methods.	as multiples of the	- Scaling	several parts of a	several parts of a
	of each digit in	Add two numbers	corresponding	- Fractions and	whole that is divided	whole that is divided
	three-digit numbers, and	(no exchange)	number.	scales	into equal parts.	into equal parts.
	compose and decompose	– Subtract two	– Multiples of 2	– Equivalent	– Understand the	– Understand the
	three-digit numbers using	numbers (no	4 – Multiples of 5	fractions on a	denominators of unit	denominators of unit
	standard and nonstandard	exchange)	and 10	number line	fractions	fractions
	partitioning.					

Represent numbers to	 Add two numbers 	5 – Sharing and	Equivalent	 Understand the 	 Understand the
1,000	(across a 10)	grouping	fractions as bar	numerators of non-	numerators of non-
 Partition numbers to 	 Add two numbers 	9 – Multiply by 4	models	unit fractions	unit fractions
1,000	(across a 100)	10 – Divide by 4	Solve problems,	 Understand the 	 Understand the
 Flexible partitioning of 	 Subtract two 	11 – The 4 times-	including missing	whole	whole
numbers to 1,000	numbers (across a	table	number problems,		
 Hundreds, tens and ones 	10)		involving	Find unit fractions of	Find unit fractions of
	Subtract two	Apply known	multiplication and	quantities using	quantities using
Reason about the location	numbers (across a	multiplication and	division, including	known	known
of any three-digit	100)	division facts to solve	positive integer	division facts	division facts
number in the linear	Add 2-digit and 3-	contextual problems	scaling problems and	(multiplication tables	(multiplication tables
number system, including	digit numbers	with different	correspondence	fluency).	fluency).
identifying the previous	 Subtract a 2-digit 	structures, including	problems in which n	 Unit fractions of a 	 Unit fractions of a
and next multiple of 100	number from a 3-	quotitive and	objects are	set of objects	set of objects
and	digit number	partitive division.	connected to m		
10			objects.	Reason about the	Reason about the
– Find 1, 10 or 100 more or	Manipulate the	Recall and use		location of any	location of any
less	additive relationship:	multiplication and	Mass and capacity	fraction within	fraction within
– Number line to 1,000	Understand the	division facts for the	Measure, compare,	1 in the linear	1 in the linear
 Estimate on a number 	inverse relationship	3, 4 and 8	add and subtract:	number system.	number system.
line to 1,000	between	multiplication tables	lengths (m/cm/mm);	 Compare and order 	 Compare and order
 Compare numbers to 	addition and		mass (kg/g);	unit fractions	unit fractions
1,000	subtraction, and how	Write and calculate	volume/capacity	 Compare and order 	 Compare and order
– Order numbers to 1,000	both relate to the	mathematical	(l/ml).	non-unit fractions	non-unit fractions
	part–part–whole	statements for		 Fractions on a 	– Fractions on a
Divide 100 into 2, 4, 5 and	structure.	multiplication and	Statistics	number line	number line
10 equal parts,	Understand and use	division using the	Interpret and	 Count in fractions 	 Count in fractions
and read scales/number	the commutative	multiplication tables	present data using	on a number line	on a number line
lines marked in multiples	property of	that they know,	bar charts,		
of	addition, and	including for two-	pictograms and	Add and subtract	Add and subtract
100 with 2, 4, 5 and 10	understand the	digit numbers times	tables.	fractions with the	fractions with the
equal parts.	related property for	one-digit numbers,		same	same
- Number line to 1,000	subtraction.	using mental and	Solve one-step and	denominator, within	denominator, within
 Estimate on a number 	- Inverse operations	progressing to	two-step questions	1.	1.
line to 1,000	 Make decisions 	formal written	using information	Add fractions	Add fractions
– Count in 50s		methods		Subtract fractions	Subtract fractions

	T	procented in scaled	
Ch		presented in scaled	
Shape		bar charts and	
Recognise right angles as a		pictograms and	
property of shape or		tables.	
a description of a turn, and			
identify right angles in 2D			
shapes presented in			
different orientations.			
– Right angles			
Draw polygons by joining			
marked points, and			
identify parallel and			
perpendicular sides.			
– Parallel and			
perpendicular			
– Draw polygons			
- Draw polygons			
Draw 2-D shapes.			
Diaw 2-D silapes.			
Measure the perimeter of			
simple 2D shapes			
Make 2 Dichance using			
Make 3-D shapes using			
modelling materials;			
recognise 3-D shapes in			
different orientations and			
describe them.			
Start Addition &			
Subtraction			
Secure fluency in addition			
and subtraction			
facts that bridge 10,			
through continued			
practice.			

Science	- Add 1s across a 10 - Add 10s across a 100 - Subtract 1s across a 10 - Subtract 1s across a 100 - Add two numbers (across a 10) - Add two numbers (across a 100) - Subtract two numbers (across a 100) - Subtract two numbers (across a 10) - Subtract two numbers (across a 10) - Subtract two numbers (across a 100)	Earth & Space	Animals including	Living things and	Properties and changes of materials
Science	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	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	humans (Biology) 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.	their habitats (Biology) 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	Chemistry) 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. S5 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity

	Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 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.	apparent movement of the sun across the sky.	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. S5 - Describe the changes as humans develop to old age	pose dangers to living things. S5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	(electrical and therm magnets Know that some mat liquid to form a solut how to recover a subsolution Use knowledge of so gases to decide how separated, including sieving and evaporat Give reasons, based comparative and fair particular uses of ever including metals, wo Demonstrate that dischanges of state are Explain that some ch formation of new makind of change is not including changes as burning and the action bicarbonate of soda	erials will dissolve in cion, and describe estance from a lids, liquids and mixtures might be through filtering, ing on evidence from tests, for the eryday materials, od and plastic esolving, mixing and reversible changes anges result in the esterials, and that this usually reversible, sociated with
Computing	Overview: Pupils will learn what a computer network is and learn that computer networks include the internet. They will learn	Overview: This unit focuses on Desktop Publishing with pupils learning how to create digital	Overview: This unit is designed to introduce the pupils to data and how we collect it.	Overview: Pupils will use and combine different software to design and create digital artefacts through	Overview: Pupil using Purple Mash's 2Animate will learn what stop frame animation is, understanding	Overview: Pupils using block programming will learn about sequencing, selection,
	that they provide	artefacts with text,	Pupils will learn	the scenario of	what frames are,	conditionals, and

multiple services, such as that by sorting it, launching their and the process of repetition in incorporating the world wide web; and images and we can make more making. Pupils will programming; they own restaurant the opportunities they content from the sense of it and serving their learn to use the will work with internet. Pupils will offer for communication make it useful and favourite food. Onion Skin tool to variables and various forms of start by learning Pupils will need to create an animated and collaboration. easy to how to use understand. use the internet to image and how to input and output. collect data. do use backgrounds Developing on this pupil internet search technologies Pupils will learn some simple and sounds to They will be will watch the Childnet effectively, how technology analysis / create more reminded of what E-Safety series "The appreciating how can help us with calculations and complex and algorithms are and Adventures of Kara, results are selected data collection and present this imaginative use logical Winston and the Smart and ranked, and be sorting. Pupils will through the animations. These reasoning to Crew", learning about different pieces of the pupils will discerning in combine the use of explain how some SMART rules and evaluating digital software to create software. present, and simple algorithms undertake the activities content for a survey for through different work to support this. These inclusion in their Pupils will learn collecting their internet services reinforce the messages data, and why and when to work. (display boards and Strand: given about using spreadsheet use specific blogs in Purple **Computer Science** technology safely, Through creating a software to Microsoft pieces of Mash) comment on respectfully and publication that calculate totals, software. each other's work. responsibly; recognising includes content sort data and acceptable/unacceptable from the internet produce graphs Strand: Strand: and charts for Information Information behaviour; and they will **Technology** analysis. **Technology** identifying ways to investigate WYSIWYG ("WHAT report concerns about YOU SEE IS WHAT Strand: content and contact. YOU GET"), page Information orientation and **Technology Strand: Digital Literacy** refresh their & Computer Science knowledge of formatting. Through the unit they will begin to

learn how to present data and content for an audience that accomplishes a given goal.		
Strand: Information Technology		

MFL	Recap prior	Planets & the Solar	Body & physical	Instructions	Music	Poetry
	learning	System	descriptions			De-coding texts
	Maps	Francophone		Listen attentively	Listen attentively to	
	Directions	Christmas	Listen attentively to	to spoken language	spoken language	Listen attentively to
			spoken language	and show	and show	spoken language
	Listen attentively to	Listen attentively to	and show	understanding by	understanding by	and show
	spoken language	spoken language	understanding by	joining in and	joining in and	understanding by
	and show	and show	joining in and	responding	responding	joining in and
	understanding by	understanding by	responding			responding
	joining in and	joining in and		Explore the	Explore the	
	responding	responding	Explore the	patterns and	patterns and	Explore the
			patterns and	sounds of language	sounds of language	patterns and
	Explore the	Explore the	sounds of language	through songs and	through songs and	sounds of language
	patterns and	patterns and	through songs and	rhymes and link the	rhymes and link the	through songs and
	sounds of language	sounds of language	rhymes and link the	spelling, sound and	spelling, sound and	rhymes and link the
	through songs and	through songs and	spelling, sound and	meaning of words	meaning of words	spelling, sound and
	rhymes and link the	rhymes and link the	meaning of words			meaning of words
	spelling, sound and	spelling, sound and		Engage in short,	Engage in short,	
	meaning of words	meaning of words	Engage in short,	scaffolded	scaffolded	Engage in short,
			scaffolded	conversations; ask	conversations; ask	scaffolded
			conversations; ask			conversations; ask

Engage in sho		and answer a few			
scaffolded	scaffolded	familiar questions	familiar questions	familiar questions	familiar questions
conversations					
and answer a		Speak in short	Speak in short	Speak in short	Speak in short
familiar quest	tions familiar questions	sentences, using	sentences, using	sentences, using	sentences, using
		familiar vocabulary,	familiar vocabulary,	familiar vocabulary,	familiar vocabulary,
Speak in shor	' '	phrases and basic	phrases and basic	phrases and basic	phrases and basic
sentences, us		language structures	language structures	language structures	language structures
familiar vocal					
phrases and b	•	Develop accurate	Develop accurate	Develop accurate	Develop accurate
language stru	ictures language structures	pronunciation when	pronunciation	pronunciation when	pronunciation when
		using familiar words	when using familiar	using familiar words	using familiar words
Develop accu		and phrases	words and phrases	and phrases	and phrases
pronunciation	"				
using familiar		Broaden their	Broaden their	Broaden their	Broaden their
and phrases	and phrases	vocabulary	vocabulary	vocabulary	vocabulary
Broaden their	r Broaden their	Start to recognise	Start to recognise	Start to recognise	Start to recognise
vocabulary	vocabulary	cognates and see	cognates and see	cognates and see	cognates and see
Vocabalary	Vocabalary	hoe French is the			
Start to recog	gnise Start to recognise	same/ differs from	same/ differs from	same/ differs from	same/ differs from
cognates and	.	English	English	English	English
hoe French is		0 1	0 -		0 -
same/ differs		Understand that	Understand that	Understand that	Understand that
English	English	French is spoken all			
		over the world	over the world	over the world	over the world
Understand t	hat Understand that				
French is spol	ken all French is spoken all	Enrichment	Enrichment	Enrichment	Enrichment
over the worl	d over the world	Opportunities	Opportunities	Opportunities	Opportunities
Enrichment	Enrichment	Cross curricular -	Francophonie Focus	Cross curricular -	Cross curricular -
Opportunitie	s Opportunities	Science	Day	Music	English

	Cross curricular – Global Learning	Cross curricular - Science		Cross-curricular – topic/ English		
Personal	Living in the wider	Living in the wider	Relationships	Health and Well	Relationships	Health and Well
Development	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	Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	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	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	Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety
	responsibility in the home and school					
World Beliefs	Talk about the 5 British Values?	To explore the Sikh scripture The Guru Granth Sahib and	To know about the sacred book the Tipitaka and know	To know who Abraham was and why he is important	Look at the five pillars of Islam and their names and	To know who Moses was and why he is important to
	Why do we have rules?	why it is important to Sikhs.	why it is important to Buddhists.	to Jews.	meanings.	Christians.
	Identify rules, laws and responsibilities within school.	To name the five Ks To know who Guru	To know that Buddhists live by the five morals.	To know who Moses was and why he is important to Jews.	To explore the Holy Qur'an and know why this is important to	To know that Christians follow the rules of the Ten Commandments.
		Nanak was and why			Muslims.	

	What are the laws outside of school? How does following laws make us a good citizen? Explore how Parliament and government set our laws.	he is important to Sikhs		To explore the Torah and know why it is important to Jews. To explore Hebrew writing and the alphabet.	To know about the festival of Ashura and why it is important to Muslims.	To explore the Holy Bible and know why it is important to Christians. To know who Jesus' disciples were and why they are important to Christians.
PE	Gymnastics and Tag	OAA and Creative	Dance and	Handball and	Cricket and	Athletics and
	Rugby	Games	Dodgeball	Games Football	Pickleball	Rounders
Content						
(skills and	Gymnastics	OAA (Problem	Dance (Space)	Handball		Athletics
knowledge)	(Bridges)	Solving)	The unit of work	The unit of work		The unit of work
	The unit of work	The unit of work	will challenge pupils	will develop pupils'	Cricket	will challenge pupils
NC Year	will focus on	will refine pupil's	to explore	ability to apply the	The unit of work	to consolidate their
PA Stage S1-S4	exploring bridge	ability to apply	movement through	principles of attack	will challenge pupils	knowledge,
	balances and the	effective teamwork	improvisation,	vs defence, with a	to refine and apply	understanding and
	ways we can move	through different	introducing unison	particular focus on	their prior learning	ability to sprint
	in and out of them	problem-solving	and matching.	creating simple	of the skills required	effectively,
	over and under them, on the floor	challenges. Throughout the	Pupils will sustain their characters to	attacking tactics in order to move the	for both batting and	individually and within a team.
	and on the	unit, there will be a	add drama and	ball up the court,	fielding. Pupils will	Pupils will be able
	apparatus. Pupils	focus on pupils'	emotion to the	creating an attack	be able to create	to develop their
	will create	ability to apply skills	dance. Pupils will	that results in a	and apply tactics for	technique for
	sequences	essential to working	extend their dance	shooting	both batting, and	throwing a shot
	combining	within a team as	skills by using more	opportunity.	fielding (including	putt and explore
	movements and	well as create,	complex interacting	Football	bowling) and apply	and develop an
	bridge balances in	evaluate and adapt	movements, actions	The unit of work	these successfully	understanding of
	pairs, applying flow	tactics.	,	will develop pupils'	within their teams. Tennis/Pickleball	Ü

	and challenging	Creative Games	and incorporate	ability to apply the	The unit of work	how to hurdle
	their creativity.	The unit of work	apparatus.	principles of attack	will explore how to	safely.
	Tag-Rugby	will provide pupils	Dodgeball	vs defence, with a	apply the principles	Rounders
	The unit of work	the opportunity to	The unit of work	particular focus on	of attack vs defence	The unit of work
	will explore how to	analyses and	will consolidate	creating simple	in order to win a	will explore the
	apply the principles	problem solve a	pupils' ability to	attacking tactics in	game of	concept of batting
	of attack vs	game, adapting	apply the principles	order to move the	tennis/pickleball.	and fielding (attack
	defence, with a	rules and concepts	of attack vs defence	ball up the pitch,	Pupils will	and defence). Pupils
	particular focus on	to improve the	in games. Pupils will	creating an attack	understand where	will develop an
	passing and moving	quality of games.	consolidate their	that results in a	and why we	understanding of
	to score a try. Pupils		throwing, catching	shooting	throw/hit the ball	the purpose of each
	will develop their		and dodging skills	opportunity.	on the court and be	team. Pupils will
	understanding of		applying these as		introduced to basic	learn how to apply
	when, where and		they create simple		shot techniques.	a variety of fielding
	why they need to		tactics for attacking			skills such as
	create space when		and defending.			throwing and
	they are attacking.					stopping the ball to
						keep the batter's
						score low.
Music	- In this unit pupils	- Focussing on The	- This Glockenspiel	- This term we will	- This unit of work	- Although pupils
	will revisit the	Planets – Holst	2 Unit of Work	be studying hip hop	looks to develop	may well have
	varying concepts of	pupils will create	builds on the	culture and how it	pupils time keeping,	played keyboards
	pulse and rhythm.	the sound world of	learning from	revolved around	knowledge and	before, this unit
	Distinguishing	space as they	Glockenspiel 1 in	music. We will be	application of	introduces pupils
	between these two	perceive it. Pupils	Year 4. Pupils will	exploring the 4	rhythmic notation,	into using correct
	musical features	will use the inter-	continue to practice	elements of Hip-	compositional skills	hand and finger
	often proves tricky	related dimensions	and develop their	Hop Culture and	and both ensemble	technique as well as
	for pupils so we	of music to	score reading and	pupils will have an	and leadership	a stave notation.
	explore them a little	•	performance but	opportunity to	skills. Throughout	There are
	deeper and engage	qualities and	will have more	experience each	the unit pupils will	opportunities for
	the pupils by using	characteristics (size,	independence	element in one way	be learning how	pupils to score out
	popular music and	distance from the	when composing	or another. The 4	note lengths can be	well-known tunes
	the music they love.			elements are:	combined to make	and learn and

	Pupils will explore	sun etc.) of the	and working in	MCing;	up interesting	perform them
	how pulse and	planets.	small ensembles.	Turntablism;	rhythms. They will	within the
	rhythm are	Pupils will also have		Graffiti and	be exploring	classroom.
	intertwined and will	the opportunity to	NC - use and	Breakdancing.	timbres of	
	work on creating	learn Christmas	understand staff	Pupils will also learn	household items	NC - play and
	their own rhythms	music ready for a	and other musical	how to play old-	and using them as	perform in solo and
	to accompany a	school	notations. Play and	school hip-hop	instruments in their	ensemble contexts,
	popular song of	performance.	perform in solo and	songs and learn	own compositional	using their voices
	their choice.		ensemble contexts,	about sampling.	performances.	and playing musical
		NC - improvise and	using their voices			instruments with
	NC - play and	compose music for	and playing musical	NC - appreciate and	NC - improvise and	increasing
	perform in solo and	a range of purposes	instruments with	understand a wide	compose music for	accuracy, fluency,
	ensemble contexts,	using the inter-	increasing	range of high-	a range of purposes	control and
	using their voices	related	accuracy, fluency,	quality live and	using the inter-	expression. Use
	and playing musical	dimensions of	control and	recorded music	related	and understand
	instruments with	music. Appreciate	expression	drawn	dimensions of	staff and other
	increasing	and understand a		from different	music.	musical notations.
	accuracy, fluency,	wide range of high-		traditions and from		
	control and	quality live and		great composers		
	expression.	recorded music		and musicians.		
		drawn		Develop an		
		from different		understanding of		
		traditions and from		the history of		
		great composers		music.		
		and musicians				
Enrichment			YUMU charanga	Pupils experience		YUMU charanga
Opportunities			profiles can help	different elements		profiles can help
			embed learning	of Hip Hop culture		embed learning
				to support		
				understanding.		
				Linked with Art for		
				graffiti lesson.		



Eagles Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Pirates	Tudors	You are what you	Poetry	Traditional tales	Ancient Greeks
			eat.			
	We will learn about	We will learn about	We will study how	We will continue to	We will learn how	We will use the
	Pirates using the	the 6 wives of	animals, including	work on our	some stories get	book Odyssey to
Curriculum Intent	text Treasure	Henry VIII.	humans, get	performance	passed down from	explore the myths
"The Why"	Island.	We will practice our	nutrition from what	techniques but this	generation to	& legends of the
	We will use our	play to ensure that	they eat, how this	term through	generation. We will	Ancient Greek time.
	geographical	our audience can	food is eaten and	poetry. We will	learn that some of	We will use Non-
	knowledge to help	hear us and	digested and about	learn a poem off by	these stories have a	fiction books to
	us create and follow	understand us	food chains.	heart as well as	moral.	research different
	'Treasure maps'.	clearly.	We will read, follow	write our own.		topics of Ancient
			and make our own			Greece and make a
			instructions for a			pot out of clay.
			variety of items			
			including food. We			
			will use our			
			mathematical			
			knowledge of mass			
			& capacity to help			
			us measure			
			quantities			
			accurately.			
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Fiction	Traditional tales /	Non – fiction	Poetry / raps	Fiction	Non-fiction
		play scripts	Recipes /	A collection of	Fairy tales /	Myths & Legends
	Treasure Island		instructions	poems by Roger	traditional tales	Greek Myths
				McGough		Odysseus

		The Pied Piper of			Aesop's Fables	
		Hamelin				
		Christmas play				
English/ Literacy	continuing to read	Preparing plays to	Reading books that	Learning a wider	Increasing their	Drawing inferences
	and discuss an	read aloud and to	are structured in	range of poetry by	familiarity with a	such as inferring
	increasingly wide	perform, showing	different ways and	heart	wide range of	characters' feelings,
	range of fiction,	understanding	reading for a range	Preparing poems	books, including	thoughts and
	Identifying and	through intonation,	of purposes	and plays to read	myths, legends and	motives from their
	discussing themes	tone and volume so		aloud and to	traditional stories,	actions, and
	and conventions in	that the meaning is		perform, showing	modern fiction,	justifying inferences
	and across a wide	clear to an audience		understanding	fiction from our	with evidence
	range of writing			through intonation,	literary heritage,	Predicting what
				tone and volume so	and books from	might happen from
				that the meaning is	other cultures and	details stated and
				clear to an audience	traditions	implied
Maths	Place Value	Addition /	Multiplication &	Multiplication &	Money	Money
	Know that 10 tens	Subtraction	division	Division	Add and subtract	Add and subtract
Aspirational Level	are equivalent to 1	Calculate	Recall multiplication	Apply place-value	amounts of money	amounts of money
Y3	hundred, and that	complements to	facts, and	knowledge to	to give change,	to give change,
	100 is 10 times the	100	corresponding	known additive and	using both £ and p	using both £ and p
	size of 10;	- Complements to	division facts, in the	multiplicative	in practical	in practical
	apply this to	100	10, 5, 2, 4 and 8	number facts	contexts.	contexts.
	identify and work		multiplication	(scaling facts by 10).		
	out how many 10s	Add and subtract up	tables, and	– Multiples of 10	Fractions	Fractions
	there are in other	to three-digit	recognise products	– Related	Interpret and write	Interpret and write
	three-digit	numbers	in these	calculations	proper fractions to	proper fractions to
	multiples of 10	using columnar	multiplication	- Scaling	represent 1 or	represent 1 or
	- Hundreds	methods.	tables as multiples	 Fractions and 	several parts of a	several parts of a
		Add two numbers	of the	scales	whole that is	whole that is
	Recognise the place	(no exchange)	corresponding	– Equivalent	divided into equal	divided into equal
	value of each digit	– Subtract two	number.	fractions on a	parts.	parts.
	in	numbers (no	– Multiples of 2	number line		
		exchange)	1	1	İ	1

 throo digit	– Add two numbers	4 – Multiples of 5	– Equivalent	– Understand the	– Understand the
three-digit numbers, and	(across a 10)	and 10	fractions as bar	denominators of	denominators of
•	*				
compose and	– Add two numbers	5 – Sharing and	models	unit fractions	unit fractions
decompose	(across a 100)	grouping	Solve problems,	– Understand the	– Understand the
three-digit numbers	– Subtract two	9 – Multiply by 4	including missing	numerators of non-	numerators of non-
using standard and	numbers (across a	10 – Divide by 4	number problems,	unit fractions	unit fractions
nonstandard	10)	11 – The 4 times-	involving	 Understand the 	 Understand the
partitioning.	Subtract two	table	multiplication and	whole	whole
Represent numbers	numbers (across a		division, including		
to 1,000	100)	Apply known	positive integer	Find unit fractions	Find unit fractions
 Partition numbers 	Add 2-digit and 3-	multiplication and	scaling problems	of quantities using	of quantities using
to 1,000	digit numbers	division facts to	and	known	known
– Flexible	 Subtract a 2-digit 	solve contextual	correspondence	division facts	division facts
partitioning of	number from a 3-	problems with	problems in which n	(multiplication	(multiplication
numbers to 1,000	digit number	different structures,	objects are	tables fluency).	tables fluency).
 Hundreds, tens 		including quotitive	connected to m	 Unit fractions of a 	– Unit fractions of a
and ones	Manipulate the	and partitive	objects.	set of objects	set of objects
	additive	division.			
Reason about the	relationship:		Mass and capacity	Reason about the	Reason about the
location of any	Understand the	Recall and use	Measure, compare,	location of any	location of any
three-digit	inverse relationship	multiplication and	add and subtract:	fraction within	fraction within
number in the	between	division facts for the	lengths	1 in the linear	1 in the linear
linear number	addition and	3, 4 and 8	(m/cm/mm); mass	number system.	number system.
system, including	subtraction, and	multiplication	(kg/g);	 Compare and 	 Compare and
identifying the	how both relate to	tables	volume/capacity	order unit fractions	order unit fractions
previous and next	the		(I/ml).	 Compare and 	 Compare and
multiple of 100 and	part-part-whole	Write and calculate		order non-unit	order non-unit
10	structure.	mathematical	Statistics	fractions	fractions
– Find 1, 10 or 100	Understand and use	statements for	Interpret and	– Fractions on a	– Fractions on a
more or less	the commutative	multiplication and	present data using	number line	number line
– Number line to	property of	division using the	bar charts,	 Count in fractions 	- Count in fractions
1,000	,	multiplication	pictograms and	on a number line	on a number line
		tables that they	tables.		
		12.2.00 1			

– Estimate on a	addition, and	know, including for		Add and subtract	Add and subtract
number line to	understand the	two-digit numbers	Solve one-step and	fractions with the	fractions with the
1,000	related property for	times one-digit	two-step questions	same	same
 Compare numbers 	subtraction.	numbers, using	using information	denominator,	denominator,
to 1,000	- Inverse operations	mental and	presented in scaled	within 1.	within 1.
– Order numbers to	– Make decisions	progressing to	bar charts and	 Add fractions 	 Add fractions
1,000		formal written	pictograms and	 Subtract fractions 	 Subtract fractions
,		methods	tables.		
Divide 100 into 2, 4,					
5 and 10 equal					
parts,					
and read					
scales/number lines					
marked in multiples					
of					
100 with 2, 4, 5 and					
10 equal parts.					
- Number line to					
1,000					
 Estimate on a 					
number line to					
1,000					
Count in 50s					
Shape					
Recognise right					
angles as a property					
of shape or					
a description of a					
turn, and identify					
right angles in 2D					

		1		
shapes presente	d in			
different				
orientations.				
– Right angles				
ggg.				
Draw polygons b	v			
joining marked	y			
points, and				
identify parallel a				
perpendicular sid	ies.			
– Parallel and				
perpendicular				
– Draw polygons				
Draw 2-D shapes				
Measure the				
perimeter of sim	ple			
2D shapes				
Make 3-D shapes	5			
using modelling				
materials; recogn	nise			
3-D shapes in				
different				
orientations and				
describe them.				
acsorise them.				
Start Addition &				
Subtraction				
Secure fluency in				
addition and				
subtraction				

	facts that bridge 10, through continued practice Add 1s across a 10 - Add 10s across a 100 - Subtract 1s across a 10 - Subtract 1s across a 10					
	– Add two numbers(across a 10)– Add two numbers					
	(across a 100)					
	– Subtract two					
	numbers (across a					
	10)					
	– Subtract two					
	numbers (across a					
	100)					
Maths	Place Value	Addition /	Multiplication /	Position &	Fractions	
	Know that 10	Subtraction	division	Direction	Reason about the loc	
Aspirational Level	hundreds are	Add and subtract	Recall multiplication	Describe positions	numbers in the linear	•
Y4	equivalent to 1	numbers with up to	and division facts	on a 2-D grid as coordinates in the	- Number lines with r	
	thousand, and that 1,000 is 10 times	4 digits using the formal written	up to 12 × 12 and	first quadrant.	 Compare and order 	mixed numbers
	the size of 100;	methods of	recognise products	ilist quaurant.	Convert mixed number	ers to improper
	apply this to	columnar addition	in multiplication	Describe	fractions and vice ver	
	identify and work	and subtraction	tables as multiples	movements	- Convert mixed num	
	out how many 100s	where appropriate.	of the	between positions	fractions	is the
	there are in other		corresponding	as translations of a	– Convert improper fi	ractions to mixed
			number.	given unit to the	numbers	

four-digit multiples	Solve addition and	Factor pairs	left/right and	
of 100.	subtraction two-	 Use factor pairs 	up/down.	Add and subtract improper and mixed
– Thousands	step problems in	Related facts –		fractions with the same denominator,
	contexts, deciding	multiplication and	Plot specified points	including bridging whole numbers.
Recognise the place	which operations	division	and draw sides to	 Add fractions and mixed numbers
value of each digit	and methods to use	– Informal written	complete a given	 Subtract from whole amounts
in four-digit	and why.	methods for	polygon.	 Subtract from mixed numbers
numbers, and		multiplication		
compose and	Measurement –	 Multiply a 2-digit 	Decimals	Residential
decompose four-	Area	number by a 1-digit	Recognise and write	
digit numbers using	Measure and	number	decimal equivalents	
standard and non-	calculate the	– Multiply a 3-digit	of any number of	
standard	perimeter of a	number by a 1-digit	tenths or	
partitioning.	rectilinear figure	number	hundredths.	
– Represent	(including squares)			
numbers to 10,000	in centimetres and	Solve division	Recognise and write	
– Partition numbers	metres.	problems, with two-	decimal equivalents	
to 10,000		digit	to 1/4, 1/2 and 3/4.	
– Flexible	Find the area of	dividends and one-		
partitioning of	rectilinear shapes	digit divisors, that	Round decimals	
numbers to 10,000	by counting	involve	with one decimal	
	squares.	remainders, and	place to the nearest	
Reason about the		interpret	whole number.	
location of any four-		remainders		
digit number in the	Know that 10	appropriately	Compare numbers	
linear number	hundreds are	according to the	with the same	
system, including	equivalent to 1	context.	number of decimal	
identifying the	thousand, and that	 Divide a 2-digit 	places up to two	
previous and next	1,000 is 10 times	number by a 1-digit	decimal places	
multiple of 1,000	the size of 100;	number (1)		
and 100, and	apply this to	– Divide a 2-digit		
rounding to the	identify and work	number by a 1-digit		
nearest of each.	out how many 100s	number (2)		

	l, 10, 100, there are in other	Divide a 3-digit		
	nore or less four-digit multiples	number by a 1-digit		
	per line to of 100	number		
10,000	, , ,			
Estimate	1 , ,	Apply place-value		
number	•	knowledge to		
10,000		known		
- Compa	pare numbers	additive and		
to 10,00		multiplicative		
– Order	r numbers to	number facts		
10,000		(scaling		
– Round	d to the	facts by 100).		
nearest	: 10	– Multiply by 100		
– Round	d to the	– Divide by 100		
nearest		– Divide a 1- or 2-		
– Round	d to the	digit number by 100		
nearest				
– Round	d to the			
nearest	10,000			
	1,000 into 2,			
4, 5 and	d 10 equal			
parts, a				
scales/n	number lines			
	l in multiples			
of 1,000	0 with 2, 4, 5			
and 10 e	equal parts.			
	per line to			
10,000				
– Estima	ate on a			
number	r line to			
10,000				

	Time 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.				
Science	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	Earth & Space (Physics) 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.	Animals including humans (Biology) 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	Living things and their habitats (Biology) 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	Properties and changes of materials (Chemistry) 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. S5 - Compare and group together everyday materials on the basis of their properties, including their hardness,

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. 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	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	support, protection and movement. 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. S5 - Describe the changes as humans develop to old age	Recognise that environments can change and that this can sometimes pose dangers to living things. S5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	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 this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

including levers, pulleys and gears, allow a smaller force to have a greater effect. Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in thisIdentify signs of manipulative, pressurising or threatening behaviour onlineRespond safely if they think someone is trying to manipulate, pressure or threaten themUnderstand their rights online, and respect those of othersTake measures to control their privacy Overview: Pupils will be introduced to applying skills and knowledge learnt in Purple Mash's 2Calculate to using spreadsheets (Microsoft Excel) to model a situation. They will learn how enter data (collecting), to use some simple formulae for analysis, to presenting data / information through graphs and tables. Strand: Information Technology	Overview: Through a given scenario (a Charity Cake Sale) pupils 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 / knowledge of word processing, presentation and DTP software from previous units and further develop upon skills already learnt. Strand: Information Technology	Overview: Pupils will be learning about how software and hardware work together; the parts of a computer and how do they work; and what networks are and how they work to provide services and opportunities for collaboration and communication. Strand: Computer Science	Overview: This unit focuses on problem solving (decomposition & abstraction) and creating instructions (Algorithms) so others can easily solve them. Pupils will investigate how we can follow algorithms to create different things and use logical reasoning to solve problems the same way time and again. Pupils will look at detecting and correcting errors in algorithms and programs.	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 a project at the end of involving them designing, writing and a program that accomplishes specific goals. Strand: Computer Science
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and digital		Strand:	
footprint.		Computer Science	
-Get help from an			
appropriate source			
if they need it.			
Pupils will go on to			
learning about			
other threats to			
using technology			
safely: malware and			
plagiarism.			
Strand: Digital			
Literacy			

MFL	Living Things,	Health and	Home & family	Family & Friends	Famous	Olympics
	Habitats and the	wellbeing			Francophones	
	Water Cycle	Francophone	Listen attentively to	Listen attentively to	(including Inventors	Listen attentively to
		Christmas	spoken language	spoken language	and Scientists)	spoken language
	Listen attentively to		and show	and show		and show
	spoken language	Listen attentively to	understanding by	understanding by	Listen attentively to	understanding by
	and show	spoken language	joining in and	joining in and	spoken language	joining in and
	understanding by	and show	responding	responding	and show	responding
	joining in and	understanding by			understanding by	
	responding	joining in and	Explore the	Explore the	joining in and	Explore the
		responding	patterns and	patterns and	responding	patterns and
	Explore the		sounds of language	sounds of language		sounds of language
	patterns and	Explore the	through songs and	through songs and	Explore the	through songs and
	sounds of language	patterns and	rhymes and link the	rhymes and link the	patterns and	rhymes and link the
	through songs and	sounds of language	spelling, sound and	spelling, sound and	sounds of language	spelling, sound and
	rhymes and link the	through songs and	meaning of words	meaning of words	through songs and	meaning of words
		rhymes and link the			rhymes and link the	

spelling, sound and	spelling, sound and	Engage in short,	Engage in short,	spelling, sound and	Engage in short,
meaning of words	Listen attentively to	scaffolded	scaffolded	meaning of words	scaffolded
Engage in short,	spoken language	conversations; ask	conversations; ask	Engage in short,	conversations; ask
scaffolded	and show	and answer a wider	and answer a wider	scaffolded	and answer a wider
conversations; ask	understanding by	range of familiar	range of familiar	conversations; ask	range of familiar
and answer a wider	joining in and	questions;	questions;	and answer a wider	questions;
range of familiar	responding			range of familiar	
questions;		Speak in short	Speak in short	questions;	Speak in short
	Explore the	sentences, using	sentences, using		sentences, using
Speak in short	patterns and	familiar vocabulary,	familiar vocabulary,	Speak in short	familiar vocabulary,
sentences, using	sounds of language	phrases and basic	phrases and basic	sentences, using	phrases and basic
familiar vocabulary,	through songs and	language structures	language structures	familiar vocabulary,	language structures
phrases and basic	rhymes and link the			phrases and basic	
language structures	spelling, sound and	Develop accurate	Develop accurate	language structures	Develop accurate
	meaning of words	pronunciation so	pronunciation so		pronunciation so
Develop accurate	Engage in short,	that others	that others	Develop accurate	that others
pronunciation so	scaffolded	understand when	understand when	pronunciation so	understand when
that others	conversations; ask	they are using	they are using	that others	they are using
understand when	and answer a wider	familiar words and	familiar words and	understand when	familiar words and
they are using	range of familiar	phrases	phrases	they are using	phrases
familiar words and	questions;			familiar words and	
phrases		Start to describe	Start to describe	phrases	Start to describe
	Speak in short	people, places,	people, places,		people, places,
Start to describe	sentences, using	things and actions	things and actions	Start to describe	things and actions
people, places,	familiar vocabulary,	orally	orally	people, places,	orally
things and actions	phrases and basic			things and actions	
orally	language structures	Read carefully and	Read carefully and	orally	Read carefully and
		show	show		show understanding
Read carefully and	Develop accurate	understanding of	understanding of	Read carefully and	of words, phrases
show	pronunciation so	words, phrases and	words, phrases and	show understanding	and simple writing
understanding of	that others	simple writing	simple writing	of words, phrases	Expand their
words, phrases and	understand when	Expand their	Expand their	and simple writing	vocabulary and
simple writing	they are using	vocabulary and	vocabulary and		start to develop

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Expand their	familiar words and	start to develop	start to develop	Expand their	their ability to
vocabulary and	phrases	their ability to	their ability to	vocabulary and	understand new
start to develop		understand new	understand new	start to develop	words that are
their ability to	Start to describe	words that are	words that are	their ability to	introduced into
understand new	people, places,	introduced into	introduced into	understand new	familiar written
words that are	things and actions	familiar written	familiar written	words that are	material
introduced into	orally	material	material	introduced into	
familiar written				familiar written	Write individual
material	Read carefully and	Write individual	Write individual	material	words from
	show	words from	words from		memory
Write individual	understanding of	memory	memory	Write individual	
words from	words, phrases and			words from	Understand basic
memory	simple writing	Understand basic	Understand basic	memory	patterns of the
	Expand their	patterns of the	patterns of the		language and how
Understand basic	vocabulary and	language and how	language and how	Understand basic	these differ from or
patterns of the	start to develop	these differ from or	these differ from or	patterns of the	are similar to
language and how	their ability to	are similar to	are similar to	language and how	English.
these differ from or	understand new	English.	English.	these differ from or	_
are similar to	words that are		_	are similar to	List places where
English.	introduced into	List places where	List places where	English.	French is spoken
	familiar written	French is spoken	French is spoken		·
List places where	material		,	List places where	Enrichment
French is spoken		Enrichment	Enrichment	French is spoken	Opportunities
·	Write individual	Opportunities	Opportunities	•	
Enrichment	words from	''		Enrichment	Cross-curricular –
Opportunities	memory	Cross-curricular –	Francophonie Focus	Opportunities	PE
l	,	PD	Day		
Cross-curricular	Understand basic		Cross-curricular –	Cross-curricular –	
science	patterns of the		PD	science	
	language and how				
	these differ from or				
	are similar to				
	English.				
		1	l	l	

List places where
French is spoken
meaning of words
Engage in short,
scaffolded
conversations; ask
and answer a wider
range of familiar
questions;
questions,
Speak in short
sentences, using
familiar vocabulary,
phrases and basic
language structures
language structures
Develop accurate
pronunciation so
that others
understand when
they are using familiar words and
phrases
Start to describe
people, places,
things and actions
orally
Boad carefully and
Read carefully and
show
understanding of

	1		
words, phrases and			
simple writing			
Expand their			
vocabulary and			
start to develop			
their ability to			
understand new			
words that are			
introduced into			
familiar written			
material			
Write individual			
words from			
memory			
·			
Understand basic			
patterns of the			
language and how			
these differ from or			
are similar to			
English.			
List places where			
French is spoken			
·			
Enrichment			
Opportunities			
Cross-curricular –			
science/PD			
,			
	1		

Personal	Living in the wider	Living in the wider	Relationships	Health and Well	<u>Relationships</u>	Health and Well
Development	<u>world</u>	<u>world</u>	Recognise and	Being	Marriage and civil	Being
	Understand why	Respecting diversity	provide	What is meant by a	partnerships	Managing change
	and how rules and	and equality in	management	healthy lifestyle	Bullying and	including transition,
	laws are made and	different cultures	strategies for a	How to maintain	discrimination	puberty
	how they are	Respecting and	wide range of	and manage risks to	Recognising risky	Making informed
	enforced Why	protecting the	emotions	physical, mental	behaviours in	choices on health
	different rules are	environment	Recognise what	well being	relationships and	and recognising
	needed for	Understand	constitute a healthy	Identify ways to	how to get help	sources of help
	different situations	different concepts	relationship with	keep physically safe	Recognising the	Internet safety
	Respect for self and	concerning money	friends and family,	on the playground	danger of peer	,
	others and to	,	develop skills to	1 70	pressure	
	importance of		form these			
	responsible		Recognise risky and			
	behaviours and		negative			
	actions		relationships			
	Rights and					
	responsibility in the					
	home and school					
World Beliefs	Talk about the 5	To explore the Sikh	To know about the	To know who	Look at the five	To know who
	British Values?	scripture The Guru	sacred book the	Abraham was and	pillars of Islam and	Moses was and why
		Granth Sahib and	Tipitaka and know	why he is important	their names and	he is important to
	Why do we have	why it is important	why it is important	to Jews.	meanings.	Christians.
	rules?	to Sikhs.	to Buddhists.			
				To know who	To explore the Holy	To know that
	Identify rules, laws	To name the five Ks	To know that	Moses was and why	Qur'an and know	Christians follow
	and responsibilities		Buddhists live by	he is important to	why this is	the rules of the Ten
	within school.	To know who Guru	the five morals.	Jews.	important to	Commandments.
		Nanak was and why			Muslims.	
	What are the laws	he is important to		To explore the	_ , , , , , ,	To explore the Holy
	outside of school?	Sikhs		Torah and know	To know about the	Bible and know why
					festival of Ashura	

	How does following laws make us a good citizen? Explore how Parliament and government set our laws.			why it is important to Jews. To explore Hebrew writing and the alphabet.	and why it is important to Muslims.	it is important to Christians. To know who Jesus' disciples were and why they are important to Christians.
PE	Gymnastics and	Dance and Tag-	OAA and Netball	Basketball and	Pickleball and	Athletics and
Content	Hockey	Rugby	OAA (Droblom	Handball	Cricket	Rounders
(skills and	Gymnastics	Dance (Circus)	OAA (Problem Solving and	Basketball	Tennis/Pickleball	Athletics
knowledge)	(Counterbalance	The unit of work	Orienteering)	The unit of work	The unit of work	The unit of work
kilowieuge)	and Counter	will challenge pupils	The unit of work	will develop pupils'	will develop pupils'	will challenge pupils
NC Year	Tension)	to bring together	will consolidate	ability to apply the	ability to apply the	to apply their
PA Stage S2 -S5	The unit of work	the different	pupil's ability to	principles of attack	principles of attack	knowledge,
1 A 3tage 32 33	will focus on	characters and	apply effective	vs defence, with a	vs defence in order	understanding and
	exploring	performers that	teamwork through	particular focus on	to win a game of	skills into a series of
	Counterbalance and	would have formed	different problem-	creating simple	tennis/pickleball.	competitions. Pupils
	Counter Tension	a 19th Century	solving challenges.	attacking tactics in	Pupils will create	will experience
	balances on the	(1850) circus. Pupils	Throughout the	order to move the	space to win points	competition across
	floor and on	will be able to	unit, there will be a	ball up the court,	and apply the	all the different
	apparatus. Pupils	distinguish between	focus on pupils'	creating an attack	developing racket	areas of athletics
	will create	the different	ability to lead	that results in a	skills using forehand	that they have
	sequences by	performers through	others, applying	shooting	and backhand	explored. Pupils will
	consistently	clear movements	skills essential to	opportunity.	techniques.	have to work hard
	applying flow and	and expression.	working within a	Handball	Cricket	individually to apply
	challenging their	Pupils will be able	team as well as	The unit of work	Pupils will	the correct
	creativity. Pupils	to perform their	create, evaluate	will challenge pupils	consolidate their	technique as well as
	will focus on the	circus routine as	and adapt tactics.	to apply their prior	knowledge,	collaborating in
	various ways they	part of a group.	Netball	learning of passing	understanding and	teams.
	can construct the	Tag-Rugby		and moving to	ability to effectively	Rounders

	sequence and link	The unit of work	The unit of work	create attacks that	apply a range of	The unit of work
	the balances with	will develop pupils'	will develop pupils'	result in a shooting	fielding skills,	will develop pupils'
	movements.	ability to apply the	ability to apply the	opportunity. Pupils	batting skills and	ability to apply the
	Hockey	principles of attack	principles of attack	will be able to	tactics into mini	principles of attack
	The unit of work	vs defence. Pupils	vs defence, with a	develop tactics for	games.	vs defence, with a
	will develop pupils'	will combine	particular focus on	both attacking and		particular focus on
	ability to apply the	passing and moving	creating simple	defending and		the concept of
	principles of attack	to develop ways of	attacking tactics in	apply these		batting. Pupils will
	vs defence, with a	creating space to	order to move the	successfully within		continue to develop
	particular focus on	beat an opponent	ball up the court,	their team.		and apply a variety
	creating simple	to score a try. Pupils	creating an attack			of fielding skills
	attacking tactics in	will also develop	that results in a			such as throwing
	order to move the	tagging and to	shooting			and stopping the
	ball up the court,	explore different	opportunity.			ball to keep the
	creating an attack	ways the defending				batter's score low.
	that results in a	team can prevent				
	shooting	the attackers from				
	opportunity.	scoring.				
Music	- This unit builds on	- In this unit pupils	- Linking in with the	- For this unit pupils	- This term pupils	- As this term is
	students' melody	will work in small	Year 6 English topic	will be listening to	will be taking a	usually interrupted
	writing skills and	groups to learn and	this unit will be	classical music and	focussed look at a	by many
	gets them to think	play popular songs.	exploring the music	interpreting musical	piece of classical	transitional
	about how to	The unit is all based	of indigenous	representations	music provided by	activities pupils
	create their desired	around	Australia and the	within the music.	the BBC's 10 pieces,	have the
	sounds through	performance skills	cultural significance	They will be moving	Carl Orff's 'Carmina	opportunity to
	music. It will	and ensemble	it has. Pupils will be	to music to	Burana'. They will	experience some of
	develop their	playing skills. Pupils	creating	demonstrate	be exploring both	the many different
	knowledge of the	have the	compositions that	understanding and	the music and the	units they will be
	orchestra and the	opportunity to	reflect nature and	internalisation of	words and the	doing in KS3. The
	instrumental	choose their	wildlife in Australia	musical elements.	images they	lessons will recap
	families, their	instruments and	and will be creating	They will be	portray. Pupils will	many of the skills
	qualities and	assign different	scores using	creating their own	ultimately be	learnt in KS1 & 2

sounds. They will carnival of the roles in the group. It aboriginal art and working towards a but allow pupils learn how to animals and will use full class ensemble is a good symbols. Pupils will experience them at performance of compose music for opportunity for be story telling the musical a more a specific mood and pupils to practice through music and 'Carmina Burana' elements to sophisticated level. will have how to compose their leadership represent different and this will be skills. Pupils will get animals in their NC - play and contrasting melodic opportunities to achieved my the opportunity to develop their studying ostinato, perform in solo and ideas. carnival. This unit perform their leadership and will allow pupils to drones, melody, ensemble contexts, NC - improvise and pieces in front of group work skills. explore the instruments of the using their voices compose music for both their classes elements and be orchestra and more. and playing musical NC - appreciate and creative. They will a range of purposes and a wider school instruments with understand a wide also be looking at using the interaudience should NC - use and increasing range of highaccuracy, fluency, related they choose to do melody writing. understand staff quality live and dimensions of and other musical control and SO. NC - improvise and music. recorded music notations. Play and expression. NC - play and compose music for perform in solo and drawn Listen with perform in solo and from different a range of purposes ensemble contexts, attention to detail using the interusing their voices ensemble contexts. traditions and from and recall sounds using their voices great composers related and playing musical with increasing and playing musical and musicians dimensions of instruments with aural memory. Use instruments with music. increasing and understand increasing accuracy, fluency, staff and other accuracy, fluency, control and musical notations. control and Develop an expression understanding of expression the history of

music.



Falcons Class Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Victorians and	Living Things	Rivers and Light	Edwardians and	WW2 and Animals	Scientists and Inventors
Heading	Evolution			Electricity	Including Humans	
	Pupils to read	Pupils to read	Pupils to read	Pupils to use	Pupils to read	Pupils to read 'There's a Boy in the Girls'
	'Street Child', by	'The Whisperer'	Aboriginal	resources,	'Friend or Foe'	Bathroom', by Louis Sachar. Pupils to
Curriculum	Berlie	and to create a	Dreaming stories	books, VR and	about two boys	write a chapter of the story to explain
Intent	Doherty. Pupils	chapter of the	and to create	the internet to	that get evacuated	what happens next.
"The Why"	to write a diary	story to explain	their own	research the	to Devon from	Pupils will be able to identify, represent
	entry from the	what happens	Dreaming story,	Titanic from the	London in	and classify a variety of shapes and
	perspective of	next. Pupils to	which explains	perspectives of	WW2. Pupils to	angles. Pupils will be able to read and
	the young boy.	explore Cat's	how a particular	passengers from	create letters	plot data on grids, developing their
		poetry.	lizard came to	all	home from Devon	ability to read co-ordinates.
	(Link to the		live.	classes. Pupils to	and a newspaper	Pupils will research and learn about a
	Victorians).	(Link to Living		write	article.	selection of scientists and inventors of
		Things theme)	(Link to	postcards/letters		their choice, exploring their background,
	Pupils will build		Aboriginal	home and to	(Link to WW2	skill and what they invented or
	on previous	Pupils will build	theme)	create an	theme)	discovered.
	place value	on previous		information text		
	knowledge to	addition and	Pupils will build	about the	Pupils to	Pupils to be aware of current changes to
	identify,	subtraction skills	on previous	disaster or	understand	the world around us and the impact it
	represent and	to learn formal	times tables	advertisement	fractions are parts	has e.g. erosion, global warming,
	compare larger	written	knowledge to	for the poster.	of a whole number,	recycling etc.
	numbers and	methods to	multiply and		to enable them to	Pupils to gain an understanding of the
	solve problems.	support addition	divide larger	(Link to	add and subtract	varying roles within the community,
		and subtraction	numbers and	Edwardians	fractions, identify	rights and responsibilities of others and
	Pupils will	of larger	solve problems in	theme)	equivalent	have an awareness of enterprise and
	recognise how		context.		fractions and	good citizenship.

living things have	numbers and		Pupils will be	round with decimal	
changed over	solve problems.	Pupils will learn	able to read,	places.	
time and identify		how light travels	interpret and		
how animals and	Pupils will learn	in straight lines	present data in a	Pupils will research	
plants are	about the	and how we see	variety of ways	the parts and	
adapted to suit	classification of	objects. They will	and solve	functions of the	
their	living things,	use the	problems in	circulatory system	
environment and	according to	knowledge that	context. Pupils	and I understand	
how adaptation	observable	light travels in	will be able to	how nutrients are	
leads to	characteristics	straight lines to	measure in	transported	
evolution. They	and based on	explain how	different units,	around the body.	
will recognise	similarities and	shadows are	applying	Pupils will explore	
that living things	differences –	formed. Pupils	knowledge to	how a healthy	
produce	giving reasons.	will work	shapes and	lifestyle supports	
offspring and	Pupils will	scientifically and	money. Pupils	the body to	
how it varies.	design their own	collaboratively to	will develop their	function and how	
	'curious	investigate and	time reading	diet, exercise,	
Pupils to learn	creature' and	carry out	skills.	drugs and lifestyle	
about Victorian	classify it based	experiments.		affect the body.	
life through	on its		Pupils will learn		
reading Street	characteristics.	Pupils to learn	to represent	Pupils to learn	
Child and		how rivers form	circuits using	about the Battle of	
watching	Pupil to use	from source to	symbols in a	Britain as an event	
videos.	maps and	mouth and about	diagram and	in WW2 History.	
	symbols to find	landforms	associate the		
Pupils to	human and	associated with	brightness of a	Pupils to develop	
recognise	geographical	rivers.	lamp or the	their skills in	
emotions and	landmarks in		volume of a	managing change,	
identify	Maidstone.	Pupils to	buzzer with the	in particular to	
strategies to	Pupils to	understand why	number of	support their	
support these,	understand and	rules are	voltage cells	upcoming	
understanding	make informed	important and	used in the	transition. Pupils to	
what constitutes	choices for a	know the	circuit. Pupils will	build on their	

	a healthy	healthy lifestyle	consequences of	be conducting	knowledge of	
	relationship.	and identify	not following set	their own	managing their	
		positive	rules. Pupils to	investigation.	own health and	
		influences to	develop an		well-being.	
		their own health	awareness of	Pupils to learn		
		and well-being.	respect and	about		
			responsibility to	differences		
			both themselves	between		
			and others, as	Edwardian		
			well as an	classes in terms		
			understanding of	of dress and		
			diversity and	lifestyle.		
			equality.			
				Pupils to identify		
				risky behaviours		
				in themselves		
				and others and		
				know where to		
				get help when		
				they need it.		
				Pupils to		
				understand		
				stereotypes and		
				build on previous		
				knowledge of		
				diversity and		
				equality.		
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text						
	Street Child	The Whisperer	The Dreaming	Titanic	Friend or Foe	There's a Boy in the Girls' Bathroom
	Street Ciliu	& Cat's Poetry	The Dreaming	IIIdiliC	Filelia di Fue	There's a boy in the diris bathroom
		G Cat 3 FUELLY				

English/	Reading	Reading	Reading	Reading	Reading	Reading
Literacy	Apply growing	Read aloud their	Identifying	Retrieve and	Drawing	Checking that the text makes, discussing
	knowledge of	own writing	themes and	record	inferences,	understanding and explaining the
	root words,	Preparing	conventions in a	information from	inferring feelings,	meaning of words in context
	prefixes and	poems and play	wide range of	non-fiction	thoughts and	Identifying and summarising main ideas
	suffixes	scripts to read	books	Listening to and	motives, and	from more than one paragraph
	Read further	aloud and to	Increasing	discussing a wide	justifying	
	exception words,	perform	familiarity with a	range of texts	inferences with	Writing
	noting unusual	Recognising	wide range of	Participate in	evidence	Possessive apostrophe placement in
	correspondences	different forms	books	discussion about	Using dictionaries	words with regular plurals
	between spelling	of poetry	Identifying how	books read to	to check the	Indicating possession with possessive
	and sound		language,	them and those	meaning of words	apostrophe
	Listening to and		structure, and	read for	that they have	Proof-read for spelling and punctuation
	discussing a wide	Writing	presentation	themselves,	read	errors and proposing changes to
	range of texts	In narratives,	contribute to	taking turns and		grammar and vocabular
	Making	creating	meaning	listening others	Writing	Using fronted adverbials with commas
	predictions and	settings,			In non-narrative	
	drawing	characters and	Writing	Writing	material, using	
	inferences,	plot	Increase the	Spell	simple	Pieces of work
	inferring	Using and	legibility and	homophones	organisational	Chapter of story
	feelings,	punctuating	consistency of	Using	devices	Explanation text – inventor (Science)
	thoughts and	direct speech	handwriting	conjunctions,	Extending the	Debate – global warming (Science)
	motives, and	Choosing nouns	Organising	adverbs and	range of sentences	Persuasive piece – recycling (Science)
	justifying	or pronouns	paragraphs	prepositions to	with more than	
	inferences with	appropriately	around a theme	express time and	one clause using a	
	evidence	for clarity and	In narratives,	cause	wider range of	
		cohesion and to	creating settings,	Proof-read for	conjunctions,	
		avoid repetition	characters and	spelling and	including when, if,	
	Writing		plot	punctuation	because, although	
	Use and			errors	Increase the	
	understand	Pieces of work		Asking questions	legibility,	
	prefixes and	Chapter of story	Pieces of work	to improve	consistency and	
	suffixes	Poem				

	Increase the legibility of handwriting Using and punctuating direct speech Pieces of work Non-fiction writing task - Diary entry School council/ formal letter Evolution fact file (Science) Whale adaptation (non- chronological report – Science)	Animal fact file (Science)	Fiction writing task – river fact file (topic) Character/setting description Aboriginal Story	understanding of a text Pieces of work Postcard/letter Persuasive writing poster Instruction writing (DT)	quality of handwriting Pieces of work Non-fiction writing task – Letter home (informal) Newspaper article (non-chron) Healthy living leaflet (Science)	
Maths	Place Value	Addition /	Multiplication /	Position &	Fractions	Money
Aspirational	Know that 10 hundreds are	Subtraction Add and	division Recall	Direction Describe	Reason about the location of mixed	Estimate, compare and calculate different measures, including money in
Level Y4	equivalent to 1 thousand, and	subtract numbers with	multiplication and division facts	positions on a 2- D grid as	numbers in the linear number	pounds and pence.
	that 1,000 is 10	up to 4 digits	up to	coordinates in	system.	Decimals
	times the size of	using the formal	12 × 12 and	the first	– Number lines	Solve simple measure and money
	100; apply this to	written	recognise	quadrant.	with mixed	problems involving fractions and
	identify and	methods of	products in	5 "	numbers	decimals to two
	work out how	columnar	multiplication	Describe	– Compare and	decimal places
	many 100s there	addition and	tables as	movements	order mixed	Tunnaikina
	are in other four-	subtraction	multiples of the	between	numbers	Transition

digit multiples of	where	corresponding	positions as		
100.	appropriate.	number.	translations of a	Convert mixed	
Thousands		 Factor pairs 	given unit to the	numbers to	
	Solve addition	 Use factor pairs 	left/right and	improper fractions	
Recognise the	and subtraction	– Related facts –	up/down.	and vice versa.	
place value of	two-step	multiplication		 Convert mixed 	
each digit in	problems in	and division	Plot specified	numbers to	
four-digit	contexts,	– Informal	points and draw	improper fractions	
numbers, and	deciding which	written methods	sides to	– Convert	
compose and	operations and	for multiplication	complete a given	improper fractions	
decompose four-	methods to use	– Multiply a 2-	polygon.	to mixed numbers	
digit numbers	and why.	digit number by a			
using standard		1-digit number	Decimals	Add and subtract	
and non-	Measurement –	– Multiply a 3-	Recognise and	improper and	
standard	Area	digit number by a	write decimal	mixed fractions	
partitioning.	Measure and	1-digit number	equivalents of	with the same	
Represent	calculate the		any number of	denominator,	
numbers to	perimeter of a	Solve division	tenths or	including bridging	
10,000	rectilinear figure	problems, with	hundredths.	whole numbers.	
Partition	(including	two-digit		 Add fractions and 	
numbers to	squares) in	dividends and	Recognise and	mixed numbers	
10,000	centimetres and	one-digit	write decimal	Subtract from	
– Flexible	metres.	divisors, that	equivalents to	whole amounts	
partitioning of		involve	1/4, 1/2 and 3/4.	Subtract from	
numbers to	Find the area of	remainders, and		mixed numbers	
10,000	rectilinear	interpret	Round decimals		
	shapes by	remainders	with one decimal	Residential	
Reason about	counting	appropriately	place to the		
the location of	squares.	according to the	nearest whole		
any four-digit		context.	number.		
number in the	Place Value	– Divide a 2-digit			
linear number		number by a 1-	Compare		
system,		digit number (1)	numbers with		

including	Know that 10	– Divide a 2-digit	the same		
		_	number of		
identifying the	hundreds are	number by a 1-			
previous and	equivalent to 1	digit number (2)	decimal places		
next multiple of	thousand, and	 Divide a 3-digit 	up to two		
1,000 and 100,	that 1,000 is 10	number by a 1-	decimal places		
and rounding to	times the size of	digit number			
the nearest of	100;				
each.	apply this to	Apply place-value			
– Find 1, 10, 100,	identify and	knowledge to			
1,000 more or	work out how	known			
less	many 100s	additive and			
 Number line to 	there are in	multiplicative			
10,000 10 -	other four-digit	number facts			
Estimate on a	multiples of 100	(scaling			
number line to	– Multiply by 10	facts by 100).			
10,000	– Multiply by	– Multiply by 100			
– Compare	100	– Divide by 100			
numbers to	– Divide by 10	– Divide a 1- or 2-			
10,000	– Divide by 100	digit number by			
Order numbers	, , , , , , , , , , , , , , , , , , , ,	100			
to 10,000					
– Round to the					
nearest 10					
– Round to the					
nearest 100					
– Round to the					
nearest 1,000					
– Round to the					
nearest 10,000					
11001030 10,000					
Divide 1,000 into					
2, 4, 5 and 10					
equal parts, and					

	1		T	
read				
scales/number				
lines marked in				
multiples of				
1,000 with 2, 4, 5				
and 10 equal				
parts.				
– Number line to				
10,000				
– Estimate on a				
number line to				
10,000				
Time				
Read, write and				
convert time				
between				
analogue and				
digital 12- and				
24-hour clocks.				
24-Hour clocks.				
Solve problems				
involving				
converting from				
hours to				
minutes;				
minutes to				
seconds; years				
to months;				
weeks to days.				

Science	Evolution and	Living Things	<u>Light</u>	Electricity	Animals Including	Scientists and Inventors
	<u>Inheritance</u>	and Their			<u>Humans</u>	
	Working	<u>Habitats</u>	Working	Working	Working	Working Scientifically
	Scientifically	Working	Scientifically	Scientifically	Scientifically	Use a range of equipment, including
	Identify	Scientifically	Set up simple	Set up simple	Use results to draw	thermometers
	differences,		practical	practical	simple conclusions,	Recording findings using simple scientific
	similarities or	Gather, record	enquiries,	enquiries,	make predictions	language, keys, bar charts, and tables
	changes related	and classify data	comparative and	comparative and	for new values	Use results to draw simple conclusions,
	to simple	in a variety of	fair tests	fair tests	Ask relevant	suggest improvements and raise further
	scientific ideas	ways to help in	Record findings	Record findings	questions and use	questions
	and processes	Make	using simple	using simple	different types of	Use straightforward scientific evidence
	Ask relevant	systematic and	scientific	scientific	scientific enquiries	to answer questions or to support their
	questions and	careful	language,	language,	to answer them	findings
	use different	observations	drawings,	drawings,		
	types of	and, where	labelled diagrams	labelled	Biology	
	scientific	appropriate,	and keys, bar	diagrams and	Identify and name	
	enquiries to	taking accurate	charts, and tables	keys, bar charts,	the main parts of	
	answer them	measurements	Report on	and tables	the human	
		using standard	findings from	Report on	circulatory system,	Explanation text - inventor
	Biology	units.	enquiries,	findings from	and describe the	Debate – global warming
	Recognise that		including oral	enquiries,	functions of the	Persuasive piece – recycling
	living things have	Biology	and written	including oral	heart, blood	
	changed over	Describe how	explanations,	and written	vessels and blood	
	time and that	living things are	displays and	explanations,	Recognise the	
	fossils provide	classified into	presentations of	displays and	impact of diet,	
	information	broad groups	results and	presentations of	exercise, drugs and	
	about living	according to	conclusions	results and	lifestyle on the way	
	things years ago	common	Use results to	conclusions	their bodies	
	Recognise that	observable	draw simple	Use results to	function	
	living things	characteristics	conclusions,	draw simple	Describe the ways	
	produce	and based on	make predictions	conclusions,	in which nutrients	
	offspring that	similarities and	for new values	make predictions	and water are	
	varies	differences,	and suggest	for new values	transported within	

Identify how	including	improvements	and suggest	animals, including	
animals and	microorganisms,	and raise further	improvements	humans.	
plants are	plants and	questions	and raise further		
adapted to suit	animals	Present data in a	questions		
their	give reasons for	variety of ways	Use a range of	Healthy living	
environment in	classifying	to help in	equipment,	leaflet	
different ways	plants and	answering	including		
and that	animals based	questions	thermometers		
adaptation may	on specific		and data loggers		
lead to evolution	characteristics		Present data in a		
			variety of ways		
		Physics	to help in		
		Recognise that	answering		
	Animal fact file	light travels in	questions		
		straight lines &	Physics		
Evolution fact		explain that	Associate the		
file		objects are seen	brightness of a		
Whale		because they	lamp or the		
adaptation (non-		give out or	volume of a		
chronological		reflect light into	buzzer with the		
report)		the eye	number and		
		Explain that we	voltage of cells		
		see things	used in the		
		because light	circuit		
		travels from light	Compare and		
		sources to	give reasons for		
		objects, to our	variations in how		
		eyes	components		
		Explain why	function		
		shadows have	Use recognised		
		the same shape	symbols when		
		as the objects	representing a		
		that cast them.			

				simple circuit in a diagram		
Computing	Using Computers safely 4: E- Safety Overview: Pupils will watch	Data 3: Spreadsheets Overview: Pupils will be introduced to applying skills	Creating Digital Artefacts 2 Overview: Through a given scenario (a Charity Cake	Hardware and software 2 - Overview: Pupils will be learning about how software	Algorithms 1 – Solving real world problems Overview: This unit focuses	Programming 4 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
	the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in this.	and knowledge learnt in Purple Mash's 2Calculate to using spreadsheets (Microsoft Excel) to model a situation.	Sale) pupils will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will	and hardware work together; the parts of a computer and how do they work; and what networks are and how they work to provide	on problem solving (decomposition & abstraction) and creating instructions (Algorithms) so others can easily solve them.	greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete a project at the end of involving them designing, writing and a program that accomplishes specific goals. Strand: Computer Science
	-Identify signs of manipulative, pressurising or threatening behaviour onlineRespond safely if they think someone is trying to	They will learn how enter data (collecting), to use some simple formulae for analysis, to presenting data / information through graphs and tables.	consolidate their learning / knowledge of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.	services and opportunities for collaboration and communication. Strand: Computer Science	Pupils will investigate how we can follow algorithms to create different things and use logical reasoning to solve problems the same way time and again. Pupils will	
	manipulate, pressure or threaten them.	Strand: Information Technology	icarrit.		look at detecting and correcting errors in	

-Under	stand	Strand:	algorithms and	
their ri	ghts	Information	programs.	
online,	and	Technology		
respect	t those of		Strand:	
others.			Computer Science	
-Take n	neasures		•	
to cont	rol their			
privacy	and and			
	footprint.			
-Get he	elp from			
	ropriate			
source	-			
need it				
	will go on			
	ning about			
	hreats to			
	echnology			
	malware			
and pla	agiarism .			
Chanad	- Diaital			
	: Digital			
Literac	У			

MFL	Living Things, Habitats	Health and wellbeing	Home & family	Family & Friends	Famous	Olympics
	and the Water Cycle	Francophone			Francophones	
		Christmas	Listen attentively	Listen	(including	Listen attentively to
	Listen attentively to		to spoken	attentively to	Inventors and	spoken language and
	spoken language and	Listen attentively to	language and	spoken language	Scientists)	show understanding by
	show understanding by	spoken language and	show	and show		joining in and responding
	joining in and responding	show understanding	understanding by	understanding	Listen attentively	
		by joining in and	joining in and	by joining in and	to spoken	Explore the patterns and
		responding	responding	responding	language and	sounds of language

Explore the patterns and				show	through songs and
sounds of language	Explore the patterns	Explore the	Explore the	understanding	rhymes and link the
through songs and	and sounds of	patterns and	patterns and	by joining in and	spelling, sound and
rhymes and link the	language through	sounds of	sounds of	responding	meaning of words
spelling, sound and	songs and rhymes and	language	language		Engage in short,
meaning of words	link the spelling,	through songs	through songs	Explore the	scaffolded conversations;
Engage in short,	sound and Listen	and rhymes and	and rhymes and	patterns and	ask and answer a wider
scaffolded conversations;	attentively to spoken	link the spelling,	link the spelling,	sounds of	range of familiar
ask and answer a wider	language and show	sound and	sound and	language	questions;
range of familiar	understanding by	meaning of	meaning of	through songs	
questions;	joining in and	words	words	and rhymes and	Speak in short sentences,
	responding	Engage in short,	Engage in short,	link the spelling,	using familiar vocabulary,
Speak in short sentences,		scaffolded	scaffolded	sound and	phrases and basic
using familiar vocabulary,	Explore the patterns	conversations;	conversations;	meaning of	language structures
phrases and basic	and sounds of	ask and answer a	ask and answer a	words	
language structures	language through	wider range of	wider range of	Engage in short,	Develop accurate
	songs and rhymes and	familiar	familiar	scaffolded	pronunciation so that
Develop accurate	link the spelling,	questions;	questions;	conversations;	others understand when
pronunciation so that	sound and meaning of			ask and answer a	they are using familiar
others understand when	words	Speak in short	Speak in short	wider range of	words and phrases
they are using familiar	Engage in short,	sentences, using	sentences, using	familiar	
words and phrases	scaffolded	familiar	familiar	questions;	Start to describe people,
	conversations; ask and	vocabulary,	vocabulary,		places, things and actions
Start to describe people,	answer a wider range	phrases and	phrases and	Speak in short	orally
places, things and actions	of familiar questions;	basic language	basic language	sentences, using	
orally		structures	structures	familiar	Read carefully and show
	Speak in short			vocabulary,	understanding of words,
Read carefully and show	sentences, using	Develop accurate	Develop	phrases and	phrases and simple
understanding of words,	familiar vocabulary,	pronunciation so	accurate	basic language	writing
phrases and simple	phrases and basic	that others	pronunciation so	structures	Expand their vocabulary
writing	language structures	understand	that others		and start to develop their
Expand their vocabulary		when they are	understand	Develop accurate	ability to understand new
and start to develop their		using familiar	when they are	pronunciation so	words that are introduced

ability to understand new	Develop accurate	words and	using familiar	that others	into familiar written
words that are	pronunciation so that	phrases	words and	understand	material
introduced into familiar	others understand		phrases	when they are	
written material	when they are using	Start to describe		using familiar	Write individual words
	familiar words and	people, places,	Start to describe	words and	from memory
Write individual words	phrases	things and	people, places,	phrases	
from memory		actions orally	things and		Understand basic
	Start to describe		actions orally	Start to describe	patterns of the language
Understand basic	people, places, things	Read carefully		people, places,	and how these differ from
patterns of the language	and actions orally	and show	Read carefully	things and	or are similar to English.
and how these differ		understanding of	and show	actions orally	
from or are similar to	Read carefully and	words, phrases	understanding of		List places where French
English.	show understanding	and simple	words, phrases	Read carefully	is spoken
	of words, phrases and	writing	and simple	and show	
List places where French	simple writing	Expand their	writing	understanding of	Enrichment
is spoken	Expand their	vocabulary and	Expand their	words, phrases	Opportunities
	vocabulary and start	start to develop	vocabulary and	and simple	
Enrichment	to develop their ability	their ability to	start to develop	writing	Cross-curricular – PE
Opportunities	to understand new	understand new	their ability to	Expand their	
	words that are	words that are	understand new	vocabulary and	
Cross-curricular science	introduced into	introduced into	words that are	start to develop	
	familiar written	familiar written	introduced into	their ability to	
	material	material	familiar written	understand new	
			material	words that are	
	Write individual words	Write individual		introduced into	
	from memory	words from	Write individual	familiar written	
		memory	words from	material	
	Understand basic		memory		
	patterns of the	Understand basic		Write individual	
	language and how	patterns of the	Understand	words from	
	these differ from or	language and	basic patterns of	memory	
	are similar to English.	how these differ	the language		
		from or are	and how these		

List places where	similar to	differ from or	Understand basic
French is spoken	English.	are similar to	patterns of the
meaning of words		English.	language and
Engage in short,	List places where		how these differ
scaffolded	French is spoken	List places where	from or are
conversations; ask and		French is spoken	similar to
answer a wider range	Enrichment		English.
of familiar questions;	Opportunities	Enrichment	
		Opportunities	List places where
Speak in short	Cross-		French is spoken
sentences, using	curricular –	Francophonie	
familiar vocabulary,	PD	Focus Day	Enrichment
phrases and basic		Cross-curricular	Opportunities
language structures		– PD	
			Cross-curricular
Develop accurate			– science
pronunciation so that			
others understand			
when they are using			
familiar words and			
phrases			
Start to describe			
people, places, things			
and actions orally			
Read carefully and			
show understanding			
of words, phrases and			
simple writing			
Expand their			
vocabulary and start			
to develop their ability			

		to understand new words that are				
		introduced into familiar written				
		material				
		Write individual words				
		from memory				
		Understand basic				
		patterns of the				
		language and how these differ from or				
		are similar to English.				
		are similar to English.				
		List places where				
		French is spoken				
		Enrichment				
		Opportunities				
		Cross-curricular –				
		science/PD				
		Science/FD				
Personal	<u>Relationships</u>	Health and	Living in The	Relationships	Health and	Living in The Wider
Development	<u>1</u>	Wellbeing	Wider World	<u>2</u>	Wellbeing	World
	Recognise and provide	<u>1</u>	<u>1</u>		<u>2</u>	<u>2</u>
	management strategies	What is meant by a		Bullying and		
	for a wide range of	healthy lifestyle.	Understand why	discrimination.	Managing	Understand how
	emotions, demonstrate	Making informed	and how rules	Recognising risky	change including	resources are allocated in
	the use of the strategies	choices on health and	and laws are	behaviours in	transition and	different ways and how
	by.	recognising sources of	made and how	relationships and	puberty.	economic choices affect
		help.	they are	how to get help).		others.

Make/accept constructive		enforced. Know		Know physical	
suggestion.	Washes and dries hair	why different	Appropriate	similarities and	Know why people may
Takes part in games with	with help &	rules are needed	touch/greetings	differences	volunteer to do things for
rules	understands the	for different	for different	between boys	their community & the
	importance.	situations and	people.	and girls.	different contributions
Recognise what	Understand that	how to take part	Recognise what		that people make in their
constitutes a healthy	smoking is bad for	in making and	is a		community.
relationship with friends	you.	changing rules.	secret/surprise		
and family, develop skills	Know which choices		& when it is right	How to maintain	
to form and maintain	can affect your health	Redesign class or	to break a	and manage	Rights and responsibilities
these.	(alcohol, drugs and	school rules.	confidence or	risks to physical,	in the home, school and
	foods etc.).	Identify what	share a secret	mental and	community. Being safe in
	Identify products to	happens when	and who you	emotional health	the community. Safety in
Identifying emotions for	use when cleaning	someone breaks	should talk to.	and well-being.	Action. Safe strangers.
when they are feeling	teeth and explains	the law.			
safe or unsafe.	how to use them.			To follow safety	Identify what could be
Identify & give examples	Describe simple ways		Challenging	rules and dress	done to change things in
of different types of	to reduce the spread	Respect for self	stereotyping).	appropriately for	communities and plan
relationships/friendships.	of bacteria and	and others and		the workplace.	some action.
Give examples of causes	viruses.	the importance	Recognise that	Knows what is an	Can express how to stay
of disputes and conflicts		of responsible	boys and girls	emergency and	safe (online, roads etc.).
& give good solutions.		behaviours and	are equal	how to get	Recognise who and when
		actions.		help/who to call	to trust others.
	Identify influences on			(ring doctors or	
	health and well-being.	To be able to		neighbour).	
Recognising the danger of	Internet safety.	have an			Know what is meant by
peer pressure).	_	awareness of			enterprise and begin to
	Keeping safe	British values.			develop enterprise skills.
Demonstrate steps to	physically/online.	Explain what is			Good citizenship.
take if feel unsafe with a	Body space/personal	meant by			
person/situation.	space.	responsibility to			Describe how having a job
		others.			will allow them to achieve
					certain goals in their life.

	Can identify what is	Take turns when				Describe the different
	unacceptable physical	giving opinions and	Respecting			uses we have for money.
	contact	views.	diversity and			,
		To judge what kind of	equality in			
		physical contact is	different			
		acceptable and how to	religions.			
		respond.	rengional			
			To talk/write			
			about their			
			opinions, and			
			explain their			
			views, on issues			
			that affect			
			themselves and			
			society.			
			,			
World Beliefs	Bower Values	Who are Hindus and	Buddhist's	What it means	Muslims and	The nature of Christians
	Tolerance Morals and	Sikhs?	beliefs	to be Jewish	their traditions.	
	rules					To know that there are
		To explore the Hindu	To know what a	What were the	To know that	different branches of
	Look at moral and natural	Holy Scriptures and	pilgrimage is.	ten plagues?	Muslims make	Christianity.
	evils.	why they are			pilgrimage to	
		important to Hindus.	To learn about	Looking at key	Mecca and why	Looking at different
	Explore moral dilemmas		the four places	Jewish words	this is	beliefs and the
	and challenges.	Explore how Hindu's	that Buddhists	and their	important.	differences with the main
		believe that helping	pilgrimage to.	definitions.		branches of Christianity.
	What are world views?	support the poor and	(Birthplace, place		To know about	
		being hospitable to	of	To know how	the festivals of	To know the people who
		guests will earn good	enlightenment,	Passover,	Dhu Al-Hijja and	lead worship in different
		Karma.	place of first	Shavuot and	Al Hijra.	branches of Christianity.
			sermon and	Sukkot are		
			place of death)	linked to	To know about	Recognise that Christians
				pilgrimage.	the festival of	make pilgrimage to The

		To explore the festival of Holi and how it is celebrated.	To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.		Eid-Ul-Adha and why it is important to Muslims.	Holy land and to other holy sites.
PE	Gymnastics and Hockey	Dance and Tag-Rugby	OAA and Netball	Basketball and Handball	Pickleball and Cricket	Athletics and Rounders
(skills and	Gymnastics	Dance (Circus)	OAA (Problem			Athletics
knowledge)	(Counterbalance and	The unit of work will	Solving and	Basketball	Tennis/Pickleball	The unit of work will
	Counter Tension)	challenge pupils to	Orienteering)	The unit of work	The unit of work	challenge pupils to apply
NC Year	The unit of work will	bring together the	The unit of work	will develop	will develop	their knowledge,
	focus on exploring	different characters	will consolidate	pupils' ability to	pupils' ability to	understanding and skills
PA Stage S2 -	Counterbalance and	and performers that	pupil's ability to	apply the	apply the	into a series of
S5	Counter Tension balances	would have formed a	apply effective	principles of	principles of	competitions. Pupils will
	on the floor and on	19th Century (1850)	teamwork	attack vs	attack vs defence	experience competition
	apparatus. Pupils will	circus. Pupils will be	through different	defence, with a	in order to win a	across all the different
	create sequences by	able to distinguish	problem-solving	particular focus	game of	areas of athletics that
	consistently applying flow	between the different	challenges.	on creating	tennis/pickleball.	they have explored. Pupils
	and challenging their	performers through	Throughout the	simple attacking	Pupils will create	will have to work hard
	creativity. Pupils will	clear movements and	unit, there will	tactics in order	space to win	individually to apply the
	focus on the various ways	expression. Pupils will	be a focus on	to move the ball	points and apply	correct technique as well
	they can construct the	be able to perform	pupils' ability to	up the court,	the developing	as collaborating in teams.
	sequence and link the	their circus routine as	lead others,	creating an	racket skills using	Rounders
	balances with	part of a group.	applying skills	attack that	forehand and	The unit of work will
	movements.	Tag-Rugby	essential to	results in a	backhand	develop pupils' ability to
	Hockey	The unit of work will	working within a	shooting	techniques.	apply the principles of
	The unit of work will	develop pupils' ability	team as well as	opportunity.	Cricket	attack vs defence, with a
	develop pupils' ability to	to apply the principles	create, evaluate	Handball		particular focus on the

 apply the principles of	of attack vs defence.	and adapt	The unit of work	Pupils will	concept of batting. Pupils
apply the principles of		•		· •	
attack vs defence, with a	Pupils will combine	tactics.	will challenge	consolidate their	will continue to develop
particular focus on	passing and moving to	Netball	pupils to apply	knowledge,	and apply a variety of
creating simple attacking	develop ways of	The unit of work	their prior	understanding	fielding skills such as
tactics in order to move	creating space to beat	will develop	learning of	and ability to	throwing and stopping
the ball up the court,	an opponent to score	pupils' ability to	passing and	effectively apply	the ball to keep the
creating an attack that	a try. Pupils will also	apply the	moving to create	a range of	batter's score low.
results in a shooting	develop tagging and to	principles of	attacks that	fielding skills,	
opportunity.	explore different ways	attack vs	result in a	batting skills and	
	the defending team	defence, with a	shooting	tactics into mini	
	can prevent the	particular focus	opportunity.	games.	
	attackers from	on creating	Pupils will be		
	scoring.	simple attacking	able to develop		
		tactics in order	tactics for both		
		to move the ball	attacking and		
		up the court,	defending and		
		creating an	apply these		
		attack that	successfully		
		results in a	within their		
			team.		

Music	- This unit builds on	shooting	- For this unit	- This term pupils	- As this term is usually
	students' melody writing	opportunity.	pupils will be	will be taking a	interrupted by many
	skills and gets them to		listening to	focussed look at	transitional activities
	think about how to create		classical music	a piece of	pupils have the
	their desired sounds		and interpreting	classical music	opportunity to experience
	through music. It will		musical	provided by the	some of the many
	develop their knowledge		representations	BBC's 10 pieces,	different units they will
	of the orchestra and the		within the music.	Carl Orff's	be doing in KS3. The
	instrumental families,		They will be	'Carmina	lessons will recap many of
	their qualities and		moving to music	Burana'. They	the skills learnt in KS1 & 2
	sounds. They will learn		to demonstrate	will be exploring	but allow pupils
	how to compose music		understanding	both the music	experience them at a
	for a specific mood and		and	and the words	more sophisticated level.
	how to compose		internalisation of	and the images	
	contrasting melodic		musical	they portray.	NC - play and perform in
	ideas.		elements. They	Pupils will	solo and ensemble
			will be creating	ultimately be	contexts, using their
	NC - improvise and		their own	working towards	voices and playing
	compose music for a		carnival of the	a full class	musical instruments with
	range of purposes using		animals and will	ensemble	increasing accuracy,
	the inter-related		use the musical	performance of	fluency, control and
	dimensions of music.		elements to	'Carmina Burana'	expression.
			represent	and this will be	Listen with attention to
			different animals	achieved my	detail and recall sounds
			in their carnival.	studying	with increasing aural
			This unit will	ostinato, drones,	memory. Use and
			allow pupils to	melody,	understand staff and
			explore the	instruments of	other musical notations.
			elements and be	the orchestra	Develop an
			creative. They	and more.	understanding of the
			will also be		history of music.
			looking at	NC - use and	
			melody writing.	understand staff	

			NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.	and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
Enrichment Opportunities	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.	Visit from PC Bradford	Visit from Francis (Reform, Restore, Respect)	Residential WW2 Theme Day at Museum of Kent Life. Visits from British Transport Police and Magistrate.	Safety in Action – Visit to Invicta Barracks to learn about electrical safety, rail safety, first aid, drugs awareness etc. Wildwood Animal Park.

		BBC 10 pieces – orchestra trip	



Satellite Years 2/3/4 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Dinosaurs	Great Fire of	Pirates	Space	Castles and	Animals
		London			dragons	
	To develop writing	To develop their	To develop the skills	Children to use	To develop skills of	Children to develop their
	of a range of	understanding that	for using money,	the skills taught in	time, fractions,	understanding and
Curriculum	genres and	everyone has	measurement, and	standalone SPaG	and decimals to	knowledge of sound
Intent	integrating skills	different views and	fractions to be able to	lessons within	enable children to	through scientific
"The Why"	taught in English	opinions and these	apply them to the real	their writing to	apply these to real	investigations.
	across the	need to be	world.	enhance the	life situations.	Children to further
	curriculum.	respected.	To develop answering	quality.	Children to	develop their
	To apply Place	To develop their	scientific questions	To develop their	develop their	understanding of British
	Value and	calculations and	through scientific	observation skills	mastery of art and	history.
	Calculation	measurement skills	evidence.	through	design techniques.	
	knowledge to	to enable them to	Children to develop	systematic and		
	approach	apply their new	their understanding of	careful		
	reasoning	and existing	how connections,	observations.		
	questions.	knowledge to real	contrasts and trends	To develop their		
	To work	life problems.	over time develop	understanding of		
	scientifically to	To develop their	through history.	the world around		
	prove a	scientific enquiry		them through		
	prediction.	skills.		detailed research.		
	To develop a					
	deeper					
	understanding of					
	British and World					
	History.					
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation

Core Text	The Dinosaurs	The Great Fire of	Granddad's Island by	The Way Back	George and The	A Crow's Tale by Naomi
	Diary – Julia	London – Non-	Benji Davis	Home by Oliver	Dragon by Chris	Howarth
	Donaldson	fiction		Jeffers	Wormell	
			Pirates – Non-			Big Cat – Non-fiction
	Dear Dinosaur by	List poems -	chronological report	Neil Armstrong –	The King who	
	Chae Strathie	Fireworks		Non-fiction	Banned The Dark	
					by Emily	
					Hayworth-Booth	
English/	Writing pieces	Writing pieces	Writing pieces	Writing pieces	Writing pieces	Writing pieces
Literacy			Explore Grandad's	Make a prediction	To plan and write a	Explore woodland
	Describe a	Describe the	Island – focus on what	based on a front	legend narrative.	animals
NC Year 2/3	dinosaur using	scenes from the	he likes about it and	cover		
PA Stage 1/2/3	adjectives	Great Fire of	why?		To describe a	Plan and write a fact file
		London.		Explore characters	character in detail	about a woodland
	Compare settings		Invent a new Island	feelings	using adjectives	animal.
		Explain how the				
	Write a setting	fire started.	Describe a new Island	Describe a	To write the story	Plan and write a
	description	December that	Diameter de la constant	character	as the dragon.	newspaper report about
	Diamana	Describe the	Plan an adventure	Describes a services	F .1 h	the crow.
	Plan a postcard	homes that were	story	Describe a setting	Explore why we	Decemble his sets
	Mrito a postcard	destroyed by fire.	Write an adventure	Dotall a stanzin	need nighttime.	Research big cats
	Write a postcard	Describe Samual		Retell a story in own words	Year 2	Describe a big cat
	Plan and write a	Pepys.	story	own words	rear Z	Describe a big cat
	birthday invitation	Реруз.	Plan a non-	Explore the life of	Writing NC	Describe where big cats
	birthday invitation	Explore characters	chronological report all	Niel Armstrong	Encapsulating	live
	Plan and write a	feelings.	about pirates	Merzinstrong	what they want to	l live
	letter	reemigs.	about phates	Plan a fact file	say, sentence by	What are the similarities
		Describe London	Write a non-	about Niel	sentence	and differences between
	Plan and write	2 330.130 20114017	chronological report all	Armstrong	33.763.763	big cats and domestic
	dinosaur fact file	Explore poetry	about pirates			cats?
					Make simple	
	Year 2		Year 2		additions,	Year 2
			- 2		revisions, and	

Writing NC	Plan and write	Writing NC	Write a fact file	corrections to their	Writing NC
	poetry		about Niel	own writing by:	
Develop positive	Year 2	Writing narratives	Armstrong		Evaluating their writing
attitudes towards and stamina for	Writing NC	about personal experiences and those	Year 2	Read aloud what	with the teacher and
writing by:	6	of others (real and		they have written	other pupils
Writing narratives	Writing poetry	fictional)	Writing NC	with appropriate intonation to make	Rereading to check that their writing makes
about personal	Writing for	·		the meaning clear	sense and that verbs to
experiences and	different purposes	Writing about real	Writing narratives	S	indicate time are used
those of others		events	about personal experiences and	Reading NC	correctly and
(real and fictional)	Writing down		those of others		consistently, including
	ideas and/or key	Consider what they are	(real and fictional)	Read further	verbs in the continuous form
Writing about real	words, including	going to write before		common exception	
events	new vocabulary	beginning by:	Writing about real	words, noting unusual	Proofreading to check
			events	correspondences	for errors in spelling,
Consider what	Writing narratives about personal	Planning or saying out		between spelling	grammar, and
they are going to write before	experiences and	loud what they are	Consider what	and sound and	punctuation (for
beginning by:	those of others	going to write about	they are going to	where these occur	example, ends of
	(real and fictional)	Reading NC	write before	in the word	sentences punctuated correctly)
Planning or saying		Reading NC	beginning by:		Correctly)
out loud what	Writing about real	Read most words		Read accurately by blending the	Reading NC
they are going to	events	quickly and accurately,	Planning or saying	sounds in words	
write about		without overt sounding	out loud what they are going to	that contain the	Reread these books to
	Consider what they	and blending, when	write about	graphemes taught	build up their fluency
Reading NC	are going to write	they have been frequently		so far, especially	and confidence in word
neauling ive	before beginning	encountered	Reading NC	recognising alternative sounds	reading
Continue to apply	by:			for graphemes	Handwriting
phonic knowledge		Read aloud books	Read accurately by	- 0	nanuwinnig
and skills as the		closely matched to	blending the	Years 3 & 4	
		,			107

route to decode words until automatic decoding has become embedded and reading is fluent	Planning or saying out loud what they are going to write about Reading NC Read accurately words of two or	their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Writing NC Organising paragraphs around a theme Proposing changes	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	more syllables that contain the same graphemes as above Read words containing common suffixes Read further	Years 3 & 4 Writing NC Discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar	of the correct size, orientation, and relationship to	Years 3 & 4 Writing NC Organising paragraphs around a theme In narratives, creating settings, characters, and plot	
Years 3 & 4 Writing NC Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Handwriting NC Form lower-case letters of the correct size	Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors	Years 3 & 4 Writing NC Discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar	with more than one clause by using a wider range of conjunctions, including when, if, because, although Reading NC Increasing their familiarity with a wide range of books, including fairy stories,	In non-narrative material, using simple organisational devices Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Choosing nouns or pronouns appropriately

Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for	relative to one another Use spacing between words that reflects the size of the letters Years 3 & 4 Writing NC Organising paragraphs around a theme In narratives,	Reading NC Increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and	Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for	myths, and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Recognising some different forms of	for clarity and cohesion and to avoid repetition Using conjunctions, adverbs, and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials Reading NC
material, using simple organisational devices	Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational	these orally. Checking that the text makes sense to them, discussing their	material, using simple organisational devices	explaining the meaning of words in context. Recognising some	fronted adverbials Reading NC Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Proof-read for spelling and punctuation errors Reading NC		intonation and controlling the tone and volume so that the meaning is clear Reading NC Reading books that are		Handwriting Increase the legibility, consistency, and quality of their handwriting

		Increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally		structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories,		
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words		myths, and legends, and retelling some of these orally		
		in context. Handwriting NC Increase the legibility, consistency, and quality of their handwriting		Increase the legibility, consistency, and quality of their handwriting		
Maths NC Year 1/2/3	Year 1 Place Value	Year 1 Addition and	Year 1 Place Value	Year 1 Place Value	Year 1 Multiplication and	Year 1 Place Value
PA Stage 1/ 2/3	Sort objects	<u>Subtraction</u>	Count within 20	Count from 20 to 50	division Count in 2s	Count from 50 to 100 Tens to 100

Cou	nt objects	Number bonds	Understand 10			
		within 10		20, 30, 40 and 50	Count in 10s	Partition into tens and
Cou	nt objects		Understand 11, 12 and			ones
from	n a larger	Systematic number	13	Count by making	Count in 5s	
grou	up	bonds within 10		groups of tens	Recognise equal	The number line to 100
			Understand 14, 15 and		groups	
Rep	resent objects	Number bonds to	16	Groups of tens		1 more, 1 less
		10		and ones	Add equal groups	Compare numbers with
	ognise		Understand 17, 18 and			the same number of tens
num	nbers as words	Addition – add	19	Partition into tens	Make arrays Make	Compare any two
		together		and ones	doubles	numbers
	nt on from any		Understand 20			
num		Addition – add		The number line	Make equal groups	<u>Money</u>
• 1	1 more	more Addition	1 more and 1 less	to 50	– grouping	
• (Count	problems	The number line to 20			Unitising
	backwards			Estimate on a	Make equal groups	
'	within 10	Find a part	Use a number line to	number line to 50	sharing	Recognise coins
• 1	1 less	Subtraction – find	20	1 more, 1 less		
		a part	Estimate on a number		<u>Fractions</u>	Recognise notes
Com	npare groups	Fact families – the	line to 20	Length and Height		
by n	natching	eight facts	_		Recognise a half of	Count in coins
			Compare numbers to	Compare lengths	an object or a	
	er, more,	Subtraction – take	20	and heights	shape Find a half	<u>Time</u>
	ie Less than,	away/cross out			of an object or a	
	ater than,	(How many left?)	Order numbers to 20	Measure length	shape Recognise a	Before and after
equa	al to			using objects	half of a quantity	
		Take away (How	Addition and			Days of the week
Com	npare numbers	many left?)	<u>subtraction</u>	Measure length in	Find a half of a	
		Subtraction on a		centimetres	quantity	Months of the year
	er objects and	number line	Add by counting on			
num	nbers		within 20	Mass and Volume	Recognise a	Hours, minutes, and
		Add or subtract 1			quarter of an	seconds
The	number line	or 2			object or a shape	

		Add ones using	Heavier and		Tell the time to the hour
Addition and	<u>Shape</u>	number bonds	lighter Measure	Find a quarter of	Tell the time to the half
<u>Subtraction</u>			mass	an object or a	hour
	Recognise and	Find and make number		shape Recognise a	
Introduce parts	name 3-D shapes	bonds to 20 Doubles	Compare mass	quarter of a	Year 2
and wholes				quantity	
	Sort 3-D shapes	Near doubles Subtract	Full and empty		<u>Statistics</u>
Part-whole mod	lel	ones using number	Compare volume	Find a quarter of a	
	Recognise and	bonds Subtraction –	Measure capacity	quantity	Make tally charts
Write number	name 2-D shapes	counting back	Compare capacity		
sentences				Position and	Tables
	Sort 2-D shapes	Subtraction – finding	Year 2	<u>Direction</u>	
Fact families –		the difference			Block diagrams
addition facts	Patterns with 2-D		Multiplication and	Describe turns	
	and 3-D shapes	Related facts	<u>Division</u>		Draw pictograms (1–1)
Year 2				Describe position –	Interpret pictograms (1–
	Year 2	Missing number	The 10 times-table	left and right	1)
Place Value		problems	Divide by 10		
	Addition and		The 5 times-table	Describe position –	Draw pictograms (2, 5
Numbers to 20	Subtraction	Year 2	Divide by 5	forwards and	and 10)
				backwards	
Count objects to	Add three 1-digit	Money	The 5 and 10		Interpret pictograms (2,
100 by making 1	10s numbers		times-tables	Describe position –	5 and 10)
		Count money – pence		above and below	
Recognise tens	Add to the next 10	Count money – pounds	Length and Height	Ordinal numbers	Position and Direction
and ones	Add across a 10	(notes and coins)			
	Subtract across 10		Measure in	Year 2	Language of position
Use a place valu	ie Subtract from a 10	Count money – pounds	centimetres		
chart	Subtract a 1-digit	and pence Choose		<u>Fractions</u>	Describe movement
	number from a 2-	notes and coins	Measure in metres		
Partition number	ers digit number		Compare lengths	Introduction to	Describe turns
to 100	(across a 10)	Make the same	and heights	parts and whole	
		amount			

Write numbers to	10 more, 10 less		Order lengths and	Equal and unequal	Describe movement and
100 in words	Add and subtract	Compare amounts of	heights	parts	turns
	10s	money			
Flexibly partition			Four operations	Recognise a half	Shape patterns with
numbers to 100	Add two 2-digit	Calculate with money	with lengths and		turns
Write numbers to	numbers (not	Make a pound Find	heights	Find a half	
100 in expanded	across a 10)	change			Year 3
form			Mass, Capacity	Recognise a	<u>Shape</u>
	Add two 2-digit	Two-step problems	and Temperature	quarter Find a	Draw 2-D shapes and
10s on the	numbers (across a			quarter	make 3-D shapes using
number line to	10)	Multiplication and	Compare mass	Recognise a third	•
100	_	<u>Division</u>		Find a third	modelling materials;
	Subtract two 2-		Measure in grams		recognise 3-D shapes in
10s and 1s on the	digit numbers (not	Recognise equal	Measure in	Find the whole	different orientations
number line to	across a 10)	groups	kilograms Four		and describe them.
100			operations with	Unit fractions	
Fall colors and an	Subtract two 2-	Make equal groups	mass	Na a strongtana	
Estimate numbers	digit numbers	Add equal groups	Compare volume	Non-unit fractions	Recognise angles as a
on a number line	(across a 10)	Introduce the	and capacity	Recognise the	property of shape or a
Camanana ahiaata		multiplication symbol	Magazina in	equivalence of a half and two-	description of a turn.
Compare objects	Mixed addition and subtraction	Multiplication sentences	Measure in millilitres Measure		Identify right angles,
Compare numbers	and Subtraction	sentences	in litres Four	quarters Recognise three-quarters	raciting right angles,
Compare numbers	Compare number	Use arrays	operations with	tillee-quarters	
Order objects and	sentences	Use arrays	volume and	Find three-	Recognise that 2 right
numbers	Sentences	Make equal groups –	capacity	quarters Count in	angles make a half-turn,
Hallibels	Missing number	grouping	capacity	fractions up to a	3 make three-quarters of
Count in 2s, 5s and	problems	0. 2440	Temperature	whole	a turn and 4 a complete
10s	problems	Make equal groups –	remperature	Willow	•
	<u>Shape</u>	sharing	Year 3	<u>Time</u>	turn; identify whether
Count in 3s					angles are greater than
	Recognise 2-D and	The 2 times-table	<u>Measure</u>		or less than a right angle.
	3-D shapes	Divide by 2	Measure in		
	'	,	metres.		

Addition and				O'clock and half	Identify horizontal and
<u>Subtraction</u>	Count sides on 2-D	Doubling and halving	Convert between	past Quarter past	vertical lines and pairs of
	shapes	Odd and even numbers	cm and m.	and quarter to	perpendicular and
Bonds to 10		., .			parallel lines.
Fact families	Count vertices on	Year 3	Compare, add,	Tell the time past	·
Fact families - addition and	2-D shapes	Multiplication/Division	and subtract	the hour	
subtraction bonds	Draw 2-D shapes	Use written methods	lengths.	Tell the time to the	<u>Measure</u>
within 20	Lines of symmetry	to calculate		hour	
	on shapes	multiplication and	Work out the		Measure, compare, add,
Related facts	·	division calculations.	perimeter of a	Tell the time to 5	and subtract mass.
	Use lines of		shape.	minutes	
Bonds to 100	symmetry to	Solve problems,			Measure, compare, add,
(tens) Add and	complete shapes	including missing	<u>Fractions</u>	Minutes in an hour	and subtract capacity.
subtract 1s Add by	Sort 2-D shapes	number problems,	Count and down	Hours in a day	
making 10	Count faces on 3-D	involving multiplication	in tenths;	V2	Read temperature.
Year 3	shapes	and division, including	recognise that	Year 3	
Place Value	Count edges on 3-	positive integer scaling	tenths arise from		Consolidation of
<u>riace value</u>	D shapes	problems and	dividing an object	<u>Fractions</u>	learning.
Count from 0 in	- 3.10,000	correspondence	into 10 equal parts	Recognise and use	
multiples of 4, 8,	Count vertices on	problems in which n	and in dividing	fractions as	
50 and 100; find	3-D shapes	objects are connected	one-digit numbers	numbers: unit	
10 or 100 more or		to m objects.	or quantities by	fractions and non-	
less than a given	Sort 3-D shapes	to in objects.	10.	unit fractions with	
number.				small	
	Make patterns with 2-D and 3-D			denominators.	
Recognise the	shapes	Money	Recognise, find,		
place value of	σπαρεσ	Convert between	and write fractions	Recognise and	
each digit in a	Year 3	pounds and pence.	of a discrete set of	_	
three-digit	Calculations	·	objects: unit	show, using	
number	Carculations		fractions and non-	diagrams,	
(hundreds, tens,				equivalent	

ones) compare and order numbers up to 1000. Identify, represent, and estimate numbers using different	Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems,	Add money using a formal written method. Subtract money using a formal written method. Find change from a given amount.	unit fractions with small denominators.	fractions with small denominators. Add and subtract fractions with the same denominator
representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas	using number facts, place value, and more complex addition and subtraction. Multiplication and division Recall and use multiplication and division facts for the 3, 4 and 8	Statistics Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions using information presented in scaled bar charts, pictograms, and tables.		Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve fractions.
Calculations Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.	multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication			Time Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.		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.	
Science	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
NC Year 2 PA Stage K9/1/2	Animals Including Humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals Identify and name a variety of common animals that are carnivores, herbivores, and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and	Animals Including Humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Use of Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	Use of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching	Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Working Scientifically Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb or observing	Living Things and Their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals,

mammals	
including pets)	

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Working scientifically

Using their observations to compare animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Working scientifically

Observing, through video or first-hand observation and measurement. how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Years 3 & 4

<u>Light</u>

Recognise that they need light to see things and that dark is the absence of light.

Notice that light is reflected off surfaces.

Working scientifically

Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'

Years 3 & 4 Forces and Magnets

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 and repel each other and that they can

Working Scientifically

uses of

Comparing the

everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories. rhymes, and songs); observing closely, identifying, and classifying the uses of different materials, and recording their observations.

Years 3 & 4
Scientists and
Inventors

similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Year 3 & 4

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and

using the idea of a simple food chain, and identify and name different sources of food

Working scientifically

Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Years 3 & 4	Recognise that	attract some materials	To identify	how they vary	
	light from the sun	but not others.	changes	from plant to plant	Years 3 & 4
Animals Including	can be dangerous and that there are		related to scientific ideas		Rocks
Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some	ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way the size of the shadow changes.	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.	by describing Marie Curie's research into x-rays. To identify that human, have skeletons for support, protection, and movement by identifying and explaining the bones shown in x-	Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rocks.
animals have skeletons and muscles for support, protection, and movement.	Working scientifically Asking relevant questions and using different	Predict whether two magnets will attract or repel each other, depending on the way the poles are facing.	rays. Compare and group together different kinds of rocks on the basis of their appearance and simple physical	seed dispersal Working Scientifically	Recognise that soils are made from rocks and organic matter. Working Scientifically
Working scientifically Asking relevant questions and using different	types of scientific enquiries to answer them Recording findings using simple	Working Scientifically Identifying differences, similarities or changes related to simple	properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock by	Making systematic and careful observations Gathering, recording, classifying, and	Asking relevant questions and using different types of scientific enquiries to answer them

types of scientific	scientific language,	scientific ideas and	exploring William	presenting data in	
enquiries to	drawings, labelled	processes	Smith's principle	a variety of ways	Gathering, recording,
answer them	diagrams, keys, bar		of fossil	to help in	classifying, and
	charts, and tables	Using straightforward	succession.	answering questions	presenting data in a variety of ways to help in
Setting up simple		scientific evidence to	 To identify changes 	questions	answering questions
practical	Donorting on	answer questions or to	related to		answering questions
enquiries,	Reporting on findings from	support their findings.	scientific ideas		Using results to draw
, ,	_	support their illidings.	by finding out		simple conclusions,
comparative and fair tests	enquiries, including oral and		about		make predictions for
Tall tests	written	Making systematic and careful observations	inventions		new values, suggest
	explanations,	and, where	from all over the world.		improvements, and raise
Making systematic	displays or	appropriate, taking	Make		further questions
and careful	presentations of	accurate	systematic and		
observations and,	results and	measurements using	careful		Identifying differences
where	conclusions	standard units, using a	observations		Identifying differences, similarities or changes
appropriate,	Conclusions	range of equipment, including	and, where		related to simple
taking accurate		thermometers and	appropriate,		scientific ideas and
measurements	Using results to	data loggers	take accurate measurements		processes
using standard	draw simple		using standard		processes
units, using a	conclusions, make		units, using a		
range of	predictions for		range of		
equipment,	new values,		equipment,		
including	suggest		including		
thermometers and	improvements,		thermometers and data		
data loggers	and raise further		loggers in the		
	questions		context of		
Gathering,			building a solar		
recording,			oven.		
classifying, and					

presenting data in	To observe	
a variety of ways	that some	
to help in	materials	
	change state	
answering	when they are	
questions	heated or	
	cooled, and	
	measure or	
	research the	
	temperature	
	at which this	
	happens in	
	degrees	
	Celsius (°C) by	
	exploring	
	Kelvin's	
	discovery of	
	absolute zero.	
	To take	
	accurate	
	measurements	
	using standard	
	units and a	
	range of	
	equipment,	
	including	
	thermometers	
	by comparing	
	the Kelvin	
	scale with	
	Celsius.	
	To identify the	
	different types	
	uniciciit types	

				of teeth in humans and their functions by finding out about the invention of toothpaste. To use scientific evidence from comparative tests to support their findings by comparing different toothpastes.		
Computing	Computer skills	<u>Digital Paint</u>	Programming Toys	<u>Scratch</u>	Using and Applying	Computer Safety
NC Year 1/2	Use technology	To use technology	Understand that	To understand		Recognise common uses
PA Stage	purposefully to	purposefully to	programs execute by	that programs	Use technology	of information
K9/1/2	manipulate and	create, organise,	following precise and	execute by	purposefully to	technology beyond
	retrieve digital	store, manipulate	unambiguous	following precise	create, organise,	school.
	content. Children	and retrieve digital	instructions.	and unambiguous	store, manipulate	
	will learn how to	content in the		instructions.	and retrieve digital	Use technology safely
	move the cursor	context of painting	Create and debug	To was locited	content in the	and respectfully, keeping
	and click using a	using a simple	simple programs.	To use logical	context of applying	personal information
	trackpad.	computer	Use technology	reasoning to predict the	basic skills of using a computer.	private; identify where to go for help and
		program.	purposefully to create	behaviour of	a computer.	support when they have
	Children will learn	Use logical	digital content.	simple programs.	Use technology	concerns about content
	to turn on and shutdown	reasoning to	albital content.	Simple programs.	purposefully to	or contact on the

	computing equipment safely. Children will learn to save and open files in their folder. Children will learn to drag objects in a file from one location to another. Children will practise computer skills they have learnt in this unit.	predict the behaviour of simple programs. Children will work in the context of using undo and redo in a computer program.	Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	To create and debug simple programs.	create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to type, format and save. Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of combining text and pictures about a shared theme.	internet or other online technologies in the context of looking at how much information we can find out about a person online.
Topic Global Learning	<u>Dinosaurs</u>	Great Fire of London	<u>Pirates</u>	<u>Space</u>	Castles, Knights and Dragons	<u>Animals</u>
(History,	Explore the	London	Explore what a pirate is	What is space?	and Dragons	Identifying each of the
Geography,	footprints of	To develop an	·	•	Explore the	seven continents and
Modern Foreign	dinosaurs	awareness of the	Write about pirates	Rockets, how do	features of a	exploring the native
Languages)	What are the	past.	Write facts all about	they get to space?	castle.	animals that can be found in each one.
Art DT	characteristics of	To compare past	pirates	Why are they designed in a	Explore the	round in each one.
	dinosaurs?	and present	phates	certain way?	surrounding areas	Exploring the difference
		London.	What is loot?	- 1	of a castle	between oceans and
	How do we know			The sun	(physical and	seas, as well as learning
	about dinosaurs?	To identify	What is treasure?		human features).	coastal vocabulary, and
		differences and		Day and night		exploring the animals

Where	did they similarities	Make a key for a map.		What is a knight?	that live in these
live?	between ways o	of	The planets		different environments.
	life in different	Design a treasure map.	(order)	Castles in the UK,	
Which	dinosaurs periods.			can we locate	Exploring hot and cold
were d	angerous?	Art/DT	Astronauts - what	them on a map?	places in the world in
	To explain how		do they eat? What		relation to the equator,
What d	id they people live now	is Design a pirate flag.	is different when	Art/DT	and how an animal's
eat?	different to how	v Design and make a 3d	in space?		habitat is affected by its
	people lived in	model of a desert		Design a castle	distance from the
Dinosa	ur's teeth 1666.	island.	Aliens	using charcoal.	equator.
Art/DT	To know and	Sketch a pirate hat.		Make a model	Investigating the
	understand key	·	Art/DT	castle.	seasonal changes in the
	features of an	Make a pirate hat.			weather and the length
Sketch	a dinosaur event beyond	·	Cooking – planet	Design a dragon	of days and how these
	living memory t	hat Use a range of	biscuits.		affect animal behaviours
Design	a new are nationally	materials creatively to		Design a coat of	during these times.
dinosa	ur significant.	design and make	Space paintings	arms.	
		products.			Identifying the four
Design	and make a To order the		Sun painting	Make a coat of	countries of the United
home f	or your events of the G	reat To use drawing and		arms shield.	Kingdom, as well as each
dinosau	ur Fire of London	painting to develop	Design and make		country's national
		and share ideas,	rockets	Design a castle	animal. Exploring native
Explore	e dinosaur To understand	experiences, and		banner	animals of the UK and in
puppet	s some of the wa	ys imagination.	Design an alien		their local area.
	in which we find	d		Use a range of	
Design	a dinosaur out about the p	ast To develop a wide	Use a range of	materials	Art/DT
puppet	and identify	range of art and design	materials	creatively to	
	different ways i	n techniques in using	creatively to	design and make	Looking at the shapes,
Make a	dinosaur which it is	colour, pattern,	design and make	products.	colours, and patterns of
puppet	represented.	texture, line, shape,	products.		a variety of British
		form, and space.		To use drawing	wildlife, then using
				and painting to	various tips and tricks to

Use a range of	To explain how we	To use drawing	develop and share	complete observational
materials	know about the	and painting to	ideas, experiences,	drawings.
creatively to	Great Fire of	develop and sha	re and imagination.	
design and make	London.	ideas,		Exploring African
products.		experiences, and	To develop a wide	animals, then
	To explain how	imagination.	range of art and	incorporating patterns
To use drawing	London changed		design techniques	into African animal
and painting to	after the Great	To develop a wid	le in using colour,	finger puppets or
develop and share	Fire.	range of art and	pattern, texture,	silhouette pictures.
ideas,		design techniqu	es line, shape, form,	
experiences, and	To describe	in using colour,	and space.	Exploring Asian animals,
imagination.	London before,	pattern, texture		in particular elephants
	during and after	line, shape, form	,	and how they are
To develop a wide	the Great Fire.	and space.		decorated during the
range of art and				annual Jaipur Elephant
design techniques	Art/DT			Festival.
in using colour,				
pattern, texture,	Make a 3D model			Looking at examples of
line, shape, form,	of a house			Australian animals, then
and space.				creating an Aboriginal-
	Paint 3D model of			style animal dot art
	a house			painting.
	Paint a picture of			Describing a variety of
	the Great Fire of			rainforest animals
	London.			before creating either a
	Firework art.			snake coil mobile or a
				model of a parrot that
				they can attach to their
				arms.
				Finding out about the
				importance of animals in
				Native American culture

			and learning about animal symbolism, before choosing an animal or animals that they think best reflect their personality to create totem pole artwork.
			Exploring animals found in Antarctica before painting a penguin scene, focusing on colour mixing.



Satellite Year 5&6 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Rain Forests	Term 2	Space	Explorers	Ancient China	Myans
		Victorians				
	To develop writing of	To develop their	To develop the skills	Children to use the	To develop skills of	Children to develop
	a range of genres and	understanding that	for using money,	skills taught in	time, fractions, and	their understanding
Curriculum	integrating skills	everyone has	measurement, and	standalone SPaG	decimals to enable	and knowledge of
Intent	taught in English	different views and	fractions to be able	lessons within their	children to apply	sound through
"The Why"	across the curriculum.	opinions and these	to apply them to the	writing to enhance	these to real life	scientific
	To apply Place Value	need to be	real world.	the quality.	situations.	investigations.
	and Calculation	respected.	To develop	To develop their	Children to	Children to further
	knowledge to	To develop their	answering scientific	observation skills	develop their	develop their
	approach reasoning	calculations and	questions through	through systematic	mastery of art and	understanding of
	questions.	measurement skills	scientific evidence.	and careful	design techniques.	British history.
	To work scientifically	to enable them to	Children to develop	observations.		
	to prove a prediction.	apply their new	their understanding	To develop their		
	To develop a deeper	and existing	of how connections,	understanding of		
	understanding of	knowledge to real	contrasts and trends	the world around		
	British and World	life problems.	over time develop	them through		
	History.	To develop their	through history.	detailed research.		
		scientific enquiry				
		skills.				
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	The Vanishing	A Christmas Carol	One Small Step	Shackleton's	The Firework	The Chocolate Tree
	Rainforest			Journey	makers Daughter	
			Mars Transmission		Tales From China	The hero Twins
				Ice - Trap		

					Dragon Mountain	
English/ Literacy	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	The Firework	The Chocolate Tree
	The Vanishing	<u>Scrooge</u>	One Small Step	Shackleton's	Makers Daughter	
NC Year 2/3/4/5	<u>Rainforest</u>			<u>Journey</u>		
PA Stage 3/		Character	Explore the feelings		Character	Instruction writing –
4/5/6	Explore speech	descriptions based	of characters.	Role on the wall to	descriptions.	identifying the
	between characters.	on the characters		describe the main		features needed for
		from scrooge.	Use drama to freeze	character.	Setting	instruction, planning
	Pupils to write speech		frame scenes to		descriptions	instructions and
	using the correct	Setting	capture characters'	Pupils apply for a		writing a set of
	layout.	descriptions based	thoughts.	job on board	Instruction writing	instructions.
		on the book		Shackleton's ship.		
	Setting descriptions	Scrooge.	Plan an adventure		Explore play scripts	To plan and create a
	based on the		narrative.	Design and		fact file about how
	rainforest.	Pupils plan an		describe a lucky	Compare	chocolate is made.
		alternative ending	Edit and improve	charm to be taken	traditional stories	
	Non-Fiction	to Scrooge.	adventure	to sea.	from China.	Explore the Mayan
	<u>Debate</u>		narrative.			Gods.
		Pupils write an		Write an informal	Plan and write a	
	Research the reasons	alternative ending	Non-Fiction – Non	letter home in role	newspaper report	Describe the
	for deforestation.	to Scrooge.	<u>chronological</u>	from aboard the	about a dragon	character's 'the Hero
			<u>report</u>	ice-floe.	sighting	Twins'
	Plan an argument for	Non Fiction –	Mars Transmission			
	or against	Persuasive letter.		Plan an adventure	Plan and write an	Write a narrative from
	deforestation.		Explore what life on	story.	adventure story	another perspective.
		Pupils to explore	Mars could be like.			
	Write an argument for	the shape of a		Write an adventure		
	deforestation.	letter.	Plan a Mars	story.		Writing NC
			transmission report.		Writing NC	
	Have a class debate.	Pupils to identify		Edit and improve		In narratives,
		the features	Write a Mars	writing.	Proof-read for	describing settings,
	<u>Poetry</u>	needed for a	transmission report.		spelling and	characters and
	<u>Rainforest</u>	letter.				atmosphere and

		Edit and improve	Non-Fiction -	punctuation	integrating dialogue to
Explore senses	Explore the	report.	<u>Diary</u>	errors.	convey character and
poetry.	difference		Scott of The		advance the action.
	between formal	<u>Poetry</u>	<u>Antarctic</u>	Proposing changes	
Identify the features	and informal	<u>Space</u>		to vocabulary,	Proof-read for spelling
of a senses poem.	language.		Pupils to identify	grammar, and	and punctuation
		Explore how to tell a	the features of a	punctuation to	errors.
Plan a senses poem	Pupils to plan a	story through	diary entry.	enhance effects	
based on the	formal letter based	poetry.		and clarify	Reading NC
rainforest.	on stopping child		Pupils plan diary	meaning.	
Write a senses poem	labour.	Plan a space poem.	entries in role.		Drawing inferences
about rainforests.				Ensuring the	such as inferring
	Pupils to write a	Write a space	Pupils to write	consistent and	characters' feelings,
Edit and improve	formal letter.	poem.	diary entries in	correct use of	thoughts and motives
poetry.			role.	tense throughout a	from their actions, and
	Pupils to edit and	Edit and improve a		piece of writing.	justifying inferences
SPAG taught through	improve their	space poem.	Pupils to edit and		with evidence.
the genres this term	writing piece.		improve their diary	Reading NC	
		SPAG taught	entries.		
Inverted commas	Poetry - Shape	through the genres		Continuing to read	Consolidation of SPAG
Questions marks	<u>Christmas</u>	this term	Non-Fiction Non-	and discuss an	
Exclamation marks			<u>Chronological</u>	increasingly wide	
Capital letters and full	Explore a range of	Alliteration	<u>report</u>	range of fiction,	
stops.	shape poems.	Simile		poetry, plays,	
Commas		Metaphor	Pupils explore the	nonfiction and	
Apostrophes	Identify shapes and	Formal and informal	shape of a non-	reference books or	
Adjectives	words that are	language	chronological	textbooks.	
	associated with	Consolidation of	report.		
Writing NC	Christmas.	previous learning.		Predicting what	
Extending the range			Pupils use the	might happen from	
of sentences with	Plan a shape	Writing NC	internet and books	details stated and	
more than one clause	poem.	Proof-read for	to research	implied.	
by using a wider range		spelling and	Emperor penguins.		

of conjunctions,	Write a shape	punctuation errors.	Pupils to plan a		
including when, if,	poem.	Proposing changes	non-chronological	Consolidation of	
	poem.			SPAG	
because, although.	CDAC towaht	to vocabulary,	report.	SPAG	
Out out is in a ways are who	SPAG taught	grammar, and	Describe de comide e		
Organising paragraphs	through the genres	punctuation to	Pupils to write a		
around a theme In	this term.	enhance effects and	non-chronological		
narratives, creating		clarify meaning.	report.		
settings, characters,	Nouns	_			
and plot In non-	Verbs	Ensuring the	SPAG taught		
narrative material,	Adverbs	consistent and	through the genres		
using simple	Adjectives	correct use of tense	this term.		
organisational	Adverbials	throughout a piece			
devices.	Subordinate	of writing.	Adjectives		
	conjunctions		Rhetorical		
Proof-read for	Expanded noun	Read aloud their	questions		
spelling and	phrases.	own writing, to a	Modal verbs		
punctuation errors	Metaphors	group or the whole	Alliteration		
	Similes	class, using	Relative clause		
Reading NC	Questions	appropriate	Colons		
Recognising some	Exclamation marks	intonation and	Brackets		
different forms of	Inverted commas	controlling the tone	Fronted adverbials		
poetry Listening to	Commas in a list	and volume so that	Conjunctions		
and discussing a wide		the meaning is	Formal language		
range of fiction,	Writing NC	clear.	Informal language		
poetry, plays, non-	Discussing writing				
fiction and reference	similar to that	Reading NC	Writing NC		
books or textbooks.	which they are	Continuing to read			
	planning to write in	and discuss an	Identifying the		
	order to	increasingly wide	audience for and		
	understand and	range of fiction,	purpose of the		
	learn from its	poetry, plays, non-	writing, selecting		
	structure,	fiction and reference	the appropriate		
	,	books or textbooks.	form and using		

		vocabulary, and		other similar		
		grammar.	Drawing inferences	writing as models		
			such as inferring	for their own.		
		Organising	characters' feelings,			
		paragraphs around	thoughts and	Noting and		
		a theme In	motives from their	developing initial		
		narratives, creating	actions, and	ideas, drawing on		
		settings,	justifying inferences	reading and		
		characters, and	with evidence.	research where		
		plot.		necessary Perform		
				their own		
		In non-narrative		compositions,		
		material, using		using appropriate		
		simple		intonation,		
		organisational		volume, and		
		devices Proof-read		movement so that		
		for spelling and		meaning is clear.		
		punctuation				
		errors.		Reading NC		
				Retrieve, record		
		Reading NC		and present		
		Recognising some		information from		
		different forms of		non-fiction.		
		poetry Listening to				
		and discussing a				
		wide range of				
		fiction, poetry,				
		plays, nonfiction				
		and reference				
		books or				
		textbooks				
Maths	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
	Place Value	<u>Measure</u>				

NC Year 5/6			Multiplication/Divisi	Fractions,	<u>Decimals</u>	<u>Shape</u>
PA Stage 5/6	Read, write, order,	Calculate the	<u>on</u>	Decimals and		
	and compare	perimeter of		<u>Percentages</u>	Round decimals	Identify, describe, and
	numbers to at least	shapes.	Multiply and divide	Read and write	with 2 decimal	represent the position
	1,000,000 and	Calculate the area	whole numbers and	decimal numbers	places to the	of a shape following a
	determine the value	of shapes.	those involving	as fractions.	nearest whole	reflection or
	of each digit.		decimals by 10, 100		number and to 1	translation, using the
	Count forwards or	Multiplication and	and 1000.	Recognise and use	decimal place	appropriate language,
	backwards in steps of	<u>Division</u>		thousandths and		and know that the
	powers of 10 for any		Recognise and use	relate them to	Read, write, order,	shape has not
	given number up to	Identify multiples	square numbers and	tenths,	and compare	changed.
	1,000,000	and factors,	cube numbers, and	hundredths, and	numbers with up	
		including finding all	the notation for	decimal	to 3 decimal	Measure
	Interpret negative	factor pairs of a	squared (2) and	equivalents.	places.	
	numbers in context,	number, and	cubed (³)			Convert between
	count forwards and	common factors of	Solve problems	Recognise the per	Solve problems	different units of
	backwards with	2 numbers.	involving	cent symbol (%)	involving number	metric measure [for
	positive and negative		multiplication and	and understand	up to 3 decimal	example, kilometre
	whole numbers,	Know and use the	division, including	that per cent	places.	and metre; centimetre
	including through	vocabulary of prime	using their	relates to 'number		and metre; centimetre
	Round any number up	numbers, prime	knowledge of factors	of parts per 100',	Shape	and millimetre; gram
	to 1,000,000 to the	factors, and	and multiples,	and write		and kilogram; litre and
	nearest 10, 100,	composite (non-	squares, and cubes.	percentages as a	Identify 3-D	millilitre]
	1,000, 10,000 and	prime) numbers.		fraction with	shapes, including	
	100,000		Solve problems	denominator 100,	cubes and other	Understand and use
		Establish whether a	involving addition,	and as a decimal	cuboids, from 2-D	approximate
	Solve number	number up to 100 is	subtraction,	fraction.	representations.	equivalences between
	problems and	prime and recall	multiplication and			metric units and
	practical problems.	prime numbers up	division and a	Solve problems	Know angles are	common imperial units
		to 19.	combination of	which require	measured in	such as inches,
	Read Roman		these, including	knowing	degrees: estimate	pounds, and pints.
	numerals to 1,000 (M)	Multiply numbers	understanding the	percentage and	and compare	
	and recognise years	up to 4 digits by a		decimal		

written	in	Roman
numera	ls.	

Calculations

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 | method of short 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 and methods to use and why.

Statistics

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 onedigit number using the formal written division and interpret remainders appropriately for the context.

Year 6 **Calculations**

Identify common factors, common multiples, and prime numbers.

meaning of the equal's sign.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

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 one form to the

equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ an d those fractions with a denominator of a multiple of 10 or 25.

Year 6

Measure

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

acute, obtuse, and reflex angles.

Draw given angles, and measure them in degrees (°) Identify:

- 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.

Year 6 **Statistics** 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]

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.

		Use their	other and write	decimal notation		
Sc	olve comparison,	knowledge of the	mathematical	to up to 3 decimal	Interpret and	Year 6
su	um, and difference	order of operations	statements > 1 as a	places.	construct pie	Investigations
pr	roblems using	to carry out	mixed number.		charts and line	
in	nformation	calculations		Convert between	graphs and use	Using the learning
pr	resented in a line	involving the 4	Add and subtract	miles and	these to solve	from Key Stage 2
gr	raph.	operations.	fractions with the	kilometres.	problems.	children apply their
Co	omplete, read and	Solve addition and	same denominator,			knowledge to a range
in	nterpret information	subtraction multi-	and denominators	Recognise that	Calculate and	of investigations.
in	n tables, including	step problems in	that are multiples of	shapes with the	interpret the mean	
tir	metables.	contexts, deciding	the same number.	same areas can	as an average.	
		which operations		have different		
<u>Ye</u>	ear 6	and methods to use	Multiply proper	perimeters and	Shape	
PI.	lace Value	and why.	fractions and mixed	vice versa.		
			numbers by whole		Describe positions	
Re	ead, write, order, and	Solve problems	numbers, supported	Recognise when it	on the full	
COI	ompare numbers up	involving addition,	by materials and	is possible to use	coordinate grid (all	
to	10,000,000 and	subtraction,	diagrams.	formulae for area	4 quadrants)	
de	etermine the value of	multiplication, and		and volume of		
eac	ach digit.	division.	Year 6	shapes.	Draw and translate	
			Decimals and		simple shapes on	
Ro	ound any whole	Use estimation to	<u>Percentages</u>	Calculate the area	the coordinate	
nu	umber to a required	check answers to		of parallelograms	plane and reflect	
de	egree of accuracy	calculations and	Identify the value of	and triangles.	them in the axes.	
		determine, in the	each digit in			
		context of a	numbers given to 3	Calculate,	Consolidation of	
	· ·	problem, an	decimal places and	estimate, and	previous learning.	
	alculate intervals	appropriate degree	multiply and divide	compare volume of		
ac	cross 0	of accuracy.	numbers by 10, 100	cubes and cuboids		
			and 1,000 giving	using standard		
	olve number and		answers up to 3	units, including		
pr	ractical problems	<u>Fractions</u>	decimal places.	cubic centimetres		
				(cm³) and cubic		

that involve all the	Use common	Multiply one-digit	metres (m³), and	
above	factors to simplify	numbers with up to	extending to other	
	fractions; use	2 decimal places by	units.	
Calculations	common multiples	whole numbers		
Multiply multi-digit	to express	Use written division	Ratio	
numbers up to 4 digits	fractions in the	methods in cases		
by a two-digit whole	same	where the answer	Solve problems	
number using the	denomination.	has up to 2 decimal	involving the	
formal written		places.	relative sizes of 2	
method of long	Compare and order		quantities where	
multiplication.	fractions, including	Solve problems	missing values can	
	fractions >1	which require	be found by using	
Divide numbers up to		answers to be	integer	
4 digits by a two-digit	Add and subtract	rounded to specified	multiplication and	
whole number using	fractions with	degrees of accuracy.	division facts.	
the formal written	different			
method of long	denominators and	Recall and use	Solve problems	
· ·	mixed numbers,	equivalences	involving the	
remainders as whole	using the concept	between simple	calculation of	
number remainders,	of equivalent	fractions, decimals,	percentages [for	
fractions, or by	fractions.	and percentages,	example, of	
rounding, as		including in different	measures and such	
appropriate for the	Multiply simple	contexts.	as 15% of 360] and	
context.	pairs of proper		the use of	
	fractions, writing	<u>Algebra</u>	percentages for	
Divide numbers up to	the answer in its		comparison.	
4 digits by a two-digit	simplest form.	Use simple		
number using the		formulae.	Solve problems	
formal written	Geometry	_	involving similar	
method of short		Generate and	shapes where the	
division where	Draw 2-D shapes	describe linear	scale factor is	
appropriate,	using given	number sequences.	known or can be	
interpreting			found.	

remainders according	dimensions and	Express missing		
to the context.	angles.	number problems	Solve problems	
		algebraically	involving unequal	
Perform mental	Recognise,		sharing and	
calculations, including	describe, and build	Find pairs of	grouping using	
with mixed operations	simple 3-D shapes,	numbers that satisfy	knowledge of	
and large numbers.	including making	an equation with 2	fractions and	
	nets.	unknowns.	multiples.	
	Compare and	Enumerate		
	classify geometric	possibilities of		
	shapes based on	combinations of 2		
	their properties and	variables.		
	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			
	straight line, or are			
	vertically opposite,			

		and find missing				
		angles.				
Science	Year 5/6			Year 5/6	Year 5/6	Year 5/6
		. <u>Year 5/6</u>		Evolution and	Living Things and	
NC Year 5/6	compare and group	<u>Electricity</u>	Year 5/6	<u>inheritance</u>	Their Habitats	compare and group
PA Stage 5/6	together everyday		Earth and Space			together everyday
	materials based on	Develop		Recognise that	Life processes of	materials based on
	their properties,	understanding of	Describe the	living things have	humans.	their properties,
	including their	the symbols used	movement of the	changed over time		including their
	hardness, solubility,	to represent a	Earth and other	and that fossils	Explore the	hardness, solubility,
	transparency,	scientific electrical	planets relative to	provide	reproduction	transparency,
	conductivity	component.	the sun in the solar	information about	process of	conductivity (electrical
	(electrical and		system.	living things that	mammals.	and thermal), and
	thermal), and	Explore how the	Describe the	inhabited the Earth		response to magnets
	response to magnets	voltage within a	movement of the	millions of years	Explore the	
		circuit affects the	moon relative to the	ago.	reproduction in	know that some
	know that some	brightness of a	Earth.		other animals.	materials will dissolve
	materials will dissolve	bulb.	Describe the sun,	Recognise that		in liquid to form a
	in liquid to form a	Compare variations	Earth, and moon as	living things	Reproduction of	solution, and describe
	solution, and describe	in circuits.	approximately	produce offspring	plants.	how to recover a
	how to recover a		spherical bodies.	of the same kind,	Explore the life	substance from a
	substance from a	Compare the	Use the idea of the	but normally	cycle of animals	solution
	solution	difference	Earth's rotation to	offspring vary and	and plants.	
		between	explain day and	are not identical to		use knowledge of
	use knowledge of	renewable and	night and the	their parents.	<u>Working</u>	solids, liquids, and
	solids, liquids, and	non-renewable	apparent movement		<u>scientifically</u>	gases to decide how
	gases to decide how	sources of	of the sun across the	Identify how		mixtures might be
	mixtures might be	electricity.	sky.	animals and plants	Asking relevant	separated, including
	separated, including			are adapted to suit	questions and	through filtering,
	through filtering,	Use scientific	Working	their environment	using different	sieving, and
	sieving, and	vocabulary.	<u>scientifically</u>	in different ways	types of scientific	evaporating
	evaporating			and that adaptation		

			1 1.		
		Asking relevant	may lead to	enquiries to	give reasons, based on
give reasons, based	<u>Working</u>	questions and using	evolution.	answer them	evidence from
on evidence from	<u>Scientifically</u>	different types of			comparative and fair
comparative and fair		scientific enquiries	<u>Working</u>	Recording findings	tests, for the uses of
tests, for the uses of	Identifying	to answer them	<u>Scientifically</u>	using simple	everyday materials,
everyday materials,	differences,			scientific language,	including metals,
including metals,	similarities or	To work as part of a	Asking relevant	drawings, labelled	wood, and plastic
wood, and plastic	changes related to	group to solve a	questions and	diagrams, keys, bar	
	simple scientific	scientific	using different	charts, and tables	demonstrate that
demonstrate that	ideas and	investigation Making	types of scientific		dissolving, mixing and
dissolving, mixing and	processes	systematic and	enquiries to	Reporting on	changes of state are
changes of state are		careful observations	answer them	findings from	reversible changes
reversible changes	Using	and, where	Gathering,	enquiries, including	
	straightforward	appropriate, taking	recording,	oral and written	explain that some
explain that some	scientific evidence	accurate	classifying, and	explanations,	changes result in the
changes result in the	to answer	measurements using	presenting data in	displays or	formation of new
formation of new	questions or to	standard units, using	a variety of ways to	presentations of	materials, and that this
materials, and that	support their	a range of	help in answering	results and	kind of change is not
this kind of change is	findings.	equipment,	questions	conclusions	usually reversible,
not usually reversible,		including			including changes
including changes	Making systematic	thermometers and	Using results to	Using results to	associated with
associated with	and careful	data loggers	draw simple	draw simple	burning and the action
burning and the	observations and,	To record data and	conclusions, make	conclusions, make	of acid on bicarbonate
action of acid on	where appropriate,	results of increasing	predictions for new	predictions for new	of soda.
bicarbonate of soda.	taking accurate	complexity using	values, suggest	values, suggest	
	measurements	classification keys,	improvements, and	improvements, and	Working scientifically
Working scientifically	using standard	tables, scatter	raise further	raise further	
	units, using a range	graphs, bar, and line	questions	questions	Asking relevant
Asking relevant	of equipment,	graphs.			questions and using
questions and using	including				different types of
different types of	thermometers and				scientific enquiries to
scientific enquiries to	data loggers				answer them
answer them					Recording findings

	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					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
Computing	Computer networks	Algorithms and	Communication	Algorithms and	Data and	Safety
		programming	To use the internet	programming	Information	Understand what is
NC Year 3/ 4/5	Develop terminology	Understand the	to safely research.	To use the	To design a tally	meant by the term
PA Stage 3/4/5	and explain how a	terminology	To develop their	software	chart for data	social media.
	network enables	algorithm.	skills of narrowing	programme	collection.	Explain how to stay
	communication.	To develop	down searches using	Scratch.	To organise data	safe when using the
	Explore how	understanding of	the internet.	Using Scratch	and represent the	internet.
	computer networks	problems and how to solve them.	To identify poor and effective	understand how	data collected.	To create a safe
	are communicating in school.	To develop own	presentations.	coding works, develop own	To identify errors in data and	webpage for children.
	SCHOOL.	algorithms.	presentations.	coding and to	correct.	
		aigoritiiiis.		counting and to	COLLECT.	

	Explain how		Create	create an	To create graphs	
	computers can help		presentations.	animation using	using a software	
	people communicate			the Scratch	programme.	
	and collaborate.			software.		
Topic	<u>Geography</u>	<u>History</u>	Space	Geography and	<u>China</u>	<u>Myans</u>
Global Learning	<u>Rainforests</u>	<u>Victorians</u>		<u>History</u>		
(History,			Discovering how and	Explorers	To find out about	Investigate how and
Geography,	What is a rainforest?	Who was Queen	where and when the		the Shang Dynasty	when Europeans
Modern Foreign		Victoria?	telescope was	Explore exploration	of China and	encountered the
Languages)	Explore where		invented and how	environments.	explore how we	Mayan civilisation.
Art	rainforests are found.	What was it like for	they work.		know about it.	Explore how we know
DT		poor children	Finding out about	Who was		about the Mayan
	What are the layers of	during Victorian	the Space Race	Columbus?	To explore the	civilisation and their
	a rainforest?	times?	between the USSR		evidence	way of life.
			and USA and space	Who was Cook?	surrounding the	Explore how Mayan
	Explore the animals	Compare the toys	exploration between		Shang kings	society was organised
	that live within	and games from	1940 and 1970.	Explore polar		and how this compares
	rainforests.	Victorian times to	Exploring the details	environments.	To find out about	to modern society.
		today.	of the Apollo 11		Shang royal burials.	Find out about what
	What tribes live in the		mission of 1969, the	First steps on the		the Maya believed in,
	rainforest?	Inventers and	moon landing and	moon.	To find out what	including their
		inventions.	who was involved.		ordinary life was	religious rites and
	Research the impact		Finding out about		like for people	rituals.
	of deforestation.	Transport in	the first black	<u>Art</u>	during the Shang	Use a variety of
		Victorian time.	woman in space:	<u>Sea</u>	Dynasty.	sources to piece
	Art		Mae Jemison.			together what life was
		<u>Art</u>	Examining methods	Sketch images of	To find out about	like for the Maya.
	Learn and refine		of space exploration	the sea using a	the writing and	Exploring the
	techniques to observe	William Morris art.	used today.	range of artistic	calendar created	achievements of the
	and draw animals.			techniques to	during the Shang	Maya including their
	Explore the art of	Exploring repeating	Art	create affect	Dynasty	number systems and
	Henri Rousseau and	patterns for	Exploring the world	(smudging,		calendar.
			of origami and using	shadowing,		

replicate some of his	Victorian	this understanding	blending, and	To know where	Investigate the
work using collage.	wallpaper.	to make an origami	mixing colours)	China is in the	reasons behind the
Design and make an		star.		world	decline of the Mayan
animal mask.	Decoupage art	Creating a fictional	<u>DT</u>		civilisation.
	design.	planet using mixed	Boats	To explore the	
DT		media.		human impact on	Locate where the
Design, sew and	<u>DT</u>		Design and make a	China's physical	Maya lived on a world
evaluate poison dart		DT	boat that will float.	geography	map and the modern-
frog beanbags.	Make a Victorian	Exploring examples	Pupils to think		day countries and
Design, make and	cup and ball toy.	of past and present	about the shape of	To learn about	cities that are there
evaluate an		sundials before	the boat, the sails	China's famous	now.
information book wit	Design and make a	designing, making,	that they will need	tourist attractions	Use a variety of
moving parts.	model bridge.	and evaluating a	and how they will		sources to explore the
		sundial.	make these.	Art	physical geography of
		Examining the		To explore the	Mesoamerica.
		components of a		themes, styles, and	Explore what life is like
		spaceship and using		colours of	for modern Mayan
		this understanding		traditional Chinese	people and compare
		to make a model of		art.	this to the life of the
		a spaceship.			Maya in the 1st
				To explore the	century
				theme of dragons	
				in Chinese art.	Art
					Explore the mask of
				To find out about	Lord Pakal and
				importance of	recreate Mayan masks.
				brushstrokes in	Use clay to recreate
				Chinese art	Mayan artefacts.
					Recreate the
				To find out about	Bonampak murals
				and replicate	using pastels and 3D
				Chinese calligraphy	nets.

PD (Personal Development) NC Year 3/ 4/5/6 PA Stage 3/ 4/5/6	Living in the wider world 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	Living in the wider world 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?	Relationships Explore different feelings. Strategies that could be used to manage feelings. Recognise what constitute a healthy relationship with friends. What are negative relationships?	Health and wellbeing 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.	To investigate water-powered machines. To test materials to build a kite. Relationships 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?	DT Design, make and evaluate a model of a Mayan temple. Health and wellbeing Explore changes. • Transition • Puberty • Bereavement How can we manage change?
	responsibilities within the local community.					
World Beliefs NC Year 4	Bower Values What are the main	Hindu and Sikh To explore the	Buddhist's Beliefs To know how	What it means to be Jewish	Muslim faiths and traditions	The nature of Christians
PA Stage 3/4/5	British Values?	Hindu creation of the universe.	Buddhist's celebrate New year in Japan		Islam creation story	

	What is Mutual	To know that there	To explore who	To explore God as	To know that	To explore God as a
	respect?	is no creation story	Buddha was and	a creator according	Muslims attend	creator according to
	How can we be	in the Sikh faith	why he is important	to the Jewish faith.	Jumu'ah at a	the Christian faith.
	respectful of others?	instead it is based	to Buddhists.	To know that Jews	mosque on Fridays.	To explore God's
	How does this help	on the teachings of	To know how	attend Shabbat	To explore the use	creation of Adam and
	our friendships?	the ten Gurus.	Buddhist's attend	services at the	of a prayer mat	Eve.
	Exploring difference in	To explore what	Uposatha days at	Synagogue on the	and compass.	To explore what
	friendships.	happens in a Hindu	the temple.	Sabbath, Friday	Look at Wudu and	happens at a Christian
	How does this help us	and Sikh wedding.	To know how	evening through to	how to keep clean.	Wedding.
	to be a good citizen?		Buddhists practice	Saturday.		
			Meditation and	To explore the		
			chanting in their	rituals of Shabbat,		
			daily lives.	lighting candles		
				and having 3		
				meals.		
				To how Jewish		
				people celebrate		
				the festival of		
				Hanukkah		
PE	<u>Basketball</u>	<u>Football</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Tennis</u>	Sports Day Practice
NOV A/F/C		IX'al a la all	D (December	11- 1	Describes a series
NC Year 4/5/6	Improve catching and	Kick a ball	Perform a range of	Respond to a	How to serve a ball	Practice running,
PA Stage 4/5/6	throwing in basketball.	correctly. Move with the ball	jumps and leaps.	stimulus, creating movement phrases	in tennis. Hitting a ball	throwing, and jumping skills.
	To use a range of	into space.	Perform a roll safely.	using specific skills.	accurately over a	SKIIIS.
	basketball passes.	into space.	r criorin a ron sarciy.	danig specific skins.	net.	Improve running
	Sacretsan passes	Understand and	Link movement and	Design own		techniques for
	To understand the	apply the rules of	jumps in a sequence.	movements to	How to hold a	sprinting and pacing
	rules for basketball	football		represent rivers	tennis racket?	during distance
			To understand the	and seas.		running.
	Understand how to		importance of		Understand the	
	mark a player.				rules for tennis and	

		To gain possession	warming up and	Link and combine	the safety	Relay running, how
Д	Aiming for a target.	by intercepting a	stretching.	movement and	procedures that	and when to pass the
		pass.		patterns.	are in place.	baton.
S	Shoot in a basketball		To understand the			
n	net.	Develop attacking	importance of	Perform a short	Working as part of	Build on skills for
		and defending	cooling down.	dance using	a team during	standing long jump
P	Play a game of	skills and		expression.	doubles.	and triple jump.
b	basketball.	knowledge.	To create their own			
			performance piece.	Use a range of	Use running,	Explore techniques for
	Use running, jumping,	Apply attacking		dance techniques	jumping, throwing,	target throwing.
	throwing, and	and defending	Develop flexibility,	to create a	and catching in	
	catching in isolation	skills in a game of	strength, technique,	movement	isolation and in	Use running, jumping,
	and in combination.	football.	control, and balance	sequence.	combination.	throwing, and catching
	play competitive		[for example,		play competitive	in isolation and in
	games, modified	Use running,	through athletics	Perform dances	games, modified	combination.
	where appropriate	jumping, throwing,	and gymnastics]	using a range of	where appropriate	
_	[for example,	and catching in		movement	[for example,	Develop flexibility,
	badminton,	isolation and in	Compare their	patterns	badminton,	strength, technique,
	basketball, cricket,	combination.	performances with		basketball, cricket,	control, and balance
	football, hockey,	play competitive	previous ones and	Compare their	football, hockey,	[for example, through
	netball, rounders, and	games, modified	demonstrate	performances with	netball, rounders,	athletics and
	tennis], and apply	where appropriate	improvement to	previous ones and	and tennis], and	gymnastics]
	basic principles	[for example,	achieve their	demonstrate	apply basic	
	suitable for attacking	badminton,	personal best.	improvement to	principles suitable	Compare their
a	and defending	basketball, cricket,		achieve their	for attacking and	performances with
		football, hockey,		personal best.	defending	previous ones and
		netball, rounders,				demonstrate
		and tennis], and				improvement to
		apply basic				achieve their personal
		principles suitable				best.
		for attacking and				
		defending				

Music		Explore simple		Inventing a musical		Music that makes you
		patterns		story		dance
NC Year 4						
PA Stage 3/4		Pupils will be		Pupils to use		Pupils will explore a
		clapping, playing		recorders to play a		range of music; they
		back, and creating		tune.		will decide how
		their own simple		Pupils will create		movement can be
		patterns in the		music to		linked to certain beats.
		'Understanding		accompany a story		
		Music,'		thinking about the		
		improvisation and		sound effects.		
		composition				
		activities.				
Enrichment	Local area	Pantomime	Local shop visit	World Book Day	Local Park	Sports Day
Opportunities			Fair trade fortnight		(Cobtree/Mote	Music Festival
					Park)	



Year 7 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Boy 87: Ele Fountain	The Boy in Striped	Survival stories (Ice	The Harder they	Escape from Pompeii	AQA English Language
Heading		Pyjamas: John Boyne	Trap: Shackleton's	Fall: Bali Rai		Year 7 Assessment unit
	Contemporary prose,		journey to the South		Non-fiction source	
	refugee themed text.	Seminal world literature.	Pole)	Contemporary	material, first-person	Summative assessment
		Contemporary prose,		prose, homeless and	chronology, diary	unit, following the AQA
		Holocaust themed.	Non-fiction,	poverty themed	form.	English Language
			biographical study.	text.		pathway.
Year 7	KS3 National	KS3 National Curriculum	KS3 National	KS3 National	KS3 National	KS3 National Curriculum
Content	Curriculum links:	links:	Curriculum links:	Curriculum links:	Curriculum links:	links:
(skills						
and	Reading: high quality	Reading: high quality	Reading: non-fiction,	Reading: high	Reading: non-fiction	Reading: read a wide
knowled	contemporary	contemporary literature	biographical, recount	quality	(historical); learning	range of fiction/ non-
ge)	literature (fiction –	(fiction – historical	form; learning new	contemporary	new vocabulary;	fiction texts; studying
	real-life drama);	drama); seminal world	vocabulary; inference;	literature (fiction –	inference; retrieval of	different forms and
NC KS3	learning new	literature; learning new	retrieval of evidence;	drama); non-fiction;	evidence;	authors; learning new
PA Stage	vocabulary; inference/	vocabulary; inference;	understanding	learning new	understanding	vocabulary; making
2-4	deduction; retrieval of	retrieval of evidence;	language; studying	vocabulary;	language linked to	inferences; referring to
	evidence; exploration	exploration of context;	plot and setting;	inference; retrieval	purpose and	evidence from texts;
	of context;	understanding language;	understanding	of evidence;	audience; studying	analysing figurative
	understanding	studying plot, setting and	purpose and	understanding	plot and setting; using	language and text
	language; studying plot,	characterisation; making	audience; making	language; studying	literary terminology.	structure; making critical
	setting and	critical comparisons	critical comparisons.	plot, setting and		comparisons.
	characterisation; using	(Anne Frank diary		characterisation.	Writing: imaginative	_
	literary terminology.	extracts).	Writing: imaginative		writing (diary writing);	Writing: writing for
			writing; non-narrative	Writing: imaginative	non-narrative forms	purpose (to describe, to
			forms such as formal	writing; non-	(instructional);	narrate, to inform, to

	Writing: formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence. Alternative text for lower ability: When Jessie Came Across The Sea/ The Arrival Same descriptors apply as above for main unit. Poetry Link: 'We Refugee' by B. Zephaniah.	writing: formal expository; non-narrative forms such as informal letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices. Poetry Link: 'Refugee Blues' by WH Auden.	letters/ diaries/ speeches/ instructions; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Alternative text for lower ability: The Arctic Star by Tom Palmer. Poetry Link: 'Do Not Go Gentle into that Good Night' by D. Thomas.	narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Poetry Link: 'Clown Punk' by S. Armitage.	applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Poetry Link: Pompeii by William Dix (1848). *Lyrics from Pompeii by Bastille included within MTP.	persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.
Enrichm ent Opportu nities	Cross-curricular links to Geography and PSHE	Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design. VR trip to Pompeii.	Cross-curricular links to Geography/History Potential visit to Shackleton Exhibition VR trip to Antarctic	Porchlight Visit Bali Rai (author visit) Cross curricular link to PSHE	Cross curricular link to History. VR opportunities	See Term 5 enrichment opportunities for text.
Maths	Base 10 Numbers Saying reading, writing,	Add & Subtract	Scales & Symbols	Meaning of Multiplication	Understanding Fractions	Numbers in Geometry & Measure

Content (skills and knowled ge) **Majority** will be working within NC Years: 3 **-** 5 PA Stages: 3 **-** 5

comparing, rounding and interpreting increasingly larger numbers; Calculating with money; Introduction to percentages; Baseline assessments; Practise learning, recalling and using number facts through personalised activities

Developing addition & subtraction mental and written calculation skills 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.

Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.

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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.

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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and

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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts

throughout the year.

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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.

				division number facts throughout the		
				year.		
World	Bower Values	Who are Hindus and	Buddhist's beliefs	What it means to be	Muslim Traditions	The nature of Christians
Beliefs	Tolerance Morals and	Sikhs?		Jewish		
	rules		Be familiar with		Find out about	Recognise and identify
		Be familiar with Sikhism	Siddhartha and the	What is a	Muslim beliefs and	Christian symbols and
	What are your world	in Britain.	four sights.	synagogue?	look at the five pillars	their history and
	views?				in detail.	meanings.
		Be familiar with Sikh	What Buddhists	What is Hanukkah?		
	What are the traditions	weddings and to know	believe happens when		What is a mosque and	Look at churches inside
	and beliefs considering	why Sikhs celebrate	you die.	To explain Jewish	look at mosques	and out.
	school rules?	Diwali.		worship and prayer	around the world?	
	Danas dan Iba	Tallanif Bladend	Look at the founder of	and to explain the	Taller and to tale atte	Look at Christian prayer
	Recognise the difference between	To identify Diwali and	Buddhism and create	beliefs about Messiah.	Take part in Islamic	and prayer writing.
	rules and Laws.	the many celebrations.	religious leader cards looking at their	iviessian.	calligraphy and	
	rules allu Laws.	Start to look at Hindu	qualities in		recognise the Arabic alphabet.	
	Understand the rule of	Gods.	leadership.		aipiiabet.	
	Law.	dous.	icadership.			
	Law.					
	Understand people					
	have different ideas					
	and beliefs.					
	What is Democracy?					
Science	Introduction Unit	Acids and Alkalis (7F)	Reproduction (7B)	Electricity (7J)	Forces (7K)	Ecosystems (7D)
	An introduction to the	This unit looks at acids	This unit explores	This unit looks at the	This unit revises the	This unit looks at
	science room, health	and alkalis and how they	sexual reproduction in	measurement of	concepts of forces	ecosystems and the
	and safety, key pieces	are described using a pH	animals, However, the	current and how it	and their effects and	factors that affect them.
	of equipment and	number. It looks at	central focus for	behaves in series	extends students'	This includes the impact
	scientific skills	neutralisation reactions	learning is the human	and parallel circuits,	knowledge of friction,	of human activity and

Cells(7A)

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.

and some of their uses. and also introduces standard hazard symbols.

Energy (7I)

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.

reproductive system and sexual reproduction in humans.

Atoms and Elements (7H)

This unit introduces

ideas about the makeup 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 particle models, naming compounds and word equations.

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

Particles (7G)

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.

gravity and springs and link to ideas about forces, friction. and pressure.

Muscles and Bones (7C)

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.

the importance of biodiversity.

Sound (7L)

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.

Mixtures (7E)

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 from the science learning experience that most students will have had previously

PL
Content (skills and knowled ge)
NC Year
PA Stage

S2-S6

DF

SoW may be taught at different times across the year

Basketball, Health Related Exercise Handball and Dodgeball or Tennis/Pickleball

Basketball

The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.

Health Related Exercise

The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused

Gymfinity, Survival and OAA

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.

Survival

Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.

OAA

Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group

Football, Health Related Exercise, Dance and Rugby

Football

The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.

Health Related Exercise

The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.

Survival, Swimming and Netball

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.

Survival

Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.

Netball

The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils

Cricket, Rounders, Athletics and Badminton

Cricket

The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.

Rounders

Athletics

The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills.

Swimming, Gymfinitiy and Tennis/Pickleball or Dodgeball

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

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.

Pickleball/Tennis

The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become more competent, confident and expert in their

circuits developing their own fitness.

Handball

Pupils will consistently apply effective passes, applying decision making as to which pass to make and when in order to keep possession and score. Pupils will create and apply tactics in games adapting them as the game situation changes.

Dodgeball

Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.

Pickleball/Tennis

The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will

Tag-Rugby

The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.

Dance

The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.

will be able to develop tactics for both attacking and defending and apply these successfully within their teams. The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.

Badminton

The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).

techniques and apply them in competitive games.

Dodgeball

Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.

	become more competent, confident and expert in their techniques and apply them in competitive games.					
Drama	Introduction to Drama	Movement	Taking on a Character	Script Writing	Exploring Emotion	The Theatre – The Bigger Picture
Content	To develop pupils'	To begin to develop	To begin to recognise	To develop 'scenes'	To develop the use of	
(skills	confidence in Drama	pupils' ability to use	the need for context	through dramatic	emotion in their	To develop an
and	allowing for	movement within a	to emotion in order to	performances and	performances. Pupils	understanding of the
knowled	opportunities to work	dramatic performance.	portray believable	script writing.	will link previous	history of the theatre.
ge)	imaginatively alone, in		characters. Pupils use	_	taught skills to	
	pairs, in groups and as	Pupils will use short pre-	Superheroes to	Pupils will have	develop their	Pupils will analyse the
NC Year	a whole class.	prepared scripted pieces	develop and build	opportunities to	portrayal of different	roles and responsibilities
KS3	a whole class.	in order to develop their	characters and learn	create performances	emotions through	within the theatre
BGS	Pupils will begin to	use of movement. Pupils	to incorporate them	of their own. Pupils	short dramatic	including, lighting, stage
Drama	create and perform	will begin to use their	into short, improvised	will begin to	performances.	management, set
Framew	short pieces of drama	bodies to create a	performances.	understand the		designer, director,
ork	and sometimes make	character. Pupils will		features of a script	Pupils will begin to	costume designer.
Stage 2 -	basic comments on the	work in small groups and	Pupils will learn short	and work with pre	explore ideas and	
3	quality of other	begin to listen to the	scripts and develop	prepared scripts and	feelings sensitively.	
	people's performances.	ideas of others. Pupils	their use of body	begin to develop	Pupils will begin to	
	Pupils will look at key	will begin to develop	language in their	their ability to write	link skills previously	
	dramatic techniques	physical control and	work. Pupils will	their own scripts.	taught. Pupils will	
	aramade teeminques	recognise the	begin to gain	Pupils will show	develop their skills in	
		importance of, gesture,	confidence when	awareness of the	building characters	

	including: Mime, freeze frames, tableau	movement and expression in communicating meaning to an audience. Pupils will create short performances and begin to introduce characters within their work using movement and body language effectively to portray different characters.	offering suggestions on how a performance might look. Pupils will begin to develop characters that are different from themselves using voice, gesture and movement. Pupils will work in small groups and begin to develop the use of scripts to support their performances.	audience and begin to perform towards the audience. Pupils will begin to evaluate each- others work by picking out good parts and suggesting improvements.	through use of gesture, movement and voice. Pupils will evaluate each-other's work commenting on things that went well and suggesting improvements for future work. Pupils will develop use of learnt drama specific terminology in their feedback.	
Enrichm ent Opportu nities	SMSC Developing imagination and exploring ways of organising presenting ideas Drama Club	SMSC To develop an understanding of how non verbal communication can have an impact on how we present ideas. Drama Club Xmas Performance	To gain an understanding of character types and conventions of characters. To develop group work skills. Drama Club	SMSC Developing imagination and exploring ways of organising presenting ideas. To continue to develop group work skills. Drama Club Easter Performance	SMSC To develop an understanding of how non verbal communication can have an impact on how we present ourselves. Exploring feelings and emotions Drama Club	Developing an understanding of the wider picture of theatre outside of acting. To look at job roles within the theatre. Drama Club

MFL	Recap of prior learning	Sports	Clothes & school	Music	Transport	Holidays
	Family & descriptions	Hobbies	uniform			
		Francophone Christmas		Listen attentively to	Listen attentively to	Listen attentively to
	Listen attentively to		Listen attentively to	spoken language	spoken language and	spoken language and
	spoken language and	Listen attentively to	spoken language and	and show	show understanding	show understanding by
	show understanding by	spoken language and	show understanding	understanding by	by joining in and	joining in and responding
	joining in and	show understanding by	by joining in and	joining in and	responding	
	responding	joining in and responding	responding	responding		Explore the patterns and
					Explore the patterns	sounds of language
	Explore the patterns	Explore the patterns and	Explore the patterns	Explore the patterns	and sounds of	through songs and
	and sounds of language	sounds of language	and sounds of	and sounds of	language through	rhymes and link the
	through songs and	through songs and	language through	language through	songs and rhymes and	spelling, sound and
	rhymes and link the	rhymes and link the	songs and rhymes and	songs and rhymes	link the spelling,	meaning of words
	spelling, sound and	spelling, sound and	link the spelling,	and link the spelling,	sound and meaning of	
	meaning of words	meaning of words	sound and meaning of	sound and meaning	words	Engage in short, familiar
			words	of words		conversations; ask and
	Engage in short,	Engage in short, familiar			Engage in short,	answer a wider range of
	familiar conversations;	conversations; ask and	Engage in short,	Engage in short,	familiar	questions; start to
	ask and answer a wider	answer a wider range of	familiar	familiar	conversations; ask	express opinions
	range of questions;	questions; start to	conversations; ask	conversations; ask	and answer a wider	
	start to express	express opinions	and answer a wider	and answer a wider	range of questions;	Speak in sentences, using
	opinions		range of questions;	range of questions;	start to express	familiar vocabulary,
		Speak in sentences,	start to express	start to express	opinions	phrases and basic
	Speak in sentences,	using familiar	opinions	opinions		language structures
	using familiar	vocabulary, phrases and			Speak in sentences,	
	vocabulary, phrases	basic language structures	Speak in sentences,	Speak in sentences,	using familiar	Develop accurate
	and basic language		using familiar	using familiar	vocabulary, phrases	pronunciation and
	structures	Develop accurate	vocabulary, phrases	vocabulary, phrases	and basic language	intonation so that others
		pronunciation and	and basic language	and basic language	structures	understand when they
	Develop accurate	intonation so that others	structures	structures		are reading aloud or
	pronunciation and	understand when they			Develop accurate	using familiar words and
	intonation so that	are reading aloud or	Develop accurate	Develop accurate	pronunciation and	phrases
	others understand		pronunciation and	pronunciation and	intonation so that	

when they are reading	using familiar words and	intonation so that	intonation so that	others understand	Present ideas and
aloud or using familiar	phrases	others understand	others understand	when they are	information orally
words and phrases		when they are	when they are	reading aloud or using	
	Present ideas and	reading aloud or using	reading aloud or	familiar words and	Read carefully and show
Present ideas and	information orally	familiar words and	using familiar words	phrases	understanding of words,
information orally		phrases	and phrases		phrases and simple
	Read carefully and show			Present ideas and	writing
Read carefully and	understanding of words,	Present ideas and	Present ideas and	information orally	
show understanding of	phrases and simple	information orally	information orally		Broaden their vocabulary
words, phrases and	writing			Read carefully and	and develop their ability
simple writing		Read carefully and	Read carefully and	show understanding	to understand new
	Broaden their vocabulary	show understanding	show understanding	of words, phrases and	words that are
Broaden their	and develop their ability	of words, phrases and	of words, phrases	simple writing	introduced into familiar
vocabulary and develop	to understand new	simple writing	and simple writing		written material,
their ability to	words that are			Broaden their	including through using a
understand new words	introduced into familiar	Broaden their	Broaden their	vocabulary and	basic glossary
that are introduced	written material,	vocabulary and	vocabulary and	develop their ability	
into familiar written	including through using a	develop their ability	develop their ability	to understand new	write words and short
material, including	basic glossary	to understand new	to understand new	words that are	phrases from memory
through using a basic		words that are	words that are	introduced into	
glossary	write words and short	introduced into	introduced into	familiar written	Start to describe people,
	phrases from memory	familiar written	familiar written	material, including	places, things and
write words and short		material, including	material, including	through using a basic	actions orally and in
phrases from memory	Start to describe people,	through using a basic	through using a	glossary	writing
	places, things and	glossary	basic glossary		
Start to describe	actions orally and in			write words and short	Understand basic
people, places, things	writing	write words and short	write words and	phrases from memory	grammar including
and actions orally and		phrases from memory	short phrases from		feminine and masculine
in writing	Understand basic		memory	Start to describe	forms
	grammar including	Start to describe		people, places, things	
Understand basic	feminine and masculine	people, places, things	Start to describe	and actions orally and	Understand elements of
grammar including	forms	and actions orally and	people, places,	in writing	francophone culture that
		in writing			

	feminine and masculine forms Understand elements of francophone culture that are different to British culture	Understand elements of francophone culture that are different to British culture	Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture Enrichment Opportunities Cross-curricular – PD	things and actions orally and in writing Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture Enrichment Opportunities	Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture	are different to British culture
				Francophonie Focus Day Cross-curricular – music		
D and T	Acrylic tablet/ph	one holder	Joining techniques		Corporate Ident	tity
	 Machine safety Machine input Timber types Key words CAD-CAM Acrylic gadget ho Extension task: Timber time piece Assessment 		 Isometric drawing Wood joints-joining Key words CAD-CAM Money box project Assessment A timber-based project learning. Wood joints-joint	forms the basis of	 Rendering-tone Perspective Key words Corporate ident Nets-surface de CAD-CAM Assessment 	ity project

	A welcome to the workshop-machinery & equipment. Learners develop skills and knowledge working with acrylic. Aspects of CAD-CAM are displayed and utilised within both the acrylic and timber		used alongside drawing techniques in order realise design intention		Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit	
Bounce	Social Media (BF)	Anger (DwF)	Feeling loved (DwF)	Feeling bored (DwF)	Rejection (DwF)	Feeling intimidated
Forward	Discussion activity	Identifying anger	Recognising love and	Recognising being	Understanding	(DwF)
	based on social media	Traffic light solutions	affection	bored and restless	rejection is when you	How can we
Resilienc	activities.	Identifying triggers,	Recognising	Accepting agitation	feel unloved,	prevent/stop bullying?
е		thoughts, behaviours	appropriate love and	can be as a result of	unwanted, pushed	Reflecting on how
compete	Understanding	and consequences	affection	boredom	aside or excluded	bullying makes us feel as
ncies	emotions (BF)		Discussion on	How to prevent	Identifying scenarios	a victim
underpin	How do we cope with	Feeling afraid (DwF)	different types of	boredom	when rejection might	Create a plan of what
the	emotions?	Addressing and	love, platonic, family		occur	you could do if bullying
learning	Embrace all emotions	recognising fear	and romantic	Jealousy (DwF)	Rejection vs	should occur
and	and how to	Acknowledging and	Feeling cared for	Understanding that	discrimination	
summari	manage/cope if feeling	understanding fight or	Identifying how love	jealousy can present		Feeling accepted (DwF)
se	overwhelmed.	flight response	feels	as anger	Arrogance (DwF)	Discussion of who may
behaviou		Reinforcement		Accepting jealousy is	Understanding the	not feel accepted in
r that is	Module 1	Working in pairs, identify	Feeling shocked	a normal part of life	difference between	society
encourag	Materials to build a	a moment of fear	(DwF)	Acknowledging the	arrogance and	Introducing the triangle
ed and	tower in groups		Recognising the	reasons why we may	confidence	of need
built	Emotions activity	Module 2	feelings of shock	become jealous	Acknowledging	How to make someone
through	worksheet You can use	ABC activating events	Understanding anger	Understand people	arrogance is often	feel accepted
learning	three packets of	ABC analysis worksheets	can go hand in hand	can become jealous	used to hide other	
and	spaghetti and six		with shock	of us.	feelings	Module 6
using the	packets of	Happiness (DwF)	Identifying shock and	Introduce the	Identifying arrogance	Resilience review quiz
skills	marshmallows (based	Discuss moments of	supporting others	concept of envy	in others	What have I learnt about
establish	on six groups of 5).	happiness	who are shocked	How to support	Madula F	myself worksheet
ed	Alternatively, you can	Do people feel happy all	Madula 2	others who feel	Module 5	Large sheets of paper,
through	use pipe cleaners and	the time?	Module 3	jealous	WoBbLe activating	pens and magazine
the					events	

Bounce Forward and Dealing with **Feelings** program me. Selfawarene ss and compassi on are taught including the understa nding of self, knowing what is 'normal' or usual for me (them). **Pupils** will acknowl edge the usefulne ss and personal reward that

blue tac or something similar

Optimism (BF)

Think of three good

things
What can I be grateful
for?
Who am I grateful for?
What is one benefit of
a recent failure?

Sadness (DwF)

Scenario discussion Stop think and reflect How to address Sadness in yourself and in others

Cognitive activity (BF)

With your class - play the alphabet game Think of an animal, place, or person for every letter of the alphabet. Person one starts with the letter 'A' The next person 'B' then 'C' and so on... The rules are as soon as there is a pause, or an 'umm', the group stop and stand up. How far

Why it's ok to not be happy all the time (emotional growth) Is happiness contagious discussion, are we happy for others

Feeling surprised (DwF)

The difference between surprise and shock How to manage an unpleasant surprise Plan a surprise for someone else

Non-verbal communication (BF)

The end aim of this is to

have a line starting with the earliest birthday in the year, to the last birthday in the year, all in a row No spoken words, only non-verbal communication to get in line When everyone is happy with their places - go through by saying your birthday out loud

Find the gremlin beliefs worksheet

Feeling Lonely (DwF) Understand the

definition of lonely Scenario based discussion Give advice to others feeling lonely How to prevent loneliness How to combat loneliness

Feeling nervous (DwF)

Understand
nervousness can be a
mixture of fear and
excitement
How to manage
feeling nervousness
Analyse your nerves
Strategies manage
your nerves

Imagination activity (BF)

Use your imagination to create a 'safe space' that you

Module 4

Magnifying glass worksheet

Feeling Ashamed (DwF)

Definition of ashamed/ shame discussed Understanding this is a productive emotion and its purpose Scenario and discussions How to accept this feeling and how to put it right

Disappointment (DwF)

Understanding this may make you feel neglected in some way Identifying different areas in life where disappointment occurs
Understanding why we feel disappointed

WoBbLe worksheet Calm ideas handout

Generosity (DwF)

Identifying ways to be generous
Sharing a time when you have been generous
Acknowledging when others have been generous to you

Selfishness (DwF)

Scenario discussion How to address selfishness in others How to prevent selfishness

Tournament of activities

(Both Classes)
Both classes to take
part in a tournament
of activities such as
Boules, ring toss, Uno
and other games to
build resilience.

clippings to create resilience mind maps

Feeling Bereaved (DwF)

Exploring how it feels to lose someone close to you and feeling lost and sad without them How to support others when they are going through this How to get help

Reflection of the year

Pupils to analyse their year, in terms of personal growth and achievement and areas for development

Rounders game on the field (Both Classes)

Pupils to use the emotional regulation skills/ techniques to take part in mixed class rounders and be successful even if they lose.

comes	through the alphabet	Is everyone in the	can go to in your mind	Bingo/ Quiz	
with	did they get? Who got	correct place?	whenever you need	(Both classes)	
being	the furthest? Which	·	to	Using resilience skills	
kind and	group stood up first?		Where is it?	pupils to take part in	
having	Celebrate both!		What does it look	class bingo based on	
compassi			like?	emotions	
on for			Who else is there with		
self and			you?		
others.			What can you hear?		
We aim			What can you smell?		
to			What are you doing		
encourag			there?		
e flexible			Write or draw your		
and			safe space if you'd like		
realistic			to		
thinking					
using					
open					
conversa					
tions to					
introduc					
е					
different					
perspecti					
ves,					
looking					
for					
evidence					
to					
problem					
solve					
effectivel					
у,					

	I		
wedded			
to reality			
and what			
is in their			
control.			
We			
deliver			
lessons			
based on			
human			
connecti			
on to			
others,			
willingne			
ss to			
reach			
out and			
encourag			
e			
empathy			
and care			
for			
others			
knowing			
this will			
increase			
their			
own			
personal			
happines			
s.			
Self-			
regulatio			

	ı		
n is			
understa			
nding			
the			
impact			
and			
range of			
emotion			
s we can			
feel and			
embracin			
g these			
feelings.			
This			
scheme			
of work			
will			
support			
pupils			
with			
impulse			
control,			
and help			
them			
calm and			
remain			
focused			
in order			
to access			
the			
curriculu			
m across			
the			

school whilst using optimisti c thinking and a can do attitude.						
PD &	Health and Wellbeing	Living in the Wider	Relationships	Living in the Wider	Health and Wellbeing	Relationships
careers		World		World		
/ 1 11	Transition to secondary		Managing puberty		Personal and road	Introduction to
(skills	school	Introduction to careers	and personal hygiene	Independent living	safety and the role of	relationships and sexual
and	Diet, exercise and	Challenging career		focussing on money	the emergency	health education
knowled	making healthy choices.	stereotypes and raising	How to manage	management	services	
ge)		aspirations	physical and			Relationships: families,
	Managing the		emotional changes	Recognition of coins	Personal safety	romance and friendship.
NC Year	challenges of moving to	Identifying a broad range	during puberty	and notes.	strategies and travel	Recognising different
PA Stage	secondary school	of careers and the	Understanding	Saving, spending and	safety, e.g. road, rail	families.
S2- S5	Identifying and	abilities and qualities	personal hygiene.	budgeting.	and water.	How to establish and
	expressing emotions in	required.	How to recognise and	Online gaming	Responding in an	manage friendships.
	a constructive way.	Challenging common	respond to	transactions.	emergency situation	Recognising qualities and
	Recognising healthy	career stereotypes and	inappropriate and		and basic first aid.	behaviours relating to
	options for wellbeing	identifying future	unwanted contact			different types of
		aspirations.	and how to access			positive relationships.
			help and support.			

Enrichm ent Opportu nities	Macmillan Coffee Morning Cake Sale			Bowles & Wells Financial Education Workshop	PCSO / Coastguard Workshop	
Music	Musical Futures:	British Folk Tradition/	Film Music	Music from the	Theme and Variation	Samba
	Classroom Groove	Seasonal Focus		Indian Subcontinent		
			- Music Tech		- Classical	- World Music
	- Contemporary	- World Music		- World Music		
			- This unit on Film		- This unit is focussed	- Pupils will develop
	- This unit is based	- Pupils will explore the	Music allows pupils to	- This unit allows	around the	understanding of rhythm
	around resources	folk traditions of Great	use music technology	pupils the	development and	through collaborative
	obtained from the	Britain from storytelling	to create music to fit	opportunity to	extension of musical	rhythmic games as well
	Musical Futures	and murder ballads to	a film clip. Pupils will	experience an often-	ideas using the inter-	as whole class and group
	ideology. Pupils will	community tune	explore how the inter-	unfamiliar sound	related dimensions of	practice and
	build grooves around	sessions. Pupils will learn	related dimensions of	world through	music. Pupils will	performance of
	contemporary pieces of	songs and instrumentals	music can be used to	listening,	learn and perform	percussive Samba music.
	music which will	from across the regions.	reflect movement,	performance,	well-known	Pupils will develop
	eventually lead to them	Towards the end of the	mood and emotion.	improvisation and	contemporary	composing and
	applying the skills	unit we will look at	They will learn about	composition. Pupils	melodies and	improvising skills by
	learned into their own	traditional, secular	the work of foley	will sing chants and	variations upon these	creating their own
	composition/	Christmas Carols with a	artists and apply that	songs from Indian	melodies before	Samba music in groups.
	improvised	view to perform.	knowledge to a final	Culture, start	composing their own	NG when and marketing
	performance. This unit introduces pupils to	NC dovolon o	piece where they will combine sound	utilising and understanding	variations of these	NC – play and perform confidently in ensemble
	using scales and modes	NC - develop a deepening	effects and music to	terminology	themes. In groups pupils will work	contexts. Develop a
	in a very accessible	understanding of the	accompany a film clip	synonymous with	towards composing	deepening
	form.	music that they perform	using the iPads.	the genre. Pupils will	variations to suit the	understanding of the
	101111.	and to which they	using the haus.	utilise different	different scenes in a	music that they perform
	NC - play and perform	listen, and its history.	NC – learn to use	modes and scales to	video game.	and its history.
	confidently in a range	Use staff and other	technology	help them produce	Times Barrier	
	of solo and ensemble	relevant notations	appropriately to have	their own authentic	NC – improvise and	
	contexts using their		the opportunity to	sounding	compose; and extend	

voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.	appropriately and accurately in a range of musical styles, genres and traditions Enrichment Opportunities CC link with history/geography (UK)	progress to the next level of musical excellence. Identify and use the interrelated dimensions of music expressively and with increasing Sophistication Enrichment Opportunities A range of accessible technology used to help compose and perform electronic music.	improvisations and compositions. NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.	and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	Enrichment Opportunities Performance at BGStival Use of genuine instruments used in this style of music.
			Enrichment Opportunities Use of genuine instruments used in this style of music.		

				CC link with		
				geography		
				(India/Asia)		
Computi	Using Computers	Hardware & Software 3	Image editing 1 –Pixlr	Programming 5 –	Audio 2 - Podcasting	Animation 3 – Pivot
ng	safely 5 – E-Safety,	/ Presentation 3 –		Kodu		
	Health and Safety	Advanced Presentations	Overview:		Overview:	Overview:
		on Hardware and	Pupils will investigate	Overview:	Pupils will learn the	Creating 2D stop frame
		Software	how images can be	Pupils will learn	skills to create an	animations using digital
	Overview:		manipulated using	programming	audio podcast.	methods, incorporating
	Pupils will recap the	Overview:	computers.	concepts through		content created on other
	guidelines for being	Pupils will learn about		using Kodu, a 3D	Pupils will Investigate	applications and devices.
	safe online, and how to	hardware and software,	Pupils will learn a	modular	ways they can capture	
	use technology safely	and the components that	number of simple	programming	audio, using a voice	Pupils will learn about
	and responsibly. They	make up a computer	images editing	environment.	recorder. They will	stop frame animation
	will learn how to report	system - how they	techniques to create		learn skills to	and how it can be
	concerns and how to	communicate with one	their own	Pupils will discreetly	import/export audio,	achieved using
	keep their information	another and with other	manipulated images.	learn about the	how to use software	computers. They will
	safe by creating safe	systems. Pupils will	Through a project	sequencing and	to manipulate and	investigate techniques to
	passwords.	create presentations	they will design and	repetition of	change it.	make 2D animations feel
		about this, incorporating	repurpose	instructions, the use		more 3D.
	Pupils will investigate	taught advanced	manipulated graphics	of conditions,	Pupils will create a	
	how we can make sure	features of PowerPoint.	for a given purpose.	methods and user	script for their own	Pupils will plan and
	that the information		During the unit they	input in	podcast. They will use	create their own stop
	they find online is	Advanced presentation	will Investigate	programming and	software to edit and	frame animation to meet
	reliable and	skills taught:	different image file	how to do simple	build a podcast using	a given purpose. As part
	trustworthy.	Hyperlinks and Hotspots.	types and how they	debugging.	audio clips that they	of this they will look at
		Master Pages	are different.		have captured.	storyboards and why
	Pupils will look at how	Layout & white space		Through an end of		they are useful in the
	to work safely in a		Link to National	unit project, pupils	Link to National	planning process.
	computer suite and	Link to National	Curriculum:	will design a game	Curriculum:	
	how to manage their	Curriculum:	Create. Reuse, revise	and create it using	Creative projects that	Link to National
	files and folders.	Hardware & Software	and re-purpose digital	Kodu through	involve combining the	Curriculum:
		Components in a	artefacts for a given		use of different	

	Link to National Curriculum: Using technology safely	Computer System and how they communicate with one another	audience with attention to trustworthiness, design and usability.	object-oriented programming. Link to National Curriculum: Design and develop modular programs	applications across different devices. Enrichment Opportunities Podcast on school related topic e.g. a transition podcast, informing the new Year 7 can expect	Creative projects that involve combining the use of different applications across different devices.
Art	Baseline Assessment	Colour Theory – Sweets and Cakes.	Natural Form	Still Life	Self-portraits	Bugs
Content	Experience all of the		Explore and	To gain a better	Develop accurate	Pupils will explore the
(skills	main elements of Art.	Experience some of the	experiment with	understanding of the	proportions and scale	theme of Bugs through a
and	Create pieces of work	main elements of Art	observational drawing	Elements of Art.	through self-	mixture of mediums and
knowled	that demonstrate their	(tone and colour)	developing a stronger		portraiture. They will	techniques both 3D and
ge)	current understanding	understanding how to	understanding of key	To develop your	build on their	2D. Practicing their
NOV	in Art activities and	make primary, secondary	formal elements in art	skills - by completing	knowledge of form	planning and designing
NC Year	build up resilience and	and tertiary colours as	(tone and form)	a series of tasks	and tone and explore	skills.
KS3 PA Stage	independent learning.	well as complementary and harmonious colours	looking at artist Georgia O'Keefe. To	investigating different elements	different techniques to locate and draw	
3-		through teaching a	help pupils develop	of art.	the different features	
6		variety of paint-based	their understanding of		of their faces.	
		skills and looking at a	texture and how to	Finally, to have		
		variety of artists' works	apply texture to their	produced 3 final		
			work.	outcomes a tonal		
				sketch, painting and		
				Showcase Piece all		
				showing a good		
				knowledge of the		
				elements.		

Enrichm	Express creativity and	Exploration of colour.	Trip to the Beach	Extra-curricular links	Links to self-image	Links to the outdoors
ent	explore new materials			to music and English	and identity.	and D&T creating 3D
Opportu				looking at Art		pieces.
nities				language and		
				composition.		
Cooking	Learning about Kitchen	Learning about Kitchen	Learning basic	Learning basic	Understanding	Understanding Kitchen
	Health and safety.	Health and safety.	cooking skills.	cooking skills.	Kitchen hygiene.	hygiene.
Global	Skills, skills!	Skills, skills!	Wish you were here?	A Frenchman's	Time fliesA history	What's on? The
Learning	(Geographical)	(Historical)	Cantia to Kent with	home is an	of fun!	Geography of Sport
			"the most civilised	Englishman's castle		
	NC: Locational	NC: understand the	inhabitants of		NC the study of an	NC: : Locational
	Knowledge	methods of historical	Britain"	NC: the	aspect or theme in	Knowledge
	extend their locational	enquiry, including how		development of	British history that	extend their locational
	knowledge and deepen	evidence is used to make		Church, state and	consolidates and	knowledge
	their spatial awareness	historical claims, and	NC: Place Knowledge	society in Medieval	extends pupils'	Geographical skills
	of the world's countries	discern how and why	understand	Britain 1066-1509 –	chronological	build on their knowledge
	using maps	contrasting arguments	geographical	Norman Conquest	knowledge from	of globes, maps and
	Geographical skills	and interpretations of	similarities,	a local history study	before 1066/ the	atlases and apply and
	build on their	the past have been	differences and links	understand	development of	develop this knowledge,
	knowledge of globes,	constructed	between places	historical concepts	Church, state and	interpret Ordnance
	maps and atlases and	gain historical	through the study of	such as continuity	society in Britain	Survey maps in the
	apply and develop this	perspective by placing	human and physical	and change, cause	1509-1745: society,	classroom
	knowledge, interpret	their growing knowledge	geography of the UK/	and consequence,	economy and culture	use Geographical
	Ordnance Survey maps	into different contexts,	Kent	similarity, difference	across the period	Information Systems
	in the classroom	understanding the	Human and physical	and significance, and	understand historical	(GIS) to view, analyse
	including using grid	connections between	geography population	use them to make	concepts such as	and interpret places and
	references and scale,	local, regional, national	and urbanisation	connections, draw	continuity and	data
	topographical and	and international	Objectives:	contrasts, analyse	change, cause and	Human and physical
	other thematic	history; between	To develop map/	trends,	consequence,	geography population
	mapping, and aerial	cultural, economic,	atlas/skills	Objectives:	similarity, difference	and urbanisation
	and satellite	military, political,	To recognise patterns	To describe Britain	and significance, and	Objectives:
	photographs	religious and social	in population	before 1066To	use them to make	To map sports locations

Objectives:	history; and between	To identify key	demonstrate	connections, draw	To expand geographical
To understand what a	short- and long-term	physical and human	knowledge of the	contrasts, analyse	vocabulary
map is and what they	timescales.	features of the UK	impact of invasion	trends,	To identify the benefits
are used for	understand historical	reactines of the ork	To investigate Anglo-	Objectives:	of sport to a place
To be able to use an	concepts such as		Saxon Britain	To understand how	To identify the negative
atlas to locate	continuity and change,		To explain how the	society has changed	impact of sports
countries	cause and consequence,		Normans came to	over time by studying	development on an area
To be able to recognise	similarity, difference and		the throne	what people did for	To evaluate the effect of
a variety of world flags	significance, and use		To explain the	fun during a variety of	regeneration
To be able locate	them to make		impact of the	time periods	To understand the
features on a map/	connections, draw		Normans		globalisation of sport
atlas using longitude	contrasts, analyse trends		To evaluate the	to compare and	To consider sports' effect
and latitude and grid	To be able to order		success and failures	contrast the changes	around the world
references	events on a timeline		of battles	to society over time	To make a link between
To identify features on a	To be able to recognise		To describe the	to interpret a variety	sport and economics
map using a key	an anachronism		problems faced by	of sources of	
	To understand the		William the	information to carry	
	difference between a		Conqueror	out an historical	
	primary and secondary		To understand key	enquiry into	
	source		events in Kent's	entertainment	
	To be able to judge the		history	through the ages	
	value of a source		To link Kent's history		
			to UK history	to explain how and	
			To identify different	why there are	
			castle types	contrasting	
			To explain how	experiences of the	
			castle sites were	past for both the rich	
			chosen	and poor	
			To justify castle	to learn about the	
			design	influence of ancient	
			Facilities out	and medieval	
			Enrichment	societies on modern	
			Opportunities	day Britain	
				ady Diritain	

		Battle Abbey visit	



Year 8 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Darren Shan's Cirque Du	A Christmas Carol:	Myths and Legends	Discussion and	Goodnight Mr Tom	AQA English
Heading	Freak or The Spiderwick	Charles Dickens		Debate -Spoken	by Michelle	Language Year 8
	Chronicles by Holly Black		Fiction – short	Language Unit	Magorian	Assessment unit
		Seminal world	stories from around		(playscript)	
	Contemporary fiction –	literature/ author;	the world (UK,	Spoken Language		Summative
	fantasy theme prose.	classic ghost story.	Greek, Nordic,	Unit – non-fiction	Contemporary	assessment unit,
			African, North	stimulus. Individual	prose – drama	following the AQA
			American).	presentation focus.	genre. WW2	English Language
					setting, focusing on	pathway.
					relationships.	
Year 8	KS3 National Curriculum	KS3 National	KS3 National	KS3 National	KS3 National	KS3 National
Content	links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:
(skills and		B !! 4044	B !! 4044		.	
knowledge)	Reading: reading a wide	Reading: pre-1914	Reading: pre-1914	Spoken Language:	Reading: high	Reading: read a
	range of fiction (different	literature (fiction –	literature (fiction –	using Standard	quality	wide range of
NC VC3	genre/ form);	fantasy drama);	fantasy drama);	English;	contemporary	fiction/ non-fiction
NC KS3	contemporary literature;	seminal world	seminal world	communicating in	literature (fiction –	texts; studying
PA Stage 2-5	learning new vocabulary;	literature; learning	literature; learning	formal/informal	real-life drama);	different forms and
	making inferences and	new vocabulary;	new vocabulary;	contexts; in-class	learning new	authors; learning
	referring to the text;	inference; retrieval	inference and	discussion and	vocabulary;	new vocabulary;
	studying setting, plot and	of evidence;	deduction;	debate; giving short	inference; retrieval	making inferences;
	characterisation, linked to	exploration of	exploring writer's	speeches and	of evidence;	referring to
	effect; analysing figurative	context; analysing	purpose; retrieval of	presentations;	exploration of	evidence from
	language.	writer's purpose;	evidence;	expressing own	context;	texts; analysing
		understanding	understanding	ideas and views;	understanding	figurative language
		language; studying	language; studying	speaking with	language; studying	and text structure;

Writing: formal plot, setting and plot, setting and plot, setting and relevance and making critical expository; imaginative characterisation. characterisation. concision; characterisation. comparisons. writing; narrative and nonparticipating in Writing: formal structured talks; Writing: writing for narrative writing (letters/ Writing: formal Writing: formal diaries); applying new expository; summarising expository; purpose (to expository; knowledge (of grammar, verbally; building on describe, to narrate, imaginative writing; imaginative writing; imaginative writing vocabulary, text structure); (inc. letters. to inform, to non-narrative non-narrative other's planning, drafting and forms; applying new forms; applying new contributions; notes diaries); nonpersuade); formal editing; amending vocabulary; vocabulary; for talks and narrative forms; expository; planning effectively; planning effectively; vocabulary and grammar presentations; summary/ precis; narrative and to improve coherence and using Standard using Standard recognising the applying new imaginative writing; difference between effect; extending KS1/2 English; extending English; extending vocabulary; range of narrative/ KS1/2 grammar KS1/2 grammar the written and planning effectively; grammar appendices. non-narrative texts; appendices. appendices. spoken word. using Standard summarising and Poetry Link: writing 'What English; extending organising material; am I?' riddles - creative Poetry Link: 'The Poetry Link: 'A Case KS1/2 grammar **Poetry Link:** supporting ideas Lady of Shallot' by of Murder' by V. appendices. with factual writing task. 'Another Night Before Christmas' A. Tennyson. evidence; planning, Scannell. by C. Duffy. **Alternative Unit for** drafting and editing; lower ability: War Appendix 1 reinforced: Horse abridged: Michael Morpurgo grammar, punctuation and or War Games: Michael Foreman spelling. Same descriptors apply as above for main unit. Poetry link: War Horse by Brenda Williams.

Enrichment	Film – The Greatest	Potential theatre	Cross curricular	Cross curricular	Cross curricular	See Term 5
Opportunitie	Showman	trip and Dicken's	links – Global	links – Geography,	links – RE, PSHE	enrichment
S	Cross curricular links –	trip to Rochester for	Learning – cultural	history	Food Tech –	opportunities for
	history	context.	Trips to explore	Environmental	Chinese Food	text.
		Cross curricular link	local myths	issues		
		– Victorian		Debate Club		
				Links to the School		
				Council		
Maths	Add & Subtract problems	Meaning of Division	Equivalent	Calculating with	Applying	Using proportions
	Pupils will further develop	Pupils will develop	Proportions	Angles & 3D Shape	Multiplication &	Pupils will learn to
Content	addition and subtraction	their understanding	Pupils will learn	Pupils will learn to	Division	apply their
(skills and	written and mental	of division as	about equivalence	develop skills in	Pupils will learn	developing
knowledge)	calculation skills with	repeated	between fractions;	measuring and	about applying their	understanding of
	small/large whole	subtraction, sharing	capacity and	drawing angles and	knowledge of	proportion
	numbers; decimals and/or	and grouping. They	volume; in money.	learn to apply a	multiplication and	(fractions,
Majority will	negative numbers. They	will learn to relate	Pupils will also have	more developed	division within	decimals, percent)
be working	will develop these skills	this to their	an opportunity to	understanding of	topics such as	within
within: NC	through games,	understanding of	develop their	angles to calculating	averages; multiples	measurement
Years: 3–6	investigations and	multiplication. They	understanding of	missing angles on	& factors; fractions	problems;
PA Stages: 3	intelligent practice directly	will be consolidating	time and money.	straight lines and in	of amounts; pie	probability and
-6	and also indirectly within	understanding of	Pupils who are	shapes. In addition	charts and	time. Furthermore,
	topics such as perimeter,	odd and even	confident in some	to this, pupils will	proportion. Pupils	pupils will further
	and interpreting graphs.	numbers whilst	of these topics may	learn about 3D	will be encouraged	develop their
	Pupils will develop skills in	developing their	extend their	shapes and their	to further develop	calculation skills
	using scientific calculators	skills, dividing	understanding by	volume, extending	their recall of times	with fractions and
	by solving more complex	increasingly larger	looking at	to surface area.	tables and see the	percentages. Pupils
	problems.	numbers, extending	equivalence in	Pupils continue to	link between	who demonstrate
	Pupils continue to practise	to decimals.	algebra (simplifying	practise learning,	related	proficiency in these
	learning, recalling and	Pupils continue to	expressions with	recalling and using	multiplication facts.	topics may learn
	using addition,	practise learning,	brackets and solving	addition,	Pupils continue to	how to plot straight
	subtraction, multiplication	recalling and using	equations), and be	subtraction,	practise learning,	line graphs.

	and division number facts throughout the year.	addition, subtraction, multiplication and division number facts throughout the year.	introduced to the nth term with sequences. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.	multiplication and division number facts throughout the year.	recalling and using addition, subtraction, multiplication and division number facts throughout the year.	Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.
World	Bower Values	Who are Hindus	Buddhist's beliefs	What it means to	Muslim Traditions	The nature of
Beliefs	Tolerance Morals and	and Sikhs?		be Jewish		Christians
	rules		Understand the life		Writing your name	
		What is the	of the Buddha and	Gain Knowledge of	in Arabic and	To explore what is
	Understand Morals and	Gurdwara?	how it changed.	the Jewish food	understand the	means to be a
	morality. Understand	To know and label		laws and recognise	difference to	Christian.
	stigma and discrimination	the Gurdwara.	Understand what	Kosher and Trief	writing in our	
			enlightenment is.	foods.	school.	Look at why
	Look at Multicultural	Understand				Christians pray and
	Britain.	reincarnation and	To know and look at	Look at the Seder	Understanding the	what they use.
		the Sikh beliefs.	the four noble	plate and the	five pillars mainly	
			truths and the	significance of	Salat the second	How Christians pray
		Look into detail the	relationship with	Passover.	pillar (prayer 5	and where can they
		Hindu God Ganesh	suffering.		times a day) and	pray and worship.
		and create your			relating them to	
		own Hindu god.			your own culture	
					and way of life.	
Science	Food and Nutrition (8A)	Fluids (8I)	The Periodic table	Breathing and	Energy transfers	Earth and Space
	This unit looks at the main	This unit looks at	(8F)	respiration (8C)	(8K)	(8L)
	components in the human	changes of state,				

	diet and why they are	and then goes on to	This unit aims to	This unit covers gas	This unit looks at	This unit builds on
	needed. The digestive	look at fluids and	develop students'	exchange in humans	energy transfers by	work from KS2 on
	system is also covered in	some of their	understanding of	and other	heating in the	the Solar
	some detail, and the idea	effects, including	matter, atoms, and	organisms, together	context of homes. It	System and looks at
	of enzymes is introduced.	pressure, floating,	chemical and	with details of	looks at convection,	the Earth, including
		and sinking, and	physical change.	aerobic and	conduction, and	the seasons and the
	Combustion (8E)	drag.	Students then look	anaerobic	radiation. It also	Earth's magnetic
	This unit looks at		at using the trends	respiration in	looks at how to	field and gravity. It
	combustion engines to	Plants and their	in the periodic table	humans. It looks at	reduce energy	also looks at the
	cover combustion and	reproduction (8B)	to make predictions	the effect of	transfers and	Solar System and
	oxidation reactions,	This unit covers	about physical and	exercise on the	increase efficiency.	what is beyond the
	including those of	reproduction in	chemical properties	body and the		Solar System.
	hydrocarbons, metals, and	plants, both sexual	of elements and	impact of smoking.	Unicellular	
	non-metals.	and asexual,	their compounds.		organisms (8D)	Rocks (8H)
	The idea of an exothermic	although the former		Metals and their	This unit takes a	This unit examines
	reaction is introduced and	is of chief	Light (8J)	uses (8G)	detailed look at	the different types
	there is also a look at the	importance.	This unit revises	This unit reviews	what unicellular	of rock and the
	pollution of the air by the	Classification and	work from KS2 on	common physical	organisms are, the	processes that bring
	products of fossil fuel	biodiversity are also	light, which is then	properties of	differences	about their
	combustion.	covered. The theme	extended to	metals, and to	between different	formation, leading
		that is threaded	consider how light	introduce their	types, their	to the idea of a rock
		through the unit is	travels and what	main chemical	problems, and their	cycle that operates
		the various uses	happens when it	properties. The idea	uses.	within a huge
		that we have for	meets an object	that reactions can		geological
		plants.	including reflection	occur at different		timescale. It also
			and refraction.	speeds is also		looks at the Earth as
			Pupils will learn	illustrated and this		a source of
			how the eye works.	leads to the		resources and the
				introduction of the		advantages of
				general reactivity		recycling metals.
				series of metals.		
PE	Swimming, Handball,	Swimming,	Gymfinity, Football,	Football, Dance,	Survival, Rounders,	Rounders, Cricket,
	Basketball, Health Related	Handball,	Dance, Table	Table Tennis,	Cricket, Athletics,	Athletics and

Content	Exercise and Dodgeball or	Basketball, Health
(skills and	Tennis/Pickleball	Related Exercise,
knowledge)		OAA and
	Handball	Badminton
	The unit will build on and	
NC Year	embed previous skills	Handball
	learnt. Pupils will become	The unit will build
PA Stage S3-	more competent,	on and embed
S7	confident and expert in	previous skills
C-M/ b-	their techniques and apply	learnt. Pupils will
SoW may be	them in competitive	become more
taught at different	games and use a range of	competent,
times across	tactics and strategies to	confident and
the year	overcome opponents.	expert in their
the year	Basketball	techniques and
	Pupils will learn to	apply them in
	consistently apply	competitive game
	effective attacking skills,	and use a range o
	applying decision making	tactics and
	in order to keep	strategies to
	possession and score.	overcome
	Pupils will in turn apply	opponents.
	pressure when defending	Basketball
	to regain possession	Pupils will learn to
	effectively.	consistently apply
	Health Related Exercise	effective attacking
	The unit of work will	skills, applying
	consolidate pupils	decision making in
	understanding of strength,	order to keep
	flexibility and the cardiovascular elements of	possession and
	Landiovascular elements of	score Punils will i

fitness. Pupils will perform

cardio, flexibility and

ball, Health Tennis. Health d Exercise, Related Exercise, **Netball and OAA** Gymfinity **Building** on it will build individual **Gymnastics skills** with a focus on Pupils will building flexibility, strength and coordination, as well as feel-good fundamentals such lues and as team building, mindfulness. titive games e a range of

score. Pupils will in

turn apply pressure

confidence and body positivity. Football Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Dance**

Health Related Exercise and Netball

Football Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.

Dance The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms. Health Related

Exercise The unit of work will consolidate pupils understanding of strength, flexibility and the

Netball and Tag-Rugby

Survival Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.

Rounders

Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game. Cricket

The unit will build

previous skills learnt

on and embed

including batting

Dodgeball or Tennis/Pickleball

Survival
Outdoor team
games, map reading
and orientation at
Penenden Heath.
Building on trust
and developing
skills to solve
problems, either
individually or as a
group.

Rounders Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding

tactics and consider

when, where and

these during a

game.

why they will apply

Cricket
The unit will build
on and embed
previous skills learnt
including batting

strength focused circuits enhancing their own fitness.

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.

Dodgeball

To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.

Tennis/Pickleball

Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to socre a point. Pupils will create, apply and evaluate

when defending to regain possession effectively.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

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.

OAA (2)

Building on teamwork and map reading skills across The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. Netball (2)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to

cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

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.

Tag-Rugby (1)

Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game

and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.

Athletics

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.

Netball (1)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to

and Bowling. Pupils will become more competent. confident and expert in their techniques and apply them in competitive games.

Athletics

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.

Survival

Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either

tactics in singles and	the school. Working	keep possession	situations, adapting	keep possession	individually or as a
doubles games.	in a team, building	and score. Pupils	them when	and score. Pupils	group.
	on trust and	will in turn apply	necessary.	will in turn apply	Tennis/Pickleball
	developing skills to	pressure when	Badminton (2)	pressure when	Pupils will learn to
	solve problems,	defending to regain	Pupils will refine	defending to regain	consistently apply
	either individually	possession quickly.	their ability to	possession quickly.	effective shot
	or as a group.	OAA (1)	execute certain	Tag-Rugby (2)	techniques,
		Building on	shots and to think	Pupils will	applying decision
		teamwork and map	tactically, deciding	consolidate their	making as to which
	Badminton (1)	reading skills across	which shot to play	understanding of	shot to make and
	Pupils will refine	the school. Working	and why in a game	attacking and	where to aim in
	their ability to	in a team, building	situation. Pupils will	defending. Pupils	order to socre a
	execute certain	on trust and	apply their learning	will create tactics	point. Pupils will
	shots and to think	developing skills to	in singles and	for both attack and	create, apply and
	tactically, deciding	solve problems,	doubles games.	defence and apply	evaluate tactics in
	which shot to play	either individually		them into game	singles and doubles
	and why in a game	or as a group.		situations, adapting	games.
	situation. Pupils will			them when	Dodgeball
	apply their learning			necessary.	To build on and
	in singles and				embed skills learnt
	doubles games.				in year 7. Becoming
					more competent,
					confident and
					expert in their
					techniques. In
					competitive games
1					pupils will use a
					range of tactics and
1					strategies to
					overcome their
					opposing teams.

MFL	Food: Fruit & Vegetables, Healthy/ unhealthy food choices	Food: Snacks, Cafés Meals, Restaurants Francophone Christmas	TV/ cinema	Arranging to meet Accept/ decline invitations	Holiday plans	Planets and the solar system
	Listen to a variety of short texts to obtain information	Cinistinas				
	Develop conversations: asking and answering a wider range of questions; expressing opinions					
	Express and develop ideas with increasing accuracy, both orally and in writing					
	Speak coherently and confidently, with increasingly accurate pronunciation and intonation					
	Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details					
	Broaden their vocabulary and develop their ability to understand new words					

	that are introduced into familiar written material, including through using a basic dictionary Write sentences to express their own ideas and opinions Write phrases from memory Use tenses or other structures to convey the present Start to use and manipulate a variety of key grammatical structures and patterns expand understanding of francophone culture					
D and T	Systems & Control LED/buzzer hand steady project System & Control components Electrical inputs Key words CAD-CAM Oil & plastic knowledge	Christmas Decoration Systems and control- (xmas) flashing light project Wood joints	House Design TMA-user- logo generation House developmen t	 Trophy Trophy project-mixed media CAD-CAM Rendering techniques Assessment A mixed media-based project forms 	Egg Drop Competition Egg drop competition Surface developmen ts Structures Picture frames	Controller holder-headphone holder-mug stand-their choice of given units-mixed media

PD & Careers	Assessment Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners develop a led/buzzer hand steady game Health and Wellbeing	Systems and Control Inputprocess-output Assessment Knowledge of systems and control is expanded as well resistant materials. Aspects of design requirements are also embedded into learning. Wood joints are used to make a housing for the flashing LED xmas/optional light Living in the Wider	Surface developmen t 1-2pt perspective Rendering techniques Assessment Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit. Links with maths re surface developments are utilised and rendering techniques including CAD will be explored Relationships	the basis of learning. Timber- Polymers-Smart materials. Metals- alloys-joining techniques are used alongside drawing techniques in order realise design intention	Spaghetti bridge team comp Assessment Team building exercise with netsstructures are at the core of the learning. Learners to work in groups and produce outcomes which gain knowledge into forces-motionstructures and how to listen and work as a team Relationships	 Production techniques-mass-batch-con-J.I.T CAD-CAM-milling-3D printer Assessment Learners build upon their knowledge throughout KS3 in order to develop a product of their choice looking at the skills they have learnt. Production techniques are also embedded along with CAD-CAM production techniques both in and out of the workshop Living in the Wider
PD & Careers	Health and Wellbeing	World	keiationsnips	Wellbeing	Relationships	World
(skills and	Recognising role models		Online safety and		Introduction to	
knowledge)	and managing peer		digital literacy	Physical and mental	sexuality and	
	influence			health and	consent	

NC Year PA Stage S3- S6	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.	Rights and responsibilities in the community Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying,	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. Laws around	wellbeing, including body image, diet and exercise Recognising attitudes towards mental health Challenging myths and stigma. Strategies for daily wellbeing and how to manage	Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing	Human rights and justice, democracy and politics Recognising basic human rights and differentiating between want and need. Understanding of how the British
		harassment how to respond and how to support others.	sexting.	emotions	consent.	political system works and the processes involved.
Enrichment Opportunitie s		Kent Association for the Blind Workshop				
Music	4 Chord Songs	Musicals/	Introduction Into	Music from the	Gamelan	Pachelbel's Canon
	- Contemporary	Seasonal Focus	Sequencing	Caribbean		
	,	- Classical &	- Music Technology	- World Music	- World Music	- Classical
	- For this unit pupils will be	Contemporary				
	exploring the infamous 4		- Music technology	- Pupils will listen to	- In this unit pupils	- This famous piece
	chord trick. They will learn	- The aim of this	is a huge part of the	and appraise a	will be immersed in	of classical music
	medleys of songs that are	unit is to introduce	modern music	range of music from	the sound world of	has inspired
	based around this chord	pupils to musical theatre, the skills	industry and giving pupils access to	the Caribbean	the music from the Indonesian islands	composers since its composition from
	progression. Pupils will then begin to look at lyric	needed to be part	some of the skills	including Calypso, Soca and Reggae.	of Java and Bali.	punk rock to
	writing with the ultimate	of a production and	used by top	They will learn and	They will perform	gangsta rap and
	witting with the ditillate	or a production and	used by top	THEY WILL LEATH ALL	They will periorill	gangsta rap and

goal of writing a 4 chord song. To achieve this pupils will also be learning about strophic structure.

NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

to develop our singing and performance skills. Pupils will be learning and analysing songs from musicals and will take a closer look at the 'The Lion King the Musical' as well as the more modern 'The Greatest Showman' and 'Hamilton'.

NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

producers around the world opens up new opportunities for composition and experimentation. 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.

NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence.

Enrichment Opportunities

A range of accessible technology used to

perform well-known pieces of music inspired by the music of the Caribbean before they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the interrelated dimensions of music give this music its distinctive sound.

NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Develop a deepening understanding of the music that they perform and to which they

and compose along to a traditional Indonesian puppet show utilising scales and techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces.

NC - improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different

even French spoken word. Pupils will learn different parts of Pachelbel's Canon 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.

NC –extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.

			help compose and perform electronic music.	listen, and its history. Enrichment Opportunities CC link with geography (Caribbean/N&S Americas)	types of scales and other musical devices Enrichment Opportunities CC link with geography (Indonesia/Asia)	
Computing	Using Computers safely 6	Algorithms 2 -	Video Editing 2	Programming 6	Data 4 –	Hardware and
		Thinking like a			Spreadsheets	Software 3 -
	Overview:	computer scientist	Overview:	Overview:	•	Computer
	Pupils will further learn	1	Pupils will learn	Pupils will learn	Overview:	Instructions,
	about how to stay safe	Overview:	about how to make	how abstraction,	This unit builds on	Binary, Logic
	online and how to report	Pupils will look at	different audio and	algorithms and	previous knowledge	
	concerns. They will look at	abstraction and	visual content and	coding, work	of data and learning	Overview:
	how to work safely in a	decomposing	how to combine	together in	about how	Pupils will learn
	computer environment,	problems into	these elements into	programming. They	spreadsheets can be	how
	learning about posture	smaller ones to	a video sequence,	will use block	used to manipulate	different types of
	and health and safety	solve easier and	editing them to	programming and	and present	hardware and
	issues in a computer	why these are	meet a given	be introduced to a	different types of	software work
	environment.	important for	purpose and	textual	data.	together to create a
		problem solving in	audience.	programming		computer system.
	Pupils will investigate the	programming.		language for	Pupils will cover the	They will learn how
	use of email and how to	They will design,	Pupils will be taught	learning	collection of data,	instructions are
	do so productively and	use and evaluate	how to use different	programming	how to enter basic	stored and
	correctly, including the use	computational	methods of film	principles and for	data into	executed with a
	of email etiquette.	abstractions that	capture (still, video,	problems pupils are	spreadsheets and	computer system
	They will look at potential	model real world	screen capture) and	required to solve.	what type of data	through specific
	issues around emails and	problems and	audio capture using	,	can be used. They	BBC Micro:Bit
		physical systems.	different devices	The unit will directly	,	projects.

·	Ι	T	1	T	Τ
electronic communication	They will learn how	and software. They	include basic coding	will look at	
and how to use safely.	to recognise	will be taught how	principles that	formatting and	Pupils will be
	patterns in order to	to sequence	pupils have	manipulating data	introduced to
Finally, they will learn how	streamline	content captured	discreetly learnt	to make it more	binary and taught
to recognise and deal with	algorithms.	and edit using	before. They will	presentable.	how to carry out
cyberbullying		Adobe Premier	use variables,		simple operations
Who to talk to if you	Link to National	Rush.	sequences, iteration	Pupils will cover	on binary numbers
suspect someone is being	Curriculum:		and conditionals in	modelling, using	using BBC
cyberbullied.	Algorithms that	Pupils will be tasked	tasks. Through	functions and	Micro:Bits. They will
	reflect	with creating a	these	formulas to perform	learn how data
Link to National	computational	short promotional	they will learn what	calculations on	(text, sounds and
Curriculum:	thinking	video about the	they are and what	collected data. They	pictures) can be
Using technology safely	_	different ways that	they are used for in	will look at	represented and
respectfully, responsibly		ICT is used within	programming.	analysing data and	changed digitally, in
and securely, recognise		school, which will	Pupils will also learn	its presentation.	the form of binary
inappropriate content,		see them using the	that		digits.
contact and conduct and		skills taught.	bugs are errors in	Link to National	
know how to report			code, how to find	Curriculum:	Through the use of
concerns.		Link to National	and fix them.	Creative project	BBC Micro:Bits
		Curriculum:		including the	pupils will learn
		Undertake creative	Link to National	collecting and	some simple
		projects that	Curriculum:	analysing data	Boolean logic used
		involve the	Programming	, , ,	in circuits.
		selecting, using and	languages		
		combining multiple	0.101		Link to National
		applications across			Curriculum:
		a range of devices			Understand simple
					Boolean Logic
					Understand how
					instructions are
					stored and
					executed
					Binary numbers
			1		2 1

Art	Crazy Creatures	Crazy Creatures	Pop Art	Pop Art Continued	Vincent Van Gogh	Vincent Van Gogh Continued.
Content	To consolidate drawing		An exploration into	To continue to	A deeper	
(skills and knowledge)	skills, drawing from both memory and observation. Investigating mark making and texture through the	To continue to consolidate drawing skills, drawing from both memory and	the art movement "Pop Art" researching Key artists including Roy	explore the art movement "Pop Art" researching Key artists including	exploration into artist Vincent Van Gogh looking at his journey through art	Continuing to take a deeper look into artist Vincent Van Gogh looking at his
NC Year	use of different media and	observation.	Lichtenstein and	Andy Warhol and	and processes he	journey through art
KS3 PA Stage 4-7	techniques.	Investigating mark making and texture through the use of different media and techniques. To draw on information from last term and to independently create own final outcome based on findings.	developing works influenced by Lichtenstein using a variety of different materials and imagery to create their own comic books	developing works influenced by Warhol including Exploring Screen Printing.	uses. Collecting information and developing new skills and using materials such as ink and fountain pen.	and processes he uses. Focusing on his paint application.
Enrichment	Art	To consolidate	To continue to	An exploration into	To continue to	A deeper
Opportunitie s	Content (skills and knowledge) NC YearKS3 PA Stage4-7	drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of	consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of	the art movement "Pop Art" researching Key artists including Roy Lichtenstein and developing works influenced by	explore the art movement "Pop Art" researching Key artists including Andy Warhol and developing works influenced by	exploration into artist Vincent Van Gogh looking at his journey through art and processes he uses. Collecting information and
		different media and techniques.	different media and techniques. To draw on information from last term and	Lichtenstein using a variety of different materials and imagery to create	Warhol including Exploring Screen Printing.	developing new skills and using materials such as

			to independently	their own comic		ink and fountain
			create own final	books		pen.
			outcome based on			
			findings.			
Cooking	Learning to use Electrical	Learning to use	Learning how cook	Learning how cook	Revisiting and	Revisiting and
	appliances.	Electrical	savoury food.	savoury food.	improving basic	improving basic
		appliances.			skills.	skills.
Global	We plough the fields and	We plough the	Age of Empire	Age of Empire	999 Letsbe Avenue	999 Letsbe Avenue
Learning	scatter	fields and scatter	The Industrial	Globalisation	History of crime &	Geography of crime
Learning	The Agricultural	Weather and	Revolution,	Globalisation	punishment	deography of enine
	Revolution	climate	Colonisation and	NC: Locational	pariisiiiieit	NC: human
	Revolution		Slavery	knowledge	NC: the study of an	geography relating
	NC: the development of	NC: Human and	Siavery	extend their	aspect or theme in	to: population and
	Church, state and society	physical geography	NC: Ideas, political	locational	British history that	urbanisation
	in Britain 1509-1745	understand, the key	power, industry and	knowledge and	consolidates and	Geographical skills
	understand historical	processes in	empire: Britain,	deepen their spatial	extends pupils'	and fieldwork
	concepts such as	physical geography	1745-1901: Britain	awareness of the	chronological	interpret Ordnance
	continuity and change,	relating to weather	as the first	world's countries	knowledge from	Survey maps in the
	cause and consequence,	and climate,	industrial nation –	using maps of the	before 1066/	classroom including
	similarity, difference and	human geography	the impact on	world, key physical	the development of	using grid
	significance, and use them	relating to economic	society/ Britain's	and human	Church, state and	references and
	to make connections,	activity in the	transatlantic slave	characteristics,	society in Britain	scale, and other
	draw contrasts, analyse	primary sector; and	trade: its effects	countries and major	1509-1745: society,	thematic mapping,
	trends	the use of natural	and its eventual	cities	economy and	and aerial and
	gain historical perspective	resources	abolition	Place Knowledge	culture across the	satellite
	by placing their growing	understand how	understand	understand	period	photographs
	knowledge into different	human and physical	historical concepts	geographical	understand	use Geographical
	contexts, understanding	processes interact	such as continuity	similarities,	historical concepts	Information
	the connections between	to influence, and	and change, cause	differences and	such as continuity	Systems (GIS) to
	local, regional, national	change landscapes,	and consequence,	links between	and change, cause	view, analyse and
	and international history;	environments and	similarity,	places through the	and consequence,	

between cultural. economic, military, political, religious and social history; and between short- and longterm timescales. Objectives: To understand the open field system To explain why Britain needed to grow more food To describe changes to agriculture To evaluate the effects of the changes to agriculture the climate; and how human activity relies on effective functioning of natural systems Objectives:

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 To identify causes and consequences of flooding

difference and significance, and use them to make connections, draw contrasts, analyse trends, gain historical perspective by placing their growing knowledge into different contexts. understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Objectives: To identify changes in Britain between 1750 and 1900 To suggest reasons for the changes

study of human and physical geography human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **Geographical skills** and fieldwork build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom Obiectives: To understand how we are linked to other countries today To explain who are the winners and losers globalisation

similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local. regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Objectives: To be able to define crime and punishment, giving examples To understand how the crime and legal

interpret places and data analyse and draw conclusions from geographical data. using multiple sources of increasingly complex information Objectives: To analyse data to identify and describe patterns of crime To use a variety of sources to make judgements To evaluate methods of reducing crimes

	To identify key industrial developments To investigate the purpose and impact of colonization To describe the slave trade	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 Enrichment Opportunities Kent Police Museum
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Year 9 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Introduction to	Wilfred Owen's	Ghost Boys: Jewell	Classic Literature	A Monster Calls by	Completion of A
Heading	William	World War One	Parker Rhodes		Patrick Ness	Monster Calls Term
	Shakespeare:	poetry		Seminal world		5
	(Macbeth/ Romeo		Contemporary prose	literature – fictional	Contemporary prose	
	and Juliet).	In-depth analysis of	– drama genre.	extracts. Genre foci	fantasy/ drama	AQA English
		Wilfred Owen's war	American gun culture	changes weekly:	genre. Theme: death	Language Year 9
	Shakespeare	poetry, alongside	– theme of prejudice	horror, sci-fi, drama,	and family/	Assessment unit
	historical, culture	other poets such as	and discrimination.	fantasy, adventure.	relationships.	
	and social context	Jessie Pope and				Summative
	and plays (tragedy	Siegfried Sassoon.			*Option to study	assessment unit,
	genre).				play-script as time	following the AQA
					permits.	English Language
						pathway.
	Year 9 Content	KS3 National	KS3 National	KS3 National	KS3 National	KS3 National
	(skills and	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:
	knowledge)					
		Reading:		Reading: high quality	Reading: high quality	Reading: high quality
		Shakespeare (two	Reading: seminal	contemporary	literature (inc. pre-	contemporary
	NC KS3	plays); seminal world	world literature;	literature (fiction –	1914 prose); seminal	literature (fiction –
	PA Stage 3-7	literature; learning	recognising poetry	real-life drama);	world literature;	real-life drama);
		new vocabulary;	conventions; learning	learning new	learning new	learning new
		inference; retrieval	new vocabulary;	vocabulary;	vocabulary;	vocabulary;
		of evidence;	inference; retrieval	inference; retrieval	inference; retrieval	inference; retrieval
		exploration of	of evidence;	of evidence;	of evidence;	of evidence;
		context;	understanding	exploration of	exploration of	exploration of

understanding	language (inc.	context;	writer's purpose;	context;
language (inc.	figurative); studying	understanding	understanding	understanding
figurative); studying	plot, setting and	language; studying	language and	language and
plot, setting and	characterisation;	plot, setting and	structure; studying	structure; studying
characterisation;	using literary	characterisation.	plot, setting and	plot, setting and
understanding the	terminology.		characterisation;	characterisation;
work of dramatists		Writing: formal	making critical	understanding the
and stagecraft; using	Writing: summary/	expository;	comparisons.	work of dramatists
literary terminology.	precis; applying new	imaginative writing;		and stagecraft.
	vocabulary; using	non-narrative forms;	Writing: formal	
Writing: formal	Standard English;	summary/ precis;	expository;	Writing: formal
expository;	extending KS1/2	applying new	summary/ precis;	expository;
imaginative writing	grammar	vocabulary; planning	applying new	imaginative writing;
(inc. poetry); non-	appendices.	effectively; using	vocabulary; planning	non-narrative forms;
narrative forms such		Standard English;	effectively; using	summary/ precis;
as letters/ diaries;		extending KS1/2	Standard English;	applying new
summary/ precis;		grammar	extending KS1/2	vocabulary; planning
applying new		appendices.	grammar	effectively; using
vocabulary; planning			appendices.	Standard English;
effectively; drafting		Poetry Link: 'Black		extending KS1/2
and editing; using		Lives Matter' by	Poetry Link: Week 5	grammar
Standard English;		'George the Poet' or	Drama – Havisham	appendices.
extending KS1/2		'Strange Fruit' by	by C. Duffy.	
grammar		Billie Holliday.		Alternative unit for
appendices.				lower ability pupils:
				Wonder by RJ
Poetry Link: creative				Palachio Same
writing (rhyming				descriptors apply as
couplets, meters,				above for main unit.
rhythm, schemes/				
patterns) and				Poetry Link: 'I am an
Shakespeare's				Island' by Simon and
sonnets.				Garfunkel.

Enrichment Opportuniti es	Trip to the Globe Theatre or touring company. Cross curricular links – History- Elizabethan	Cross curricular links – History WW2 Trip to Ypres to see trenches.	Cross curricular links – PSHE, Culture- Gun/gang Geography	Reading for pleasure. Extension of fictional extracts. Use of the library	Theatre trip Cross curricular links – PSHE – death and grief	See Term 5 enrichment opportunities for text.
Content (skills and knowledge) Majority will be working within NC Years: 4-7 PA Stages: 4-7	Applying Calculation Skills 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.	Using Unknowns 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.	Scales & Scaling Pupils will learn about the connections between scaling and multiplication/divisio n. 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.	Calculating with Fractions 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.	Algebra & Algebraic Graphs 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.	Number & Algebra in Geometry Pupils will learn about the relationship between the diameter and the circumference of a circle (pi) 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	Bower Values	Who are Hindus and	Buddhist's beliefs	What it means to be	Muslim Traditions	The nature of
Beliefs	Tolerance Morals	Sikhs?		Jewish		Christians
	and rules		Explore the four		What is Ramadan	
		Identify India and be	noble truths in detail.	Understand why	and the Sawn (the	What is the Trinity?
	What Is	familiar with India on		Jewish people and	fourth Pillar).	
	stereotyping?	the globe.	To know Buddha's	young people		Understand the
			enlightenment and	celebrate and have	Who was	relationships
	Understand the	To know facts and	What is the eighth	Bar and Bat	Muhammed?	between people and
	meanings of	culture of India and	fold path.	Mitzvahs.	What does the Quran	the Trinity and the nature of God.
	prejudice and discrimination.	Henna designs.	Take part and	Pocognico a	actually say and have	nature of God.
	uiscriiiiiatioii.	Understand what	experience	Recognise a	a greater	Revisit the church
	Why do people	Karma is and explore	Meditation and well-	synagogue and identify items inside	understanding of the	and who was Jesus.
	suffer?	how Hindus worship	being ideas.	of a synagogue.	Quran and the	and who was jesus.
	Multi-cultural UK and	in the Mandir.	being ideas.	or a syriagogue.	Hadith?	Start to look at the
	rights and	in the Manan.			Tidditii.	Bible and Jesus's
	responsibilities.					miracles.
	responsibilities.					Tim deles.
	Start to explore					
	extremism.					
Science	Genetics and	Forces and Motion	Plants (9B)	Force fields and	Reactivity (9F)	Waves and the
	Evolution (9A)	(91)	This unit looks at	electromagnets (9J)	This unit looks	electromagnetic
	This unit recaps ideas	This unit starts by	photosynthesis and	This unit starts by	metals, physical	spectrum
	about the causes of	revising some	aerobic	revising previous	changes, and gas	(ENTRY/GCSE
	variation and then	aspects of forces and	respiration in plants	work	pressure	physics topic 2)
	looks at inherited	their effects, energy	in more detail, and	on magnetic and	and then the	
	variation in more	stores and transfers.	then considers plant	gravitational fields,	reactivity series and	

detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.

Forces and Motion (9I)

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).

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).

States of matter, atomic structure, periodic table

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.

adaptations. The products we get from plants are then looked at, before studying farming methods and their problems.

Force fields and electromagnets (9J)

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.

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.

Reactivity (9F)

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

a chemical method of preventing rusting 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

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 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.

				is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal decomposition reactions		
Content (skills and knowledge) NC Year PA Stage S3- S7 SoW may be taught at different times across the year	Cyclopark, Survival and Dodgeball or Pickleball/Tennis Cycling Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling. Survival Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or	Health Related Exercise, Basketball, Handball, Badminton and OAA Health Related Exercise The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. Basketball Recap of skills learnt	Survival, Swimming, OAA and Netball Survival Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. Swimming Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is	Football, Health Related Exercise, Table Tennis, Tag Rugby and Badminton Football The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.	Swimming, Cyclopark, Netball and Tag Rugby 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. Cycling Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking,	Rounders, Athletics, Cricket and Tennis/Pickleball or Dodgeball Rounders The unit will build on and embed previous skills learnt including batting and fielding. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

Dodgeball

To build on and embed skills learnt in year 8. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.

Tennis/Pickleball

Pupils will learn to consistently apply effective shot techniques, applying decision making as to

complex techniques added e.g., set shot and guarding

Handball

The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.

Badminton (1)

The unit of work will challenge pupils to overcome opponents in direct competitions through team and individual games.

OAA (2)

The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems, cater for all pupils needs/ability

OAA (1)

The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Netball (2)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

Tag Rugby (1)

Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.

Badminton (2)

The unit of work will challenge pupils to overcome opponents in direct competitions

BMX and road cycling.

Netball (1)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.

Tag Rugby (2)

Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.

Cricket

The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.

Athletics

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent,

which shot to make	either individually or	through	h team and	confident and expert
and where to aim in	as a group.	individu	ual games.	in their techniques
order to score a				and apply them in
point. Pupils will				competitive
create, apply and				situations.
evaluate tactics in				Tennis/Pickleball
singles and doubles				Pupils will learn to
games.				consistently apply
				effective shot
				techniques, applying
				decision making as to
				which shot to make
				and where to aim in
				order to score a
				point. Pupils will
				create, apply and
				evaluate tactics in
				singles and doubles
				games.
				Dodgeball
				To build on and
				embed skills learnt in
				year 8. Becoming
				more competent,
				confident and expert
				in their techniques.
				In competitive games
				pupils will use a
				range of tactics and
				strategies to overcome their
				opposing teams.

MFL	Global issues: Rights & Responsibilities	Global issues: Environment	Tahiti – Geography	Tahiti – History
			CLIL unit	CLIL
	Listen to a variety of forms of spoken	Listen to a variety of forms of spoken		
	language to obtain information and respond	language to obtain information and respond	Listen to a variety of	Listen to a variety of
	appropriately	appropriately	forms of spoken	forms of spoken
			language to obtain	language to obtain
	Transcribe words and short sentences that	Transcribe words and short sentences that	information and	information and
	they hear with increasing accuracy	they hear with increasing accuracy	respond	respond
			appropriately	appropriately
	Develop conversations: asking and	Develop conversations: asking and		
	answering a wider range of questions;	answering a wider range of questions;	Transcribe words and	Transcribe words and
	expressing opinions	expressing opinions	short sentences that	short sentences that
			they hear with	they hear with
	Express and develop ideas clearly and with	Express and develop ideas clearly and with	increasing accuracy	increasing accuracy
	increasing accuracy, both orally and in	increasing accuracy, both orally and in		
	writing	writing	Develop	Develop
			conversations:	conversations:
	Speak and read aloud coherently and	Speak and read aloud coherently and	asking and answering	asking and answering
	confidently, with increasingly accurate	confidently, with increasingly accurate	a wider range of	a wider range of
	pronunciation and intonation	pronunciation and intonation	questions; expressing	questions; expressing
	Read and show comprehension of original	Read and show comprehension of original	opinions	opinions
	and adapted materials from a range of	and adapted materials from a range of		
	different sources, understanding the	different sources, understanding the	Express and develop	Express and develop
	important ideas and details, and provide an	important ideas and details, and provide an	ideas clearly and	ideas clearly and
	accurate English translation of short, suitable	accurate English translation of short, suitable	with increasing	with increasing
	material	material	accuracy, both orally	accuracy, both orally
	Bused on the singuate bulgar, and develop the sing	Bused on the single selection, and develop the single	and in writing	and in writing
	Broaden their vocabulary and develop their	Broaden their vocabulary and develop their	Coool, and read alsest	Chook and read aloud
	ability to understand new words that are	ability to understand new words that are	Speak and read aloud	Speak and read aloud
	introduced into familiar written material,	introduced into familiar written material,	coherently and confidently, with	coherently and confidently, with
	including through using a printed and online dictionary	including through using a printed and online dictionary	increasingly accurate	increasingly accurate
	dictionally	uctionary	micreasingly accurate	micreasingly accurate

			T
Write prose to express their own ideas and	Write prose to express their own ideas and	pronunciation and	pronunciation and
opinions, and translate short written text	opinions, and translate short written text	intonation	intonation
accurately into French	accurately into French	Read and show	Read and show
		comprehension of	comprehension of
Identify and use tenses or other structures	Identify and use tenses or other structures	original and adapted	original and adapted
which convey the present, past, and future	which convey the present, past, and future	materials from a	materials from a
		range of different	range of different
Use and manipulate a variety of key	Use and manipulate a variety of key	sources,	sources,
grammatical structures and patterns	grammatical structures and patterns	understanding the	understanding the
		important ideas and	important ideas and
Expand understanding of francophone	Expand understanding of francophone	details, and provide	details, and provide
culture	culture	an accurate English	an accurate English
		translation of short,	translation of short,
Enrichment Opportunities	Enrichment Opportunities	suitable material	suitable material
Cross-curricular: PD	Francophonie Focus Day	Broaden their	Broaden their
	·	vocabulary and	vocabulary and
		develop their ability	develop their ability
		to understand new	to understand new
		words that are	words that are
		introduced into	introduced into
		familiar written	familiar written
		material, including	material, including
		through using a	through using a
		printed and online	printed and online
		dictionary	dictionary
		,	,
		Write prose to	Write prose to
		express their own	express their own
		ideas and opinions,	ideas and opinions,
		and translate short	and translate short

written text

written text

a variety of key grammatical structures and patterns pattern Expand understanding of francophone culture francophone culture Enrichment Opportunities Oppo Cross-curricular: Food/ Art Food/ D and T Night light Bespoke Utility Holder Pewter keyring Ergonomics	es which the present, d future
understanding of francophone culture Enrichment Opportunities Oppoortunities Cross-curricular: Food/ Art D and T Night light Bespoke Utility Holder Pewter keyring Ergonomics	es and
D and T Night light Bespoke Utility Holder Pewter keyring Ergonomics Oppo	anding of hone culture
D and T Night light Bespoke Utility Holder Pewter keyring Ergonomics	nent
	unities
 Softwoods-Hardwoods Joining Techniques Wood joints Christmas Present Isometric drawing Isometric drawing CAD-2D design-Illustrator Metals & Alloy knowledge Metals & Alloy knowledge Self & peer 	ırricular:

	Vac forming- H.I.P.SLDR project	Key wordsDrawing skills- graphics	wood joints- joining techniques	Unit assessment Learners engage in a	A mixed media unit focussing skills and	Key wordsSpeakerproject
	Assessment Learners develop skills and knowledge working LDR's combined vacuum forming in order to create a housing for a night light. Aspects of CAD-CAM are displayed and utilised within the project for engraving and cutting the acrylic	 CAD-CAM-3D printing Christmas project Unit assessment Knowledge of resistant materials is developed over the term whilst graphical content is expanded upon. Aspects of design requirements are also embedded into learning 	 Tool box project Desk tidy project Unit assessment A timber-based project forms the basis of learning. Wood joints-joining techniques are used alongside drawing techniques in order realise design intention Learners will use a mixture of joining techniques in order to manufacture a product which reflects their skills base within the workshop 	metals-based project looking at developing a pewter cast keyring Health & Safety	knowledge learnt throughout KS3 Learners can adapt implement their own design brief as long as it is fit for purpose	CAD- prodesktop- Photoshop Unit assessment Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners develop a portable speaker using their prior of knowledge of tools, materials and equipment within the workshop
PD & Careers	Living in the Wider World	Relationships Peer influence,	Health and Wellbeing	Health and Wellbeing	Relationships Revisiting	Living in the Wider World
Content (skills and	Understanding different careers and	healthy and unhealthy	Families and parenting. Conflict,	Managing peer pressure	relationships and sex education including	Tackling racism, homophobia,
knowledge)	future aspirations	relationships	resolution and the			transphobia, sexism

NC Year PA Stage S4- S7	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.	assertiveness, risk and gang crime. 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	dangers of running away from home. Managing change and loss. 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. How to recognise passive, aggressive and assertive behaviour, and how to communicate	Assessing the risks of drug and alcohol abuse. 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 relation to drug and alcohol use, including addiction and dependence	healthy relationships and consent 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.	and religious discrimination 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.
Enrichment		Magistrate	to communicate assertively Careers Evening	dependence	Gallagher Careers	Alumni Workshop
Opportuniti es		Workshop Fearless Workshop			Fair	
Music	Minimalism - Classical	Club Dance Music /Seasonal Focus	Samba Music Cont'd	The Blues	Live Lounge Part 1 - Contemporary	Film Music

- 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.
- NC play and perform confidently in a range of solo and ensemble contexts. Improvisation and composition to extend and develop musical ideas are skills required to

- Music Technology
- 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.
- NC learn to use technology Appropriately to have the

- World Music

- 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.

- Jazz/Blues
- 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.
- NC improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Identify and use the interrelated dimensions of music

- 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.
- NC play and perform confidently in solo and ensemble contexts. Play instruments musically, fluently and with accuracy and expression.

- Programme Music
- 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/act ions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical

	make minimalist music.	opportunity to progress to the next level of musical excellence. Enrichment Opportunities A range of accessible technology used to help compose and perform electronic music.	NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history. Enrichment Opportunities Use of genuine instruments used in this style of music. CC link with geography (Brazil/S.America)	expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices Enrichment Opportunities CC link with American history (slavery)		elements to enhance a story/film. NC – use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians
Computing	Using Computers safely 7	3D Design - Sketch up	Presentation 4 - Web design	Data 5 - Databases Overview:	Algorithms 3 - Thinking like a computer scientist 2	Programming 7- Python
	Overview:	Overview:	Overview:	Pupils will learn how		Overview:
	Pupils will look at	Pupils will be	Pupils will learn	we can now	Overview:	Pupils will be
	how we use online	introduced to the	about how website	manipulate and use	Pupils will be	introduced to the
	services to	concept of CAD	development, the use of HTML code.	data with Databases	introduced to several	textual programming
	collaborate (instant	(Computer Aided Design) through the	They will learn some	and why and when this is a better use	key algorithms that reflect	language Python. They will learn more
	messaging, chat, forums, wikis, email	use of Computer	CSS code used for	compared to		about variables,
	etc.). They will learn	Aided Design. Small	style and layout of	spreadsheets.	computational thinking and	loops, if statements,
	how to stay safe in	items will be created	webpages, and some	spredustieets.	compare alternative	functions and arrays.
	I now to stay sale in	Titeriis wiii be created	wenhages, and some		compare alternative	Turictions and arrays.

Through a set Pupils will undertake to learn the basic basic JavaScript code algorithms for the these environments skills before a large same real-world a number of projects including protecting to program the project, pupils will behaviour of that will reinforce their online identity planned project is design a data systems. undertaken to build a and privacy. webpages. collection method, these learnt areas. Pupils will learn how Additionally, pupils 3D building within collect the intended will be taught how the set criteria of After learning about data and create a to graphically Link to National these, pupils will be represent algorithms to use new Plan-Create-Evaluate database to hold Curriculum: technologies for new cycle. tasked with creating this. In this they will through the use of Programming ways of working a website using code create tables, forms, flowcharts. Through languages Cloud storage and It will be explained these they will look (for the more able) reports and queries sharing files that the Plan-Createat iteration, decisions or through a to analyse and WYSIWYG ("What (OneDrive), Evaluate cycle is used question the data. and processes. using Microsoft for most digital You See Is What You **TEAMS** for artefacts and is Get") editor. In **Link to National** Link to National **Curriculum:** communication useful to collate planning the website, **Curriculum:** ideas and understand they will create Algorithms that and collaboration. Creative project, They will be taught combining multiple reflect what is needed to design templates and how to use safely, complete a project storyboards in that applications computational respectfully and whether the criteria including the thinking process. responsibly. has been successfully collecting and achieved. **Link to National** analysing of data Pupils will develop **Curriculum:** their knowledge of Link to National **Programming** using Curriculum: language Emails, consolidating Create digital artefacts for a given these skills and audience, with learning more advanced ones like attention to design using the address book, sending to groups and organising your inbox using rules.

	Throughout it will be highlighted how to stay safe and use this respectfully, responsibly and securely.					
	Link to National Curriculum: Understanding a range of ways to use technology safely respectfully, responsibly and securely					
Art	Day of the Dead	Day of the Dead	Portraiture	Portraiture	Independent Project	Independent Project
Content (skills and knowledge) NC YearKS3 PA Stage5-9	An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	Pupils to complete a carousal using new materials such as Hydro-dipping and oil-pastel mono-print and creating reflections before starting to build their own portfolio linked to the theme "colour"	Pupils to build their own Portfolio of work building on their learnt skills across Key Stage 3. Creating works, building artist research and independently working.

Enrichment Opportuniti es	Cultural link to Mexican holiday	Cultural link to Mexican holiday	Links to image and identity.	Links to image and identity.	Aspire curriculum link filling a brief	Aspire curriculum link filling a brief
Cooking	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	Improving and advancing cooking skills. Preparing and cooking meals for
					others	others
Global	Local Context Study -	Rochester	Local Fieldwork Study	– Rochester	Tahiti - Geography	Tahiti - History
Learning	the development of Ch society in Medieval Bri a local history study understand historical of continuity and change consequence, similarit significance, and use the connections, draw conframe historically-valid their own structured a written narratives and Objectives To investigate a range about the past To understand the fun relationships between castles	concepts such as cause and y, difference and nem to make trasts, analyse trends, I questions and create ccounts, including analyses of sources to find out ctions of, and	NC: Locational knowled extend their locational deepen their spatial and to focus on key physical characteristics Place Knowledge understand geographid differences and links be the study of human and of a region Human and physical geography understand, through the place-based exemplars the key processes in him relating to: population development; economic primary, secondary, te sectors; and the use of	I knowledge and wareness using maps al and human cal similarities, between places through ad physical geography seography he use of detailed at a variety of scales, uman geography and urbanisation; nic activity in the entiary and quaternary	NC: Locational knowledge extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on key physical and human characteristics Place Knowledge understand geographical similarities, differences and links between places through the study of human and physical geography of a region	Cross-curricular: Food/ Art Auvergne-Rhônes- Alpes - History NC: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including

To understand and draw plans of castles, using knowledge gained from the sources and from reasoning about life in a castle To carry out independent research and work on presentation skills

To work collaboratively and supportively, learn from each other and peer-assess effectively

Enrichment Opportunities

Rochester Castle - Cross-curricular Food

understand how human processes interact to influence, and change landscapes and environments

Geographical skills and fieldwork

build on their knowledge of maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data

use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data

Objectives

To investigate a range of sources to find out about urbanisation

To undertake fieldwork to collect data and then analyse it and draw conclusions To understand the functions of, and relationships between, various areas of a town

To understand and draw diagrams/ graphs, using knowledge gained from the sources and from reasoning about urbanisation

To carry out independent research and work on presentation skills

Human and physical geography understand, through the use of detailed

the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: plate tectonics: weathering, weather and climate, and hydrology human geography relating to: population and urbanisation; international development; economic activity in the primary,

secondary, tertiary

Geographical skills

knowledge of globes,

maps and atlases and

apply and develop

this knowledge

and fieldwork build on their

and quaternary Food/ Art/ sectors; and the use of natural resources

written narratives and analyses know and understand aspects of the history of the wider world: characteristic features of past non-European societies; achievements Before the arrival of the Europeans The arrival of the Europeans Heiva Festival Cultural awareness tattoos Paul Gauguin

Enrichment Opportunities

Cross-curricular: Food/ Art/ Music

To work collaboratively and supportively, learn from each other and peer-assess effectively Tourism Enrichment Opportunities	routinely in the classroom Cities, landscape and weather Wildlife Tourism
Rochester Visit	Enrichment Opportunities Cross-curricular: Food/ Art



Year 10 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	An Inspector Calls by	A Woman in Black by	Media and Non-	Of Mice and Men by	Step up to English:	Step up to English:
Heading	J.B Priestley	Susan Hill	Fiction texts.	John Steinbeck	Component One	Component One
					See applicable units	
	Seminal world	Seminal world	Non-fiction – media	Seminal world	for academic year	See applicable units for
	literature –	literature – gothic	texts, focusing on	literature –	(2021-22).	academic year (2021-22).
	'whodunnit' themed	horror prose and	analysis of purpose	American prose,		
	play.	contemporary play.	and effect.	drama genre.		
Year 10	GCSE and Entry level	GSCE and Entry Level	GCSE pathway KS4	GSCE and Entry	Entry Level and GCSE	Entry Level and GCSE
Entry	pathways KS4	pathways KS4		Level pathways KS4	pathways (Silver and	pathways (Silver and
Level			National Curriculum		Gold)	Gold)
Content	National Curriculum	National Curriculum	links:	National Curriculum		
(skills	links:	links:		links:	AQA: Step up to	AQA: Step up to English
and			Reading: reading		English Assessment	Assessment Objectives:
knowled	Reading: high quality	Reading: high quality	extended non-fiction	Reading: high	Objectives:	
ge)	classic literature; 20th	classic literature; 20th	(media, journalism	quality classic		Reading AO1: Read and
	century text; English	century text; English	forms); summarising	literature; 20th	Reading AO1: Read	understand texts.
NC KS4	literary heritage;	literary heritage;	and synthesising	century text;	and understand texts.	Identify and interpret
PA Stage	summarising and	summarising and	ideas; identifying	summarising and	Identify and interpret	explicit and implicit
4-8	synthesising	synthesising	information; seeking	synthesising	explicit and implicit	information and ideas.
	information; drawing	information; drawing	evidence to support	information;	information and	
	on context to inform	on context to inform	views; distinguishing	drawing on context	ideas.	AO2: Explain and
	evaluation; identifying	evaluation; identifying	between fact and	to inform		comment on writers use
	and interpreting ideas	and interpreting ideas	opinion; identifying	evaluation;	AO2: Explain and	of language and
	and information;	and information;	bias and misuse of	identifying and	comment on writers	structure for effect,
	exploring aspects of	exploring aspects of	evidence; analysing	interpreting ideas	use of language and	using relevant subject
	plot, characterisation,	plot, characterisation,	writer's choice of	and information;	structure for effect,	

setting; seeking
evidence to support
views; analysing
writer's choice of
vocabulary and
structural features;
making informed
personal responses;
using linguistic and
literary terminology
accurately.

Writing: 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.

Additional Spoken Language descriptor: performing play script in order to generate setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.

Writing: 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.

Additional Spoken Language descriptor: performing play script in order to generate language and discuss vocabulary and structure; making informed personal responses; using linguistic terminology accurately.

Writing: 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.

Additional Spoken
Language descriptors:
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

exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.

Writing: 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.

using relevant subject terminology to support views. **AO3:** Compare writers' ideas and perspectives.

AO4: Evaluate texts and support this with appropriate textual references.

Writing 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.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect,

terminology to support views.

AO3: Compare writers' ideas and perspectives.

AO4: Evaluate texts and support this with appropriate textual references.

Writing 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.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spoken Language AO7:Demonstrate
presentation skills.

	language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	and informal, and evaluating content, viewpoints, evidence.		with accurate spelling and punctuation. Spoken Language AO7: Demonstrate presentation skills.	AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
	action to add impact.				AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken English effectively in speeches and presentations.	AO9: Use spoken English effectively in speeches and presentations.
Topic Heading	An Inspector Calls by J.B Priestley	A Woman in Black by Susan Hill	Introduction to Media – GCSE	Of Mice and Men by John Steinbeck	Step up to English: Component One	Step up to English: Component One
	Seminal world literature – 'whodunnit' themed play.	Seminal world literature – gothic horror prose and contemporary play.	Non-fiction – media texts, focusing on analysis of purpose and effect.	Seminal world literature – American prose, drama genre.	See applicable units for academic year (2021-22).	See applicable units for academic year (2021-22).
Year 10 GCSE Content (skills and	GCSE and Entry level pathways KS4 National Curriculum links:	GSCE and Entry Level pathways KS4 National Curriculum links:	Entry Level pathway KS4 National Curriculum links:	GSCE and Entry Level pathways KS4 National Curriculum links:	Entry Level and GCSE pathways (Silver and Gold)	Entry Level and GCSE pathways (Silver and Gold)

knowled Reading: high quality ge) classic literature; 20th century text; English NC KS4 literary heritage; PA Stage summarising and 4-8 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; using linguistic and literary terminology accurately.

Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence,

Reading: 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 choice of vocabulary and structural features: making informed personal responses; using linguistic and literary terminology accurately.

Writing: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and

Reading: reading extended non-fiction (media, iournalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between 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.

Writing: 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.

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 writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology

Reading: high

Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to

accurately.

AQA: Step up to English Assessment Objectives:

Reading 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 subject terminology to support views.

AO3: Compare writers' ideas and perspectives.

AO4: Evaluate texts and support this with appropriate textual references.

Writing AO5:
Communicate clearly,
effectively and
imaginatively,
selecting and

AQA: Step up to English Assessment Objectives: As Term 5

Extension Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow

GCSE pathway

National Curriculum links:

Reading: 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 and

details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.

Additional Spoken
Language descriptor:
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.

quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.

Additional Spoken
Language descriptor:
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.

Additional Spoken
Language descriptors:
listening to and
building on the
contributions of

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.

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.

Alternate text – The Kite Runner – Entry Level

National Curriculum links:

Reading: high quality classic literature; 21th century text; seminal world literature; summarising and synthesising information; drawing on context to inform evaluation; identifying 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.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Spoken Language

AO7: Demonstrate presentation skills.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken English effectively in

literary terminology accurately.

Writing: 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.

			interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses. Writing: adapting writing for purpose; to select and	speeches and presentations.	
Enrichm ent	Theatre trip Cross curricular links –	Theatre Trip	organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. Cross curricular links-		History – Victorian England.
Opportu nities	History		History/Geography – 1930s/40s America		Trip – Sherlock Holmes museum. Film Studies – Sherlock in TV/ Film.

Maths Entry Level & Function al Skills Level 1 Content (skills and knowled ge) Majority will be working within NC Years: 3-6 PA	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.	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.	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.	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.	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.	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.
Stages: 3-6 Maths	Number & Place	Calculation	Proportional	Money	Algebra	Geometry & Measure
ividuis	Value Pupils will solve problems with	Pupils will develop written methods for addition, subtraction,	Reasoning Pupils will demonstrate	Pupils will calculate with money, and use	Pupils will learn about distance time calculations and	Pupils will build their confidence working with formulae as they learn

GCSE Foundati on Content (skills and knowled ge) Majority	multiples and factors; calculate with BIDMAS; and extend their rounding skills to include rounding with decimal places and then significant figures.	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	increased competence at calculating with fractions in a variety of contexts, including probability. Pupils will also learn about relating fractions and ratio.	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)	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	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.
will be working within NC Years: 5-8 PA Stages: 5-8		expressions (including multiplying out brackets).		and calculating interest.	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.	
Year 10	GCSE Higher tier:	GCSE Higher tier:	GCSE Higher tier:	GCSE Higher tier:	GCSE Higher tier:	GCSE Higher tier:
GCSE	Unit 1 - Non-	Unit 1 - Representing	Unit 1 - Ratios and	Unit 1 - Percentages	Unit 1 - Gradients &	Unit 1 - Angles and
Higher	calculator methods	solutions of equations	fractions	& Interest	Lines	bearings;
Content	Solving more complex	and inequalities	Pupils will relate their	Pupils will learn to	Pupils will plot and	Pupils will interpret and
(skills and	problems without a calculator.	Pupils will recognise and sketch linear	understanding of ratios and fractions to	apply understanding of percentages to	understand linear graphs, using the	using bearings. They will apply their knowledge of
knowled	Unit 2 - Types of	graphs. They will	real-life problems	more complex	form y=mx+c to	Pythagoras' theorem
ge)	number and	factorise and solve	such as compound	problems, including	identify parallel and	and simple
801	Sequences	quadratic equations	measurements &	growth and decay	perpendicular lines.	trigonometric ratios to
NC	Calculating HCF and	and solve linear &	comparing areas or	problems, and work	Unit 2 - Non-linear	solve angle problems.
Years: 9-	LCM through prime	quadratic inequalities.	volumes.	with general	graphs	Unit 2 - Working with
11	factorisation; learning			iterative processes.		Circles

PA	about surds and	Unit 2 - Simultaneous	Unit 2 - Collecting,	Unit 2 - Indices &	Pupils will learn to	Pupils will learn to
Stages:	finding the formula	equations	representing and	Roots	sketch non-linear	complete and
9-11	for a quadratic	Pupils will learn about	interpreting data.	Pupils will learn to	graphs such as	understand a range of
	sequence.	solving simultaneous	Pupils will develop	calculate with roots;	quadratic, cubic,	circle calculations
	·	equations.	their understanding of	integer and	reciprocal graphs and	including arc lengths and
		•	statistics including:	fractional indices.	exponential graphs.	surface areas/volumes of
			measures of location	They will estimate	Unit 3 - Probability	spheres, pyramids and
			and spread;	powers and roots	Pupils will learn to	cones. Pupils will be
			representing data on	and use standard	calculate probabilities	introduced to four of the
			histograms, box plots	form.	to predict the	circle theorems.
			and scatter graphs;		likelihood of future	
			sampling techniques		events occurring.	
			and applying statistics		They will also	
			to populations.		calculate and	
					interpret conditional	
					probabilities.	
World	Bower Values	Who are Hindus and	Buddhist's beliefs	What it means to be	Muslim Traditions	The nature of Christians
VVOITA	Dowel values	Willo are miliuus allu	buduilist's beliefs	what it means to be	iviusiiiii iraultiolis	The nature of Christians
Beliefs	Tolerance Morals and	Sikhs?	budulist's beliefs	Jewish	iviusiiii irauitioiis	The nature of Christians
			Revisit the eightfold	Jewish	Recognise the	Discover how to read a
	Tolerance Morals and rules To explore and	Sikhs? Look at Hindu Art,	Revisit the eightfold path and how is it	Jewish Be familiar with	Recognise the difficulties that being	Discover how to read a bible and use the bible
	Tolerance Morals and rules To explore and explain the history of	Sikhs? Look at Hindu Art, culture and colour and	Revisit the eightfold path and how is it designed to relieve	Jewish Be familiar with Ghettos and the	Recognise the difficulties that being a Muslim could be	Discover how to read a
	Tolerance Morals and rules To explore and	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu	Revisit the eightfold path and how is it designed to relieve suffering.	Jewish Be familiar with Ghettos and the promise Land.	Recognise the difficulties that being a Muslim could be and the	Discover how to read a bible and use the bible code.
	Tolerance Morals and rules To explore and explain the history of discrimination.	Sikhs? Look at Hindu Art, culture and colour and	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists	Jewish Be familiar with Ghettos and the promise Land. Why were Jews	Recognise the difficulties that being a Muslim could be and the misunderstandings	Discover how to read a bible and use the bible code. Explore the many books
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design.	Revisit the eightfold path and how is it designed to relieve suffering.	Jewish Be familiar with Ghettos and the promise Land.	Recognise the difficulties that being a Muslim could be and the	Discover how to read a bible and use the bible code.
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world.	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted?	Recognise the difficulties that being a Muslim could be and the misunderstandings people have.	Discover how to read a bible and use the bible code. Explore the many books within the bible.
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why	Recognise the difficulties that being a Muslim could be and the misunderstandings people have.	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world.	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so	Recognise the difficulties that being a Muslim could be and the misunderstandings people have.	Discover how to read a bible and use the bible code. Explore the many books within the bible.
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality.	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own ideology of this belief.	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three marks of existence.	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so important to Jews	Recognise the difficulties that being a Muslim could be and the misunderstandings people have. Who is God for Muslims?	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality. Analyse Cultural	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own ideology of this belief. Look into detail at	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three marks of existence. Start to look at	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so important to Jews but also to people	Recognise the difficulties that being a Muslim could be and the misunderstandings people have. Who is God for Muslims? Explore the Hajj as a	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality.	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own ideology of this belief. Look into detail at Ganesh Chaturthi and	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three marks of existence. Start to look at similarities and	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so important to Jews but also to people from all over the	Recognise the difficulties that being a Muslim could be and the misunderstandings people have. Who is God for Muslims? Explore the Hajj as a pilgrimage to Mecca	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality. Analyse Cultural appropriation.	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own ideology of this belief. Look into detail at Ganesh Chaturthi and why he is important to	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three marks of existence. Start to look at similarities and differences with	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so important to Jews but also to people	Recognise the difficulties that being a Muslim could be and the misunderstandings people have. Who is God for Muslims? Explore the Hajj as a	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and
	Tolerance Morals and rules To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality. Analyse Cultural	Sikhs? Look at Hindu Art, culture and colour and take part in own Hindu design. Explore reincarnation and have your own ideology of this belief. Look into detail at Ganesh Chaturthi and	Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world. To know the three marks of existence. Start to look at similarities and	Jewish Be familiar with Ghettos and the promise Land. Why were Jews persecuted? Look at why Jerusalem is so important to Jews but also to people from all over the	Recognise the difficulties that being a Muslim could be and the misunderstandings people have. Who is God for Muslims? Explore the Hajj as a pilgrimage to Mecca	Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and

Science	Recognise equality with Religion and sexuality. KS4 Combined Science C1a States of matter, atomic structure, periodic table, and bonding	Analyse and explore the Guru Granth Sahib. KS4 Combined Science B1a Genetics, evolution, and coordination This unit recaps ideas from KS3 about the	Take part and experience Meditation and wellbeing activities. KS4 Combined Science B1b Health, disease, and the development of medicines Pupils will look at	Explore the history of Judaism. KS4 Combined P1a Forces and Motion This unit starts by revising some aspects of forces	KS4 Combined Science C1b Separation techniques, acids, and alkalis. Pupil look at what	KS4 Combined Science B2a Plants and Ecosystems Pupils will look at photosynthesis and the adaptations of plants for
	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 will investigate the properties of metals, displacement, and reactivity.	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, Charles Darwin, and selective breeding.	pathogens, how diseases are spread and how the body responds to invasion, including the immune response and how antibiotic resistance occurs. This builds on the content learnt in the KS3 topic unicellular organisms	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).	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 as look at how salts are made and the reactivity series	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.
PE	Entry Level	Entry Level, Cycling	Entry Level	Entry Level, Cycling	Entry Level and	Entry Level and Choices
		and Survival		and Survival	Choices (Offsite	(Offsite activities – Golf
Content	Pupils to start their		Pupils to continue		activities – Golf and	and Cycling)
Entry	Entry level	Entry Level	their Entry Level	Entry Level	Cycling)	
Level	accreditation which is		accreditation which is			Entry Level

(skills and knowled ge)

NC Year

PA Stage S4-S8 Entry level 1-3. a combination of practical and theory work. Entry Level sports taught and assessed through a range of practical classes and topics.

Analysis of performance PPT

PowerPoint is based on Basketball and pupils talk about the key skills and their strengths and weaknesses.

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.

Circuit Training (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

Cycling (Cyclopark)

Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.

Basketball (Entry Level)

Pupils now go into depth on gameplay. Key skills recapped from previous years: a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics

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.

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 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

Cycling (Cyclopark)

Pupils attend

Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.

Badminton (Entry Level)

Pupils now recap techniques of shots and now develop

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

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 Cycling (Cyclopark) Pupils attend

Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling

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

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

Cycling (Cyclopark)

Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling

	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.	Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.	learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.	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.		
Careers Content (skills and knowled ge) NC Year PA Stage S5 – S8	Transition to key stage 4 Recognising learning styles, strengths and setting goals for the future. CV & Personal Statement	Identifying the range of 16+ provision and the routes into them Identifying access to traineeships, apprenticeships, 6 th form, college and specialist provision.	Exploration of job families and the relationship with future careers and STEM subjects Use of Job Explorer Database (JED) to access labour market information	Preparation for work experience. Interview techniques, employment opportunities and travel training options.	Evaluation of work experience and readiness for work Different methods of job searching, application form practice.	Planning and carrying out an enterprise project

Enrichm ent Opportu nities	Catch 22 Provider Visit	Engagement Officer: Careers & Enterprise Company	STEM day workshops Liaison/ Transition Officer Mid Kent College		External Work Experience Placements IAG Careers Interviews	BGS Alumni Workshop
D and T	Halving Joints	Halving Joints	Bridle Joints	Painting Techniques	Housing Joints	Removing and refitting
Level 1	H&S	Bridle Joints H&S	H&S	Intro into the Construction	Intro into the	waterfilled radiators
Diploma	The learner can: 1.1	поз	The learner can: 1.1	Industry	Construction Industry	Apply Decorative Effects
Content	identify Personal	The learner can: 1.1	identify Personal	maustry	The learner can: 1.1	The learner can: 1.1
(skills	Protective Equipment	identify Personal	Protective Equipment	The learner can: 1.1	identify Personal	identify Personal
and	(PPE) appropriate to	Protective Equipment	(PPE) appropriate to	identify the Personal	Protective Equipment	Protective Equipment
knowled	constructing halving	(PPE) appropriate to	constructing frames	Protective	(PPE) appropriate to	(PPE) appropriate to
ge)	joints 1.2 identify	constructing halving	using bridle joints 1.2	Equipment (PPE)	constructing housing	draining, removing and
	types of halving joints	joints 1.2 identify types	identify materials	appropriate to	joints 1.2 identify	refitting water-filled
NC Year	1.3 identify materials	of halving joints 1.3	required to construct	preparing and	types of housing	radiators 1.2 identify
10	required to construct	identify materials	frames using bridle	painting surfaces 1.2	joints 1.3 identify	materials required to
_	halving joints 1.4 state	required to construct	joints 1.3 identify	identify the	materials required to	drain, remove and refit
PA Stage	the process required	halving joints 1.4 state	types of bridle joints	materials required	construct housing	water-filled radiators 1.3
5-7	to mark out halving	the process required to	1.4 state the process	to prepare and paint	joints 1.4 state the	identify tools and
	joints 1.5 identify	mark out halving joints	required to mark out	surfaces 1.3 identify	process required to	equipment required to
	tools and equipment	1.5 identify tools and	frames using bridle	the tools and	mark out housing	drain, remove and refit
	required to construct	equipment required to	joints 1.5 identify	equipment required	joints 1.5 identify	water-filled radiators 1.4
	halving joints.	construct halving joints.	tools and equipment	to prepare and paint	tools and equipment	state reasons for
	The learner can: 2.1	Personal Protective	required to construct	surfaces 1.4 state	required to construct	draining, removing and
	use Personal	Equipment (PPE) Safety	frames using bridle	different types of	housing joints.	refitting water-filled
	Protective Equipment	boots. Types Corner,	joints.	water based paints.	Personal Protective	radiators 1.5 state the
	(PPE) appropriate to	tee, cross. Materials	Personal Protective	Personal Protective	Equipment (PPE)	process required to
	constructing halving joints 2.2 select	European redwood,	Equipment (PPE)	Equipment (PPE)	Safety boots. Types	prepare for draining,
	Joints 2.2 select	PVA adhesive, screws.	Safety boots.	Safety boots,	Through, stopped,	

materials required to construct halving joints 2.3 select tools and equipment required to construct halving joints 2.4 construct halving joints to given specifications. 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. Importance Reduce accidents and loss of life. minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records

Tools and equipment Try square, marking gauge, rule, tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp. The learner can: 2.1 use **Personal Protective** Equipment (PPE) appropriate to constructing halving ioints 2.2 select materials required to construct halving joints 2.3 select tools and equipment required to construct halving joints 2.4 construct halving joints to given specifications. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use.

Materials European redwood, PVA adhesive, screws. Types T bridle, corner bridle. Tools and equipment Try square, mortice gauge, rule, abrasive paper, tenon saw, coping saw, mortice and bevel-edged chisel, bench hook, Gcramp, sash cramp, bench bearers, squaring rod, smoothing plane, block plane, mallet, drill and screwdriver. The learner can: 2.1 use Personal **Protective Equipment** (PPE) appropriate to constructing frames using bridle joints 2.2 select materials required to construct frames using bridle joints 2.3 select tools and equipment required to construct frames using bridle joints 2.4 construct and finish frames

protective gloves, goggles or safety glasses, dust masks, high visibility jackets, hard hat and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape. Tools and equipment Flexible filling knifes/blades, filling board, scrapers, dust brush, paint kettles, brushes (pure bristle and synthetic types, foam and mohair rollers), chalk lines, measuring tape, steel rule, spirit, levels, trammels. Water based paints Primer, vinyl matt, vinyl silk, soft sheen, acrylic eggshell, gloss. Learners can paint a panel or a wall.

tongued. Materials European redwood, PVA adhesive, screws. Tools and equipment Try square, marking gauge, rule, tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, hand router. The learner can: 2.1 use Personal **Protective Equipment** (PPE) appropriate to constructing housing joints 2.2 select materials required to construct housing joints 2.3 select tools and equipment required to construct housing joints 2.4 construct housing joints to given specifications. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3

removing and refitting of water-filled radiators.

Personal Protective Equipment (PPE) Safety Boots, protective clothing. Materials Jointing compound, PTFE tape. Tools and equipment Adjustable spanner, water pump pliers, radiator vent key, hose pipe. Process Isolate radiator, protect work area, remove water from radiator, dispose of waste water, refit radiator, refill radiator, bleed, checking defects and carrying out any remedial treatments. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to draining, removing and refitting water filled radiators 2.2 select materials required to drain, remove and refit water-filled radiators 2.3 select tools and equipment required to drain and remove

required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The Control of Substances Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and Dangerous Occurrences regulations (RIDDOR), The Personal **Protective Equipment** at Work regulations, The Provision and Use of Work Equipment Regulations (PUWER). Individuals: employee and employer Employer: Provide a safe workplace, safety training, safety policy, risk assessments, provide and maintain safe machines and equipment, provide

Importance Reduce accidents and loss of life, minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The **Control of Substances** Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and **Dangerous Occurrences** regulations (RIDDOR), The Personal Protective Equipment at Work regulations, The Provision and Use of **Work Equipment** Regulations (PUWER). Individuals: employee

using bridle joints to given specifications. Personal Protective Equipment (PPE) Safety boots. Materials European redwood. PVA adhesive, screws. Tools and equipment Try square, mortice gauge, rule, abrasive paper, tenon saw, coping saw, mortice and bevel-edged chisel, bench hook, Gcramp, sash cramp, bench bearers, squaring rod, smoothing plane, block plane, mallet, drill and screwdriver. Construct and finish Remove surplus material. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and

The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to preparing and applying paint to surfaces 2.2 select the materials required to prepare and apply paint to a surface 2.3 select the tools and equipment required to prepare and apply paint to a surface 2.4 prepare background surface to given specifications 2.5 prepare the paint to manufacturer's instructions 2.6 apply base coat to surfaces to given specifications. **Personal Protective** Equipment (PPE) Safety boots, protective gloves, goggles or safety glasses, dust masks, high visibility

clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. The learner can: 1.1 identify traditional types of construction 1.2 identify modern types of construction methods used. Traditional Timber frame, concrete, steel frame, masonry structures, low rise, mid rise, high rise. Modern Prefabricated, sectional, modular The learner can: 2.1 state reasons why sustainable construction is used 2.2 identify design features used in sustainable construction. Reasons Environmental impact, limited resources, costs,

waterfilled radiators 2.4 drain, remove and refit water-filled radiators as per given specifications. Personal Protective Equipment (PPE) Safety boots, protective clothing. Materials Jointing compound, PTFE tape. Tools and equipment Adjustable spanner, water pump pliers, radiator vent key, hose pipe. Remove Learner to safely remove the radiator following the process detailed above. The learner can: 3.1 set

up the work area safely
3.2 maintain a clean and
safe working area
following health and
safety guidelines 3.3
clear work area of
surplus materials and
debris on completion of
the job 3.4 clean all tools
and equipment ready for
re-use.
The learner can: 1.1

identify Personal
Protective Equipment

personal protective equipment (PPE) Employee: Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by employer and not to misuse or interfere with anything provided for health and safety.

and employer Employer: Provide a safe workplace, safety training, safety policy, risk assessments. provide and maintain safe machines and equipment, provide personal protective equipment (PPE) Employee: Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by employer and not to misuse or interfere with anything provided for health and safety.

debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. Importance Reduce accidents and loss of life, minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The Control of Substances Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and Dangerous Occurrences

jackets, hard hat, and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape. Tools and equipment Flexible filling knifes/blades, filling board, scrapers, dust brush, paint kettles. brushes (pure bristle and synthetic types, foam and mohair rollers), chalk lines, measuring tape, steel rule, spirit, levels, trammels. Prepare surface Bare surfaces to be primed and filled if required. De nib between coats. Prepare paint Stir paint thoroughly, decant paint, thin and strain paint to the correct viscosity. Base coat Primer, vinyl matt, soft

legislation. Design features Thermal insulation, water economy, renewable energy. Materials Sustainable sourced timber. Recycled materials; locally sourced materials. Insulation (wall, floor and roof). The learner can: 3.1 identify types of activities undertaken by the construction industry 3.2 identify job opportunities in the construction industry. Types of activities Residential building construction, Industrial building construction, commercial building construction, civil engineering. Job Opportunities Architect, clerk of works, quantity surveyor, carpenter/joiner, bricklayer, painter

applying decorative effects 1.2 identify the materials required to apply decorative effects 1.3 identify the tools and equipment required to apply decorative effects 1.4 state methods to prepare and paint ground coat to panels 1.5 state the different types decorative effects 1.6 state methods of applying decorative effects to panels 1.7 state the process for cutting and applying stencils. Personal Protective Equipment (PPE) Safety boots, protective gloves, goggles or safety glasses, dust masks, high visibility jackets, hard hat and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, acrylic glaze, colourants, lint

(PPE) appropriate to

free rag, stencil material

regulations (RIDDOR),	sheen, acrylic	and decorator,	(centres can decide what
The Personal	eggshell. Application	plasterer, building	they use). Tools and
Protective Equipment	Brush, roller.	operative.	equipment Flexible filling
at Work regulations,	The learner can: 3.1		knives/blades, filling
The Provision and Use	select the tools and		board scrapers, dust
of Work Equipment	equipment required		brush, natural and
Regulations (PUWER).	to mark out designs		synthetic brushes, hair
Individuals: employee	3.2 set out designs		stipplers, mohair/sponge
and employer	to surfaces to given		rollers, dragging brushes,
Employer: Provide a	specifications 3.3		plastic combs, natural
safe workplace, safety	paint in the designs		sponges, palettes,
training, safety policy,	by brush to the		kettles, plastic pots,
risk assessments,	given specifications.		stencil brushes and
provide and maintain	The learner can: 4.1		stencil knives, cutting
safe machines and	set up the work area		mats. Decorative effects
equipment, provide	safely 4.2 maintain a		Sponge stipple, rag
personal protective	clean and safe		rolling, bagging, straight
equipment (PPE)	working area		graining, stencilling
Employee: Not to put	following health and		2.1 use Personal
themselves or others	safety guidelines 4.3		Protective Equipment
at risk, co-operate	clear work area of		(PPE) appropriate to
with employers on	surplus materials		preparing and decorating
health and safety	and debris on		wall surfaces 2.2 select
matters, use safety	completion of the		tools and equipment for
equipment provided	jobs 4.4 clean all		painting panels 2.3 select
by employer and not	tools and equipment		the materials required to
to misuse or interfere	ready for re-use.		prepare and decorate
with anything	The learner can: 1.1		wall surfaces 2.4 prepare
provided for health	identify traditional		and paint ground coat to
and safety.	types of		panels for application of
	construction 1.2		decorative effects.
	identify modern		Personal Protective
	types of		Equipment (PPE) Safety

construction	boots, protective gloves,
methods used.	goggles or safety glasses,
Traditional Timber	dust masks, high visibility
frame, concrete,	jackets, hard hat and
steel frame,	overalls. Tools and
masonry structures,	equipment Paint kettles,
low rise, mid rise,	brushes (pure bristle and
high rise. Modern	synthetic types), rollers
Pre-fabricated,	(foam and mohair), dust
sectional, modular	brush. Materials
The learner can: 2.1	Aluminium oxide paper,
state reasons why	silicon carbide paper,
sustainable	cellulose filler, ready
construction is used	mixed fillers, tack cloth,
2.2 identify design	masking tape, dust
features used in	sheets.
sustainable	3.1 measure and set out
construction.	areas for application of
Reasons	decorative effects to
Environmental	given specifications 3.2
impact, limited	apply protective tape
resources, costs,	and masking where
legislation. Design	required 3.3 prepare
features Thermal	materials for application
insulation, water	of decorative effects to
economy, renewable	manufacturers
energy. Materials	instructions 3.4 select
Sustainable sourced	tools and equipment to
timber. Recycled	produce decorative
materials; locally	effects to given
sourced materials.	specifications 3.5
Insulation (wall,	produce decorative
floor and roof).	

The learner can: 3.1	effects on panels to the
identify types of	given specifications.
activities undertaken	Masking Low tack, plastic
by the construction	film, brown paper.
industry 3.2 identify	Materials Acrylic glaze,
job opportunities in	proprietary colourants,
the construction	lint-free rag, chamois
industry.	leather, plastic film.
Types of activities	Tools and equipment
Residential building	102 Entry Level and Level
construction,	1 Award, Certificate and
Industrial building	Diploma in Basic
construction,	Construction Skills (6219)
commercial building	Natural and synthetic
construction, civil	brushes, hair stipplers,
engineering. Job	mohair/sponge rollers,
Opportunities	dragging brushes, plastic
Architect, clerk of	combs, natural sponges,
works, quantity	palettes, kettles, plastic
surveyor,	pots. Decorative effects
carpenter/joiner,	Straight grained border.
bricklayer, painter	Two effects from the
and decorator,	spec.
plasterer, building	4.1 select tools,
operative.	equipment and materials
	to make and size stencils
	4.2 apply design and cut
	out stencil 4.3 apply
	paint to create stencil
	design
	Tools and equipment
	Stencil knifes, cutting
	mat, chalk line, tape

	measure, stencil
	brushes, palette, bucke
	sponge. Materials Oile
	card, tracing paper, gri
	paper, knotting, chalk,
	laminated card, acrylic
	paint, blotting paper,
	masking tape, adhesive
	spray. Application Sten
	brush, spray, air brush.
	Guidance: Learners car
	design their own stenc
	however it must be at
	least A4 size with a
	minimum of three
	characters.
	5.1 set up the work are
	safely 5.2 maintain a
	clean and safe working
	area following health
	and safety guidelines 5
	clear work area of
	surplus materials and
	debris on completion of
	the jobs 5.4 clean all
	tools and equipment
	ready for re-use

PSHE	Health and Wellbeing	Relationships	Relationships	Health and Wellbeing	Living in the Wider World	Living in the Wider World
Content	Mental health and ill	Revisiting internet	Tackling relationship			
(skills	health and tackling	safety.	myths and	Exploring Influence:	Independent living	Enterprise Project
and	stigma. Safeguarding	Understanding the risks	expectations.	Evaluating the	skills and the	Role of Entrepreneurs in
knowled	health.	associated with social	Parenting and	impact of drugs,	consequences of debt	society
ge)		media and recognising	pregnancy and	gangs and the media	and gambling.	
	Recognising how to	exploitation.	revisiting consent.			Plan, prepare and carry
NC Year	manage challenges			Recognising the	Exploration of the	out an Enterprise project
PA Stage	during adolescence.	Recognising how social	Evaluating readiness	effects of drugs and	cost of living	to raise funds for leavers
S5- S8	Strategies to promote	media may distort,	for sexual activity, the	alcohol on	independently and	activities
	mental health and	miss-represent or	choice to delay sex, or	individual's personal	what financial help	
	emotional wellbeing.	target information in	enjoy intimacy	safety, families and	may be available.	
	Evaluating the	order to influence	without sex.	wider communities.	Recognising various	
	portrayal of mental	beliefs and opinions.	Myths and	Strategies to keep	payment methods	
	health in the media.	Managing conflicting	misconceptions	self and others safe	and evaluation of	
	Understanding the	views and misleading	relating to pregnancy,	in situations that	each. Prevention and	
	signs of emotional or	information.	contraception and	involve substance	management of debt.	
	mental ill-health and	How to recognise and	consent. Recognising	use.	Recognition of links	
	how to access support	respond to extremism	effective use of	Managing peer	between gambling	
	and treatment.	and radicalisation	condoms and	influence in relation	and micro	
			consequences of	to substances, gangs	transactions in	
			unprotected sex.	and crime. Exit	gaming.	
			Exploration of the	strategies for		
			physical, emotional and financial role of a	pressurised or		
				dangerous situations and how to seek		
			parent.	help for substance		
				use and addiction.		
				use and addiction.		

Enrichm ent Opportu nities		Magistrate Workshop Fearless Workshop: Radicalisation and Exploitation	Sexual Health Nurse Workshop Careers Evening	Reform, Restore, Respect Assembly	Bowles & Wells Financial Education Workshop IAG Careers Interviews	BGS Alumni Workshop
Computi	Presentation Software	(Entry Level)	Using mobile devices (I	Entry Level)	Audio and video softw	are (Entry Level)
ng	Over deve		O comito con		Overview	
Entry Level	_	enable the learner to use cation software tools and straightforward or	Overview: This unit is designed to set up and use a mobile securely to input and st transfer data to and fro	e or handheld device core data and to	Overview: This unit is designed to a range of basic video stechniques appropriate straightforward video s	ely to record and edit
	Pupils will start the unit by looking at copyright constraints on IT Users.		Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance		Pupils will start the unit by looking at copyright constraints on using others content.	
	They will then be given a topic to produce a presentation on. Pupils will begin by identifying what information to include in this and carry out research to collect various types of information. Throughout the creation of their slide presentation they will evidence in a portfolio how they have met requirements needed to be		of a mobile device and device settings. Pupils will create a presentation identifying the		Pupils will be given the scenario of creating a YouTube tutorial. They will create a plan for this, identifying what input device, file format and software to use in a creating their video sequence. Using input devices, they will capture video content. The pupils will combine and edit their video content Using video editing software	
	included in a portfolio.		keep data secure. They explaining copyright an		to create a video seque and present their comp	ence. Finally, they will play pleted video sequence
	Link to National Curricu		need to consider when	_	using an appropriate de	evice.
	Develop their capability knowledge in information		sharing information – s information. Link to National Currice		Link to National Curric Develop their capability in digital technology	ulum: y, creativity and knowledge

		Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	
Computi	Presentation Software (Level 1)	Using mobile devices (Level 1)	Video software (Level 1)
ng			
	Overview:	Overview:	Overview:
GCSE	This unit is designed to enable the learner to use	This unit is designed to enable the learner to	This unit is designed to enable the learner to use
	a range of basic presentation software tools and	set up and use a mobile or handheld device	a range of basic video software tools and
	techniques to produce straightforward or	securely to input and store data and to	techniques appropriately to record and edit
	routine presentations.	transfer data to and from another device.	straightforward video sequences.
	Pupils will start the unit by looking at copyright	Pupils will begin the unit by looking at the	Pupils will start the unit by looking at copyright
	constraints on IT Users.	health and safety issues. They will	constraints and the effect of copyright law on
		investigate the setting up and maintenance	producing video content.
	They will then be given a topic to produce a	of a mobile device. Pupils will identify for	
	presentation on. Pupils will begin by identifying	different users when you would adjust device	Pupils will be given the scenario of creating a
	what information to include in this and carry out	settings and what you would change. Pupils	YouTube tutorial. They will create a plan for this,
	research to collect various types of information.	will create a presentation identifying the	identifying what input device, file format and
	Throughout the creation of their slide	different applications available on a mobile	software to use in a creating their video
	presentation they will evidence in a portfolio	device and demonstrate how to use some of	sequence. Using video editing software, they will
	how they have met the basic and advanced	these for given purposes.	combine and edit their content to create a video
	requirements needed to be included.		sequence. Throughout pupils will keep an
		Pupils will keep a log of how they use a	annotated scrapbook of how they captured video
	Link to National Curriculum:	mobile device and the methods they use to	sequences, still images and audio content for
	Develop their capability, creativity and	keep data secure. In this they need to	their video. Finally, they Play and present your
	knowledge in information technology	identify factors that can affect performance	completed sequence using an appropriate device.
		and how they can maintain this. Pupils will	The candidate should be able to: play and present
		create a leaflet explaining copyright and	video sequences
		other things you need to consider when	Link to Notice of Commission
		transferring and sharing information –	Link to National Curriculum:
		security, personal information. Finally, they	Develop their capability, creativity and knowledge
		will identify different types of secure	in digital technology

			connection methods between devices and factors which can affect performance. Link to National Curriculum: Understanding how changes in technology affect safety, including how to protect their online privacy and identity.		
Year 10 Entry Level WJEC CMAP Content (skills and knowled ge) NC Year KS4 PA Stage N/A PA Stage Pupils will be deventable of the moderate of th	Pupils will be introduced to the purposes, types and techniques of advertising. Pupils will be introduced to different aspects of target audiences for adverts, such as age, gender, lifestyle etc. Learners will identify audiences for both print & TV adverts. Pupils will apply their knowledge of advertising techniques gained from LO1 to planning an advert or	Using Body and Voice in a Dramatic Context Pupils will learn to identify and use different types of vocal skills and their bodies in different situations. Pupils will link the use of their voice and body language to emotions and moods and use these skills within a range of roles. Pupils will use mime to portray feeling and contrasting situations.	Pupils will be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to graphic designers. Pupils will be encouraged to develop their skills in using the visual elements through design work.	Contributing to Dramatic Improvisation Pupils will develop their movement and vocal skills when improvising short pieces. They will respond to different stimuli and starter lines in order to create short improvised performances. They will work collaboratively to create a short improvised performance demonstrating a clear beginning, middle and end to their work, sequencing their ideas logically.	Pupils will be introduced to print media products, e.g. film posters, CD covers, magazine covers. They will be introduced to key visual and language features of print media products and the importance of linking these to the intended audience. Pupils will create their own print media product including a range of visual and language features.

		1				
Cooking	Encouraging independent cooking and making choices.	(e.g. print, TV), such as mindmaps, mock-ups, storyboards etc. Pupils will be able to plan both print & TV adverts. 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	The Bronze Arts Award	is organised into 4 parts.				
Award	Part B is 'exploring the upon this/these experied Part C 'Arts Inspiration' chosen person and will that the pupil feels come. The final section, Part Explan how they will shar do some outreach to other Arts award allows pupil sections at contrasting Enrichment Opportunity.	is a research project based present this information in fortable with. O, is focussed around sharing their art form before put ther areas in the communities to take ownership over the times.	er'. Pupils will experience d around someone who i n a method of their choic ng the arts. Pupils will de ting it into practice. Pupi ty e.g. retirement homes their learning and due to	nposing music for a film e a least one live perfor nspires them. Pupils wi e. This could be a prese cide on something they ils can choose to teach	n or any other ideas pupil mance and will be required Ill have the opportunity to entation, an assembly, a part want to share or teach to younger pupils in the sch	s may have. Ted to review and reflect of ind out more about their codcast or any method to others. They will then cool or they may choose to



Year 11 Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Stone Cold by Robert	Step up to English	Step up to English	Step up to English	Step up to English –	
Heading	Swindells	Silver/ Gold Award -	Silver/ Gold Award -	Silver/ Gold Award -	Completion of all	
		Component Two	Component Two	Component Two	outstanding units for	
	English heritage -				submission	
	short narrative story	See applicable units	See applicable units	See applicable units	See applicable units	
	on homelessness in	for academic year	for academic year	for academic year	for academic year	
	Britain.	(2021-22).	(2021-22).	(2021-22).	(2021-22).	
Year 11	Entry Level pathway	Entry Level pathway	Entry Level pathway	Entry Level pathway	Entry Level pathway	
Content	,					
Entry	National Curriculum	AQA: Step up to				
Level	Links:	English Assessment	English Assessment	English Assessment	English Assessment	
(skills and		Objectives:	Objectives:	Objectives:	Objectives:	
knowledg	Reading: 21st					
e)	century text; reading	Reading AO1: Read	Reading AO1: Read	Reading AO1: Read	Reading AO1: Read	
,	for pleasure;	and understand	and understand	and understand	and understand	
NC KS4	summarising and	texts. Identify and	texts. Identify and	texts. Identify and	texts. Identify and	
PA Stage	synthesising	interpret explicit and	interpret explicit and	interpret explicit and	interpret explicit and	
4-11	information; drawing	implicit information	implicit information	implicit information	implicit information	
	on context to inform	and ideas.	and ideas.	and ideas.	and ideas.	
	evaluation;					
	identifying and	AO2: Explain and	AO2: Explain and	AO2: Explain and	AO2: Explain and	
	interpreting ideas	comment on writers	comment on writers	comment on writers	comment on writers	
	and information;	use of language and				
	exploring aspects of	structure for effect,	structure for effect,	structure for effect,	structure for effect,	
	plot,	using relevant	using relevant	using relevant	using relevant	

characterisation, setting; seeking evidence to support views; analysing personal responses. Writing: adapting writing for purpose; 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. writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. Writing: adapting writing for purpose (to describe, explain, argue and respond to information): to select and organise ideas, facts and key points; to cite

subject terminology to support views.

AO3: Compare writers' ideas and perspectives.

AO4: Evaluate texts and support this with appropriate textual references.

Writing 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.

AO6: Use vocabulary and sentence structures for clarity,

subject terminology to support views.

AO3: Compare writers' ideas and perspectives.

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AO6: Use vocabulary and sentence structures for clarity,

	evidence, details and	purpose and effect,	purpose and effect,	purpose and effect,	purpose and effect,
	quotes to support	with accurate	with accurate	with accurate	with accurate
	ideas; selecting	spelling and	spelling and	spelling and	spelling and
	vocabulary, form and	punctuation.	punctuation.	punctuation.	punctuation.
	structure to reflect	punctuation.	punctuation.	parictuation.	punctuation.
	audience and	Spoken Language	Spoken Language	Spoken Language	Spoken Language
	purpose; to make	AO7: Demonstrate	AO7: Demonstrate	AO7: Demonstrate	AO7: Demonstrate
	notes and use other's	presentation skills.			
		presentation skins.	presentation skills.	presentation skills.	presentation skills.
	information.	ACC. Listan and	A CO. Links a soul	A CO. Links a small	ACC. Hatan and
		AO8: Listen and	AO8: Listen and	AO8: Listen and	AO8: Listen and
		respond	respond	respond	respond
		appropriately to	appropriately to	appropriately to	appropriately to
		spoken language,	spoken language,	spoken language,	spoken language,
		including to	including to	including to	including to
		questions and	questions and	questions and	questions and
		feedback on	feedback on	feedback on	feedback on
		presentations.	presentations.	presentations.	presentations.
		AO9: Use spoken	AO9: Use spoken	AO9: Use spoken	AO9: Use spoken
		English effectively in	English effectively in	English effectively in	English effectively in
		speeches and	speeches and	speeches and	speeches and
		presentations.	presentations.	presentations.	presentations.
				Alternative text for	
				Entry Level Pathway:	
				Long Way Down –	
				Ewan McGregor.	
Topic	Step Up to English	Step up to English	AQA Paper 1 –	AQA Paper 2 –	AQA Paper 1 and 2
Heading	Gold Award –	Silver/ Gold Award -	Introduction to the	Introduction to the	revision unit
3	Component One and	Component Two	Unit	Unit	
	Two				
			Part A – reading	Part A – reading	
			(retrieval, language	(retrieval, summary,	

	See applicable units for academic year (2021-22).	See applicable units for academic year (2021-22).	analysis, structural, analysis and critical evaluation). Part B – creative writing (description and storytelling).	language analysis, comparison). Part B – creative writing (non-fiction).	Amalgamation of Term 3 and 4 – see set skills coverage.	
Year 11 Content GCSE (skills and knowledg e) NC KS4 PA Stage 4-11	AQA: Step up to English Assessment Objectives: Reading 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 subject terminology to support views. AO3: Compare	AQA: Step up to English Assessment Objectives: Reading 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 subject terminology to support views. AO3: Compare	Reading 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	Reading 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	AQA English Language GCSE Assessment Objectives: Reading 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	
	writers' ideas and perspectives.	writers' ideas and perspectives.	AO3: Compare writers' ideas and perspectives, as well as how these are	AO3: Compare writers' ideas and perspectives, as well as how these are	terminology to support their views	

AO4: Evaluate texts and support this with appropriate textual references.

Writing 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.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

AO4: Evaluate texts and support this with appropriate textual references.

Writing 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.

AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references Writing

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

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references Writing

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

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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.

Writing 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

AO6: Candidates must use a range of vocabulary and sentence structures

Enrichment	Spoken Language		for clarity, purpose	
Opportunity	AO7: Demonstrate		and effect, with	
	presentation skills.		accurate spelling and	
Porchlight charity			punctuation.	
link – external visitor	AO8: Listen and			
	respond			
Spoken Language	appropriately to			
AO7: Demonstrate	spoken language,			
presentation skills.	including to			
	questions and			
AO8: Listen and	feedback on			
respond	presentations.			
appropriately to				
spoken language,	AO9: Use spoken			
including to	English effectively in			
questions and	speeches and			
feedback on	presentations.			
presentations.				
	Spoken Language			
AO9: Use spoken	Endorsement – GCSE			
English effectively in	formal presentation			
speeches and				
presentations.	AQA GCSE Spoken			
	Language			
	descriptors: •			
	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.				
Maths	Measure	Statistics	Complete EL	Complete EL	Complete EL	Revision & Exams
Content	Pupils will learn	Pupils will learn	portfolio	portfolio	portfolio	Pupils will revise for
Entry	about estimating and	about reading,	Pupils will complete	Pupils will complete	Pupils will complete	and complete any
Level &	measuring length,	drawing and solving	their portfolios,	their portfolios,	their portfolios,	remaining
Functional	weight and capacity;	problems related to a	consolidate and	consolidate and	consolidate and	examinations and will
Skills Level 1	comparing	variety of graphs and	extend their	extend their	extend their	then work at functional Maths skills and
(skills and	measurements and solving problems in	tables, including pictograms, bar	understanding of components 1-4	understanding of components 5-7	understanding of component 8	activities.
knowledg	different standard	graphs, tally charts	(place value,	(time, measure and	(statistics). Once	activities.
e)	metric units.	and frequency	calculation,	shape).	their portfolio of	
-,	Pupils achieving	tables. They will also	proportion and	Pupils taking the	evidence is	
Majority	these objectives at	plan and collect data.	money).	functional skills level	complete, they will	
will be	Entry 3 before the	print and concert data.		1 will complete	work at 'real-life'	

working within NC Years: 4-7 PA Stages: 4-7	end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.	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.	Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers	extension units in: volume; square numbers and probability.	functional Maths activities. Pupils taking the functional skills level 1 examinations will be revising for this.	
			to calculations using fractions and decimals.			
Maths	Geometry	Statistics	Pythagoras &	Trigonometry &	Geometry, Algebra	Revision & Exams
Content	Pupils will learn	Pupils will plan,	Algebra	Powers	& Revision	Pupils will revise for
GCSE	about transforming	collect and learn to	Pupils will learn	Pupils will extend	Pupils will be revising	and complete any
Foundatio	shapes on co-	analyse statistics,	about Pythagoras'	their understanding	for their	remaining
n	ordinate paper. They	interpreting and	theorem and use it	of simplifying	examinations, with	examinations and will
(skills and	will build on their	drawing scatter	to solve problems.	algebraic	additional learning	then work at functional
knowledg	angle knowledge to	graphs and pie	Pupils will learn	expressions, to	for some pupils in	Maths skills and
e)	solve more complex	charts. Pupils will	about solving more	include using	quadratic equations	activities.
	angle problems and	compare data by	complex equations,	powers. Pupils will	and non-linear	
Majority	calculate with angles.	looking at averages.	including	learn about writing	graphs.	
will be		Pupils will learn	simultaneous	numbers in standard		
working		about calculating the	equations. Some	form and have the		
within NC		probability of two	pupils may reinforce	opportunity to		
Years: 5-		events occurring:	key skills such as	develop their		
11		using tree diagrams	multiplying and	understanding of		
PA Stages: 5-11		and calculating	dividing fractions;	trigonometry. Some		
2-11		probabilities from	listing outcomes and reading two-way	pupils may reinforce key skills such as		
		Venn diagrams.	tables.	calculating with		
			tables.	whole and decimal		
				numbers; generating		
				sequences;		

				proportion and using ratios.		
Maths Content GCSE Foundatio n (skills and knowledg e) NC Years: 10-11 (Higher) PA Stages: 10-12	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.	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.	Unit 1 – Trigonometry Pupils will revise and extend their understanding of trigonometry, including in 3 dimensions, knowing exact values of sin, cos and tan. Pupils will learn to use the sine rule and the cosine rule. Unit 2 – Multiplicative reasoning Pupils will expand and develop their understanding of directing and indirect proportion. Unit 3 – Geometric reasoning Pupils will apply their	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.	Unit 1 – Show that. Pupils will develop skills in mathematical communication. Unit 2 – Revision Pupils will be revising for their examinations.	Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.
			understanding of geometry to	direct a cutve.		

World Beliefs	A-Z of religion	A-Z of religion	increasingly more complex problems. A-Z of religion	A-Z of religion	A-Z of religion	
Science	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. 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	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. C2a Elements and chemical reactions This work builds on work from the unit	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. C2b Fuels and Earth's atmosphere Pupils will look at fractional distillation and how crude oil is	P2b Energy and Particles Pupils will look at calculating power, what causes pressure and what happens when you stretch springs and other materials.	Entry Level Tests (May deadline) Recap/Revision: B1/B2 Recap/Revision: C1/C2 Recap/Revision: P1/P2	GCSE Revision Consolidation Space Recap Topic: Pupils will complete a final topic that explores the key components of the Solar System.

	an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.	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. They will investigate the factors that affect the rates of reactions.	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.			
PE	Cycling, Swimming	Entry Level	Cycling, Survival	Entry Level	Entry Level and Choices (Golf,	Entry Level and Choices (Golf, Cycling,
Content	Cycling (Cyclopark)	Pupils to continue	Cycling (Cyclopark)	Pupils to continue	Cycling Swimming)	Swimming)
Entry	Pupils attend	their Entry Level	Pupils attend	their Entry Level		
Level (skills and	Cyclopark, a British	accreditation which	Cyclopark, a British	accreditation which	Entry Level	Entry Level
knowledg	Cycling organisation	is a combination of	Cycling organisation	is a combination of practical and theory	Pupils to continue	Pupils to continue their
e)	that teach pupils	practical and theory	that teach pupils	work. Entry level	their Entry Level accreditation which	Entry Level accreditation which is a
	mountain biking, BMX and road cycling	work. Entry level sports taught and	mountain biking, BMX and road	sports taught and	is a combination of	combination of
NC Year	DIVIN and Toda Cycling	assessed through a	cycling.	assessed through a	practical and theory	practical and theory
	Survival	range of practical	cycling.	range of practical	work. Entry level	work. Entry level sports
PA Stage S4-S8	Outdoor team	classes and topics	Survival	classes and topics	sports taught and	taught and assessed
Entry level	games, map reading	·	Outdoor team		assessed through a	through a range of
1 -3	and orientation at		games, map reading		_	_

	Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.	F E C S	and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.		range of practical classes and topics 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 Cycling (Cyclopark) Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling	practical classes and topics 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 Cycling (Cyclopark) Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling
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D and T	Plumbing	Painting a Door	One-way lighting	Assembling Ring	Two-way lighting
	H&S	Panel	H&S	main	system
Year 10		Connecting Flex to			
TO 11 23-	The learner can: 1.1	common Apparatus	Learning outcome		
25	identify Personal		The learner will: 1.	The learner will: 1.	The learner will: 1.
City &	Protective	Learning outcome	know how to install	know how to	know how to install
Guilds	Equipment (PPE)	The learner will: 1.	one way lighting	assemble 13amp	two way lighting
level 1 Dip	appropriate to	know how to prepare	circuits. Assessment	switched sockets	circuits. Assessment
Constructi	cutting, bending and	panel doors for	criteria The learner	wired in ring final	criteria The learner
on	jointing copper pipes	painting. Assessment	can: 1.1 identify	circuit. Assessment	can: 1.1 identify
NOV	1.2 identify materials	criteria The learner	Personal Protective	criteria The learner	Personal Protective
NC Year	required to cut, bend	can: 1.1 identify	Equipment (PPE)	can: 1.1 identify	Equipment (PPE)
	and joint copper	Personal Protective	appropriate to	Personal Protective	appropriate to
PA Stage	pipes 1.3 identify tools and equipment	Equipment (PPE)	installing one way	Equipment (PPE)	installing two way
	required to cut, bend	appropriate to preparing panel	lighting circuits 1.2	appropriate to	lighting circuits 1.2
	and joint copper	doors for painting 1.2	identify materials	assembling 13amp	identify materials
	pipes 1.4 state the	identify materials	required to install	switched sockets	required to install
	types of capillary	required to prepare	one way lighting	wired in ring final	two way lighting
	fittings used to joint	panel doors for	circuits 1.3 identify	circuit 1.2 identify	circuits 1.3 identify
	copper pipes 1.5	painting 1.3 identify	tools and equipment	materials required to	tools and equipment
	state the process	tools and equipment	required to install	assemble 13amp	required to install
	required to cut, bend	required to prepare	one way lighting	switched sockets	two way lighting
	and joint copper	panel doors for	, , ,	wired in ring final	circuits 1.4 state the
	pipes 1.6 state the	painting 1.4 identify	circuits 1.4 state the	circuit 1.3 identify	health and safety
	health and safety	the components of a	health and safety	•	•
	regulations related	panel door 1.5 state	regulations related	tools and equipment	regulations related
	to cutting, bending	the correct	to installing one way	required to assemble	to installing two way
	and jointing copper	sequences to	lighting circuits 1.5	13amp switched	lighting circuits 1.5
	pipes	painting panel doors	state types of fixing	sockets wired in ring	state types of fixing
	Personal Protective	1.6 state different	methods 1.6 state	final circuit 1.4 state	methods 1.6 state
	Equipment (PPE)	methods used for the	the process required	the health and safety	the process required
	Steel toe cap boots,	removal of paint 1.7	to install a one way	regulations related	to install a two way

protective clothing, goggles. Materials Copper pipes, end feed fittings, flux and solder. Tools and equipment Pipe-slice, junior hacksaw, pipe bender, blow torch, soldering mat, tape measure, wire wool/abrasive cloth. Types End feed, soldering. **Process Measuring** and recording pipe requirements, cutting copper pipe to length, preparing pipe ends for joining, bending copper pipe to form right angles, join copper pipe, tightening all joints, pressure testing Regulations COSHH, PPE, Manual Handling, Risk Assessment. **Guidance Learners** should be aware of safe use of gas heating equipment. Learning outcome

state methods of surface preparation available 1.8 state the types of primer required for the panel 1.9 state the types of paint suitable to paint the door. Range Personal Protective Equipment (PPE) Glasses, dust mask, gloves, boots, overalls, high visibility jacket. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, shellac knotting. Tools Scrapers, shave hooks, sanding block, flexible filling knives/blades, filling board, dust brush. Equipment Hot air gun, infrared technology, electric sander. Methods Hot air gun, infrared heat technology,

lighting circuit. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, appropriate screws, lampholder, flexible cable. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule. Regulations Health & Safety at Work Act, COSHH, BS7671:2008 **IET Wiring** Regulations, Electricity at Work

Regulations 1989.

to assembling 13amp switched sockets wired in ring final circuit 1.5 state use of a meter for testing continuity of ring circuits 1.6 state the process required to assemble 13amp switched sockets wired in ring final circuit. Range **Personal Protective** Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, cable clips, back box, single socket, green/ yellow sleeving, appropriate screws. Tools and equipment Electrician's knife. terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule.

lighting circuit. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, three core earth and cable, cable clips, ceiling rose, ceiling rose base, switch box, two way switch, green/yellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters, hammer, cross-head screwdriver. Regulations Health & Safety at Work Act, COSHH, BS7671:2008 **IET Wiring** Regulations, Electricity at Work Regulations 1989. Guidance Although it

The learner will: 2. be able to cut, bend and joint copper pipe. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to cutting, bending and jointing copper pipes 2.2 select materials required to cut, bend and joint copper pipes 2.3 select tools and equipment required to cut, bend and joint copper pipes 2.4 cut, bend and joint copper pipes to given specifications. Personal Protective Equipment (PPE) Steel toe-cap boots, protective clothing, goggles. Materials Copper pipes, end feed fittings, flux and solder. Tools and equipment Pipe-slice, junior hacksaw, pipe bender, blow torch,

environmentally friendly chemical strippers eg Peelaway or Biostrip. Surface preparation Dry sanding, wet flatting, mechanical sanding. 108 Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) Primers Acrylic, solvent, shellac. Paint Solvent based undercoat and gloss, solvent based eggshell, acrylic undercoat and gloss, acrylic eggshell. Learning outcome The learner will: 2. be able to remove paint from panels and prepare door for painting. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to preparing panel doors for painting 2.2

Types Wood screws for base and box, cable clips for cables. Guidance Although it is not a requirement for this unit, it is recommended that learners have an awareness of working at heights safely. Entry Level and Level 1 Award, Certificate and Diploma in Basic **Construction Skills** (6219) 157 Learning outcome The learner will: 2. be able to install one way lighting circuits. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to installing one way lighting circuits 2.2 select materials required to install

one way lighting

Regulations Health & Safety at Work Act, COSHH, BS7671:2008 **IET Wiring** Regulations, Electricity at Work Regulations 1989. **Entry Level and Level** 1 Award, Certificate and Diploma in Basic **Construction Skills** (6219) 151 Learning outcome The learner will: 2. be able to assemble 13amp switched sockets wired in ring final circuit. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to assembling 13amp switched sockets wired in ring final circuit 2.2 select materials required to assemble 13amp switched sockets wired in ring final

is not a requirement for this unit, it is recommended that learners have an awareness of working at heights safely. Entry Level and Level 1 Award, Certificate and Diploma in Basic **Construction Skills** (6219) 159 Learning outcome The learner will: 2. be able to install two way lighting circuits. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to installing two way lighting circuits 2.2 select materials required to install two way lighting circuits 2.3 select tools and equipment required to install two way lighting

soldering mat, tape measure, wire wool/abrasive cloth. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.

select materials required to prepare panel doors for painting 2.3 select tools and equipment required to prepare panel doors for painting 2.4 prepare the panel doors to given specifications. Range Personal Protective Equipment (PPE) Glasses, dust mask. gloves, Safety boots, overalls, high visibility jacket. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, shellac knotting, environmentally friendly chemical strippers (eg Peelaway, Biostrip). Tools Scrapers, shave hooks, sanding block, flexible filling knives/blades, filling board, dust brush.

circuits 2.3 select tools and equipment required to install one way lighting circuits 2.4 install one way lighting circuits to given specifications 2.5 test continuity of one way lighting circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/ twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape

circuit 2.3 select tools and equipment required to assemble 13amp switched sockets wired in ring final circuit 2.4 assemble 13amp switched sockets wired in ring final circuit to given specifications 2.5 use meter to test continuity of circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/twin and earth, cable clips, socket box, green/yellow sleeving, appropriate screws. Tools and equipment Electrician's knife. terminal screwdrivers, wire stripper, side cutters, pliers, hammer,

circuits 2.4 install two way lighting circuits to given specifications 2.5 test continuity of two way lighting circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, three core earth and cable. cable clips, ceiling rose, ceiling rose base, switch box, two way switch, green/vellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters, hammer, cross-head screwdriver. Test continuity The circuit should be operated

Equipment Hot air gun, infrared technology, electric sander. Guidance Learners will only be expected to remove existing paint from one panel of the door but will have to prepare the whole door eg sanding. The learner will: 1. know how to connect flex to common apparatus. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to connecting flex to common apparatus 1.2 identify materials required to connect flex to common apparatus 1.3 identify tools and equipment required to connect flex to common apparatus 1.4 state the health

measure/steel rule, bradawl. Test continuity The circuit should be operated at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.

cross-head screw driver, tape measure/ steel rule. Test continuity The circuit should be operated at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.

at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.

and sefety horouge	
and safety hazards	ļ
related to connecting	ļ
flex to common	ļ
apparatus 1.5 state	ļ
the process required	ļ
to connect flex to a	ļ
13amp fused plug,	ļ
ceiling rose and lamp	ļ
holder. Range	ļ
Personal Protective	ļ
Equipment (PPE)	ļ
Safety boots,	ļ
overalls, goggles,	ļ
gloves. Flex Flex or	ļ
flexible cord.	ļ
Materials Flexible	ļ
cable, ceiling rose,	ļ
plug. Tools and	ļ
equipment	ļ
Electricians knife,	ļ
terminal	ļ
screwdrivers, wire	ļ
stripper, pliers, side	ļ
cutters. Hazards	ļ
Working at heights –	ļ
step ladders, working	ļ
platforms, damp/wet	ļ
working conditions,	
live power supply/	
electrical shock/	
burns cuts and	
Duitis Cuts allu	

alianda a alba tidas		
abrasions, slip, trips		
and falls. 74 Entry		
Level and Level 1		
Award, Certificate		
and Diploma in Basic		
Construction Skills		
(6219) Learning		
outcome The learner		
will: 2. be able to		
connect flex to		
common apparatus.		
Assessment criteria		
The learner can: 2.1		
use Personal		
Protective		
Equipment (PPE)		
appropriate to		
connecting flex to		
common apparatus		
2.2 select materials		
required to connect		
flex to common		
apparatus 2.3 select		
tools and equipment		
required connect flex		
to common		
apparatus 2.4		
connect flex to a		
13amp fused plug,		
ceiling rose and lamp		
holder to given		
<u> </u>		

specifications. Range
Personal Protective
Equipment (PPE)
Safety boots,
overalls, goggles,
gloves. Flex Flex or
flexible cord.
Materials Flexible
cable, ceiling rose,
plug. Tools and
equipment
Electricians knife,
terminal
screwdrivers, wire
stripper, pliers, side
cutters. Learning
outcome The learner
will: 3. be able to set
up and maintain a
clean and safe
working
environment.
Assessment criteria
The learner can: 3.1
set up the work area
safely 3.2 maintain a
clean and safe
working area
following health and
safety guidelines 3.3
clear work area of

		surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.				
Careers Content	Understanding the college application process and plans	Preparation for work experience week	Health, safety and security in and out of the workplace and	Revisiting sexual health, consent and the consequences of	Families, parental responsibilities, pregnancy, marriage	
(skills and knowledg	beyond school	Work experience week evaluation and	independent travel arrangements	unprotected sex.	and changing relationships	
e)	Exploring post 16 provision. Identifying	review	Understanding driver	How to challenge harassment,	Recognising changing	
NC Year PA Stage S6 – S9	routes related to career pathways. Writing a personal statement and CV	Completion of personal statements and CV's	responsibilities and pedestrian safety. Legislation of HASAWA, COSHH and RIDDOR.	exploitative and abusive relationships and how to access support. Recalling knowledge of STI's	family structures and the readiness for parenthood and positive parenting qualities.	
	Participation in the Happy Apple Enterprise Project (or other preferred option as chosen by pupils)		First Aid revisited Revisit Personal statements and CV's.	and contraceptive methods.	Fertility changes and variations. Adoption and fostering.	

Enrichme	External Work	Sexual Health Nurse	
nt	Experience	Workshop	
Opportuni	Placements		
ties		Fearless Workshop:	
		County Lines	
		Reform, Restore,	
		Respect Assembly	
Computin	Improving productivity using IT (Level 3)	Completion of Earlier Units or Internet	
g		Safety for IT Users (level 1)	
	Overview:		
Entry	This unit is designed to enable pupils to plan	Overview:	
Level	the use of an IT system for a purpose and use	This unit is designed to enable pupils to	
	an IT system to complete a planned task.	identify day-to-day security risks and	
	They will review their own use of IT during	safeguard against day to day ones, this	
	the Unit.	includes using simple methods to protect	
		software and personal data. Pupils look at	
	Pupils will plan the use of appropriate	the laws and guidelines that affect the use of	
	systems and software to meet requirements	IT	
	of a task. They will identify legal and other		
	constraints affecting the use of the IT system	Pupils will start the unit by understanding	
	and software.	the risks that can exist when using the	
	De alle all control of the state of the stat	Internet, including safety and privacy of	
	Pupils will use IT systems and software to	personal data, data security and system	
	complete their solution for a given task, using	performance and integrity. They will learn about how	
	preset routines (wizards) to improve productivity. They will review the outcome of	about now	
	the completed task and identify the strengths		
	of the IT systems and software used for this	to safeguard themselves and others when	
	and identify ways to improve the outcomes	working online, taking precautions to	
	of the completed tasks.	maintain data security.	
	of the completed tasks.	Pupils will learn about legal constraints,	
	Link to National Curriculum:	guidelines and procedures which apply when	

	Develop and apply analytic, problem-solving, design and computational thinking.	working online.	
		Link to National Curriculum: Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	
Computin	Improving productivity using IT (Level 1)	Completion of Earlier Units or Internet	
g		Safety for IT Users (level 1)	
GCSE	Overview:		
	This unit is designed to enable the learner to	Overview:	
	plan and review their use of predefined or commonly used IT tools for activities that are	This unit is designed to enable pupils to	
	straightforward or routine. As a result of	identify day-to-day security risks and safeguard against day to day ones, this	
	reviewing their work, they will be able to	includes using simple methods to protect	
	identify and use automated methods or	software and personal data. Pupils look at	
	alternative ways of working to improve	the laws and guidelines that affect the use of	
	productivity.	IT	
	Pupils will plan how to carry out a given task	Pupils will start the unit by understanding	
	using IT to achieve the required purpose and	the risks that can exist when using the	
	outcome. They will need to identify methods,	Internet, including safety and privacy of	
	skills and resources required to complete the task successfully and select IT systems and	personal data, data security and system performance and integrity. They will learn	
	software applications as appropriate for the	about how	
	purpose.	about now	
		to safeguard themselves and others when	
	Pupils will use IT systems and software to	working online, taking precautions to	
	complete their solution for a given task, using	maintain data security.	
	preset routines (wizards) to improve	Pupils will learn about legal constraints,	
	productivity. They will review the outcome of	guidelines and procedures which apply when	
	the completed task making sure they meet	working online.	
	the requirements of the task and identify the		

strengths of the IT systems and software used for this. Pupils will need to evaluate whether the IT tools selected were appropriate for the task and purpose and identify further ways to improve the outcomes of the completed tasks.

Link to National Curriculum:

Develop and apply analytic, problem-solving, design and computational thinking.

Enrichment Opportunities

Real school problem solutions that could be implemented

Link to National Curriculum:

Understanding how changes in technology affect safety, including how to protect their online privacy and identity.



Artrepren eur **Enterprise Programm** e

Year 11 Content eur e (AEP)

Artrepren **Enterprise Programm**

NC Year KS4 PA Stage:

N/A

Year 11 pupils will develop an understanding of what it takes to be an artist. There will be two main units.

- 1. 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. Pupils will work within their chosen artform on producing works within a theme or a number of themes that will be showcased at the end of the year.
- 2. Artrepreneur Showcase Pupils will work together to plan an event which showcases work from their AEP year. Pupils will be responsible for organising many aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event.

Enrichment Opportunities

KS4 Arts Trip – Gallery and a Theatre Show in London

Pupils put on a showcase for staff, other pupils and parents giving them authentic planning and enterprise experience.

Cooking	Practical cooking in	Practical cooking in	Practical cooking in	Practical cooking in	Food Hygiene	Practical cooking
	preparation for Food	preparation for Food	preparation for Food	preparation for Food	Certificate exam	
	Hygiene Certificate	Hygiene Certificate	Hygiene Certificate	Hygiene Certificate		



Badgers Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

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
Topic Heading	Magic and Mystery	Historical events of	Ancient Civilization	The Rainforest	Travel & Transport	Living things
		the UK				
Curriculum intent	Key Questions:					
"The Why"	Where do I live in	Which famous	Why did the	What is a rain forest	How are rivers, seas	What is a gnomon?
	relation to the UK?	author grew up in	Egyptians mummify	and where are they	and oceans linked?	What is the Dewey
	Where is the UK in	Kent?	their dead?	found?	Why do people	system?
	relation to Europe?	Why is Guy Fawkes	Where is Pompei	Why are the	travel over the sea?	
		so infamous?	and what happened	rainforests at risk?		
	The focus for		there?		Students will learn	Students will learn
	Badgers this term	Badgers will be		The students in	about the	about the history of
	will allow them to	extending their	Students will gain	Badgers will	importance of the	Time and how the
	explore the appeal	knowledge on	an understanding of	investigate the	sea for work, travel	'telling of time' has
	of the unknown in	historical events of	differences and	importance of the	and migration.	evolved throughout
	magic and mystery,	the UK. They will	similarities of	Rainforest and how	They will learn how	history. They will
	extending to outer	have the	Ancient Civilization.	the habitat being	rivers lead into seas	extend their
	space. This will	opportunity to learn	Through studying	under threat could	and oceans and	learning of time to
	develop their sense	about key events	Ancient Egypt in	impact more than	how it is everyone's	reading analogue
	of curiosity, develop	from The Stuarts	Global learning,	just the local area.	responsibility to	clocks with Roman
	their questioning	period through	they will study		look after this vital	numerals and digital
	skills and broaden	Global Learning as	about	In maths students	source. The book of	time in both 12 hr
	their knowledge	well as the Victorian	mummification,	will be expanding	'Jessie' will be used	and 24 hr.
	base.	era through their	Tutankhamun and	their knowledge	to discuss	
	In maths they will	study of Charles	the importance of	and understanding	immigration and	They will have
	be revising place		the River Nile and	on money and		opportunities to

value and using their knowledge of addition and subtraction for real life word problems. They will use positional vocabulary whilst revising the UK and extending their knowledge to Europe. In life skills students will revise the importance of cleanliness and start to learn magic tricks ready for the Halloween party and the Christmas fair.

The unit on Magic and Mystery will culminate in a Halloween Party that the pupils will plan and develop in their Life Skill sessions.

Dickens, The Christmas Carol. Students will further their knowledge and understanding on multiplication and division, find fractions of numbers and continuously revise vocabulary linked to the calendar. In life skills students will continue to practise their magic tricks, continue to practise everyday life necessities as well as thinking of those less fortunate than themselves.

It is hoped that
Badgers students
will be able to visit
the London
Museum where
they will have the
opportunity to
discover in more
depth the topics
they have been

pyramids. Pupils will have the opportunity to study the initial Greek and then Roman city of Pompei linked to the eruption of Pompeii, taught through various non-fiction source material and the documentarydrama media source 'Pompeii: The Last Day'.

They will develop

their knowledge of

2D and 3D shapes,

angles and lines of

learning about their

symmetry.
In life skills,
students will learn
about shopping
ethically and reusing / re-cycling
items. It is hoped
that Badgers will be
able to donate
clothes that don't
fit / toys that are no

solving real life problems with both coins and notes. This learning about money will extend into their PD learning, under the topic of 'Living in the wider world' where they will focus on money management through studying about saving, spending and budgeting. They will then further extend this knowledge into their life skills sessions where they will write a shopping list, visit a shop to purchase items to then make a sandwich with. The unit on Rainforests will end with a 'Rain Forest Café', where

members of the

school community

how life changing this situation is. The PD topic of physical and mental health will link with our life skills where it is hoped students will learn to crochet their own 'worry worm' and learn about what is in a first aid kid. It is hoped that the continuous work throughout the year in the Impact's garden will be able to be presented through having a garden party.

investigate a question of their choice and share their results via a variety of charts and graphs. In life skills they will develop their skills in personal presentation, as well as learn household skills such as changing a duvet cover. It is hoped to visit a public library where the children can learn to find a particular book through using the Dewey system

	Implementation	learning about in Global learning.	longer played with to a charity shop as well as using some spending money to choose wisely an item for the classroom. Implementation	will be invited to tea. Implementation	Implementation	Implementation
Core text	Men in Black Science fiction book based on an original comic.	- A Christmas Carol: Charles Dickens Seminal world literature/ author; classic ghost story.	Escape from Pompeii Non-fiction source material, first- person chronology, diary form.	Rainforest Calling Contemporary fiction presented as a journal.	Jessie Contemporary prose, refugee themed text.	Animals on the move Non-fiction text based on migration.
English / Literacy Pupil asset strands S1 - 4	KS3 National Curriculum links: Reading: read a range of non — fiction and learn new vocabulary, make inferences and refer it to evidence in the text, know the audience, purpose, context of the writing and draw on this knowledge to support comprehension.	KS3 National Curriculum links: Reading: 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.	KS3 National Curriculum links: Reading: non- fiction (historical); learning new vocabulary; inference; retrieval of evidence; understanding language linked to purpose and audience; studying plot and setting; using literary terminology. Writing: imaginative writing	KS3 National Curriculum links: Reading: fiction; learn new vocabulary, make inferences and refer it to evidence in the text, know the audience, purpose, context of the writing and draw on this knowledge to support comprehension. Writing: summarising and	KS3 National Curriculum links: Reading: 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	KS3 National Curriculum links: Reading: learning new vocabulary, relating it to known vocabulary and understanding it with the help of context, making inferences and referring to evidence in the text. Writing: write accurately, fluently and effectively,

	Writing: write accurately, fluently and effectively, write for a range of purposes, summarise and organise material and supporting ideas with necessary factual detail, plan, draft, edit and proofread, consolidate and build on their knowledge of grammar and vocabulary. Spoken Language: speak confidently and effectively, give short speeches and presentations, expressing their own ideas and keeping to the point.	Writing: formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Poetry Link: 'Another Night Before Christmas' by C. Duffy.	(diary writing); non- narrative forms (instructional); applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Poetry Link: Pompeii by William Dix (1848). *Lyrics from Pompeii by Bastille included within MTP.	organising material, and supporting ideas and arguments with any necessary factual detail; amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness; Speaking and listening: debate: participating in formal debates and structured discussions, summarising and/or building on what has been said	characterisation; using literary terminology. Writing: formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence. Poetry Link: 'We Refugee' by B. Zephaniah.	writing for a range of purposes and audiences, summarising and organising material, supporting ideas with factual detail, pay attention to accurate spelling, punctuation and grammar, extending grammatical knowledge. Spoken Language: speak confidently and effectively through given short speeches and presentations, using standard English in a range of formal and informal contexts.
Maths AQA Entry level Certificate	Unit 1 Count up to 20 / 100 / 1,000.	Unit 2 Multiplication and Division	Unit 7: Geometry 2D / 3 D shapes Angles	Unit 4 Money	Unit 6 Measures	Unit 5 The Calendar and time

Mathematics, Level	Place value in 2-	Recall and use	Lines of symmetry	Recognise coins and	Length, weight,	Read the time to
1, 2 & 3	digit / 3-digit	multiplication facts	Horizontal / vertical	notes	height, capacity,	quarter hour / 5
	numbers.	for the 2, 5, 10 x		Convert pence to	temperature.	minutes
	Rounding of	tables		pounds		Use of analogue
	numbers to nearest	Multiply a 2-digit		Make amounts of		and digital clock
	10 / 100.	number by a 1-digit		money		including Roman
	1, 10, 100 more /	number		Exchange notes to		numerals.
	less	Divide a 2-digit		coins and vice versa		12 / 24 hr
	Odd and even	number by a 1-digit		Solve real life		
	numbers	number.		problems		Unit 8
						Statistics
	Unit 2	Unit 3			Unit 7	Sort and classify
	Addition and	Ratio		Unit 5	Geometry	objects using more
	Subtraction	Fractions of		The Calendar and	(linked to topic)	than one criterion
	Add / subtract 2	quantities		time	Use and understand	(linked to science)
	numbers up to 20,			Read the time to	positional	Construct and
	100, 1000	Unit 5		hour / half hour	vocabulary	interpret tables,
	Real life situations	The Calendar and			Understand angle	pictograms, bar
	for solving	time			as a measure of	charts.
	problems	(Daily revision)			turn	Complete tally /
	Unit 7:	Know the days of			Describe the	frequency table
	Geometry	the week / month /			position on a point	
	(linked to topic)	seasons.			on a grid.	
	Use and understand				Use N / S/ E/ W	
	positional					
	vocabulary					
	Understand angle					
	as a measure of					
	turn					
	Describe the					
	position on a point					
	on a grid.					
	Use N / S/ E/ W					

The role of the white blood cell. Medicinal drugs. The nervous system Hormonal control Hormones can be used to control fertility Metals and ores Properties of metals Alloys Polymers Unit 5 Chromatography Metals and ores Properties of metals Alloys Energy transfers and efficiency Energy resources Radioactivity Unit 5 Types of forces Effects of forces Stopping distance Reaction times and digesti Respiration of carbon Mixtures Weather Chromatography Metals and ores Properties of metals Alloys Energy transfers and efficiency Energy resources Radioactivity Weather conditions and braking	lisms If of unit 1 If cells. If organs and Ins. It is, organs and Ins. It is is is in the system
Certificate Science 2nd half of unit 1 The role of the white blood cell. Medicinal drugs. The nervous system Hormonal control Hormones can be used to control fertility 2nd half of unit 3 4nd Unit 5 Types of forces Effects of forces Storage Energy transfers and efficiency Energy resources Reaction times and digesting storage Reaction times and digesting storage Energy resources Respiration in the properties of metals and efficiency Energy resources Radioactivity Weather conditions and braking	If of unit 1 al cells. as, organs and as. uman ive system
The role of the white blood cell. Medicinal drugs. The nervous system Hormonal control Hormones can be used to control fertility Metals and ores Properties of metals Alloys Polymers Chromatography Metals and ores Properties of metals Alloys Polymers Unit 5 Types of forces Effects of forces Speed Stopping distance Reaction times and digesti Respiration of carbon Mixtures Unit 5 Types of forces Effects of forces Stopping distance Reaction times and digesti Respiration of carbon Mixtures Unit 5 Types of forces Effects of forces Stopping distance Reaction times and stopping distances Respiration of carbon Mixtures Unit 5 Types of forces Effects of forces Stopping distance Reaction times and digesti Respiration of carbon Mixtures Unit 5 Types of forces Effects of forces Stopping distance Reaction times and digesti Respiration of carbon Mixtures Unit 5	al cells. es, organs and ns. uman ive system
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Hormones can be used to control fertility Hormones can be used to control fertility Forms(allotropes) of carbon Mixtures Forms(allotropes) of carbon Radioactivity Mixtures Forms(allotropes) of carbon Radioactivity Infection and braking	=
used to control of carbon fertility of mixtures Radioactivity Weather conditions and braking Lifesty	ation
fertility Mixtures conditions and braking	
and braking	le and health.
	ious diseases.
distances	
	ation 3 – Pivot
safely 5 – E-Safety, Software 3 Pixlr Kodu Podcasting	
Year 2 / Presentation 3 Overvi	_
	ng 2D stop
Pupils will recap the Advanced Pupils will Pupils will learn Pupils will learn the frame	
	tions using
safe online, and on Hardware and how images can be concepts through audio podcast. digital	
how to Software manipulated using using Kodu, a 3D Pupils will metho	•
	orating nt created on
	nt created on
	ations and
They hardware and images editing Pupils will discreetly audio, using a voice application will learn how to software, techniques to learn about the recorder. They will devices	ations and
	will learn
concerns and how components that their own repetition of import/export about	
to make up a manipulated repetition of audio, stop fr	
computer images.	uiiic

	keep their information safe by creating safe passwords.	system - how they communicate with one another and with other systems. Pupils will create presentations about this, incorporating taught advanced features of PowerPoint	Through a project they will design and		how to use software to manipulate and change it.	and how it can be achieved using computers
Art	Autumn: This 'Autumn' unit will teach pupils about how to use pencil, colour, paint, print, collage and paper to create quality artwork that shows progression in skills. The Pupils will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.	British Art: This 'British Art' unit will teach pupils how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. Pupils will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.	Ancient Egypt: This Ancient Egypt unit will teach pupils about how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier-mâché to create quality artwork that shows progression in their skills. The pupils will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.	Wildlife Birds: This 'Wildlife' Unit will teach pupils about how to use pencil, white pencil, print, make clay tiles and model to create quality artwork that shows progression in skills. The pupils will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.	Landscapes and City's: In this Landscapes and Cityscapes unit pupils will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the	Plants and Flowers: This Plants and Flowers unit will teach pupils about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The pupils will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.

					colours, painting	
					styles, settings, and	
					times of day. They	
					will make paintings,	
					drawings, and mosaic	
					art, inspired by the	
					three artists.	
Music	4 Chord Songs	Musicals/	Introduction Into	Music from the	Gamelan	Pachelbel's Canon
		Seasonal Focus	Sequencing	Caribbean		
	- Contemporary				- World Music	- Classical
		- Classical &	- Music Technology	- World Music		
	- For this unit pupils	Contemporary			- In this unit pupils	This famous piece
	will be exploring the		- Music technology	- Pupils will listen to	will be immersed in	of classical music
	infamous 4 chord	- The aim of this	is a huge part of the	and appraise a	the sound world of	has inspired
	trick. They will learn	unit is to introduce	modern music	range of music from	the music from the	composers since it's
	medleys of songs	pupils to musical	industry and giving	the Caribbean	Indonesian islands	composition from
	that are based	theatre, the skills	pupils access to	including Calypso,	of Java and Bali.	punk rock to
	around this chord	needed to be part	some of the skills	Soca and Reggae.	They will perform	gangsta rap and
	progression. Pupils	of a production and	used by top	They will learn and	and compose along	even French spoken
	will then begin to	to develop our	producers around	perform well-	to a traditional	word. Pupils will
	look at lyric writing	singing and	the world opens up	known pieces of	Indonesian puppet	learn different parts
	with the ultimate	performance skills.	new opportunities	music inspired by	show utilising scales	of Pachelbel's
	goal of writing a 4-	Pupils will be	for composition and	the music of the	and techniques	Canon before
	chord song. To	learning and	experimentation.	Caribbean before	commonly found in	experimenting with
	achieve this pupils	analysing songs	Throughout the unit	they work on	Gamelan music.	improvisation over
	will also be learning	from musicals and	pupils will be	composing their	Listening	a ground bass. The
	about strophic	will take a closer	looking at how to	own Caribbean	opportunities will	ideas generated
	structure.	look at the 'The	sequence music	inspired music to	highlight some of	through
	_	Lion King the	using GarageBand	accompany an	the nuances found	improvisation will
	NC – improvise and	Musical' as well as	on the iPads. Some	advert. Throughout	within the genres	then inform their
	compose by	the more modern	of the skills pupils	the unit pupils will	which will inform	compositions as
	drawing upon a	'The Greatest	will learn include	be demonstrating	their final pieces.	they work towards
	range of musical	Showman' and	drawing notes,	how the inter-		their final piece in
	structures, styles,	'Hamilton'.	quantisation,	related dimensions		small groups. Pupils

	genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions	adding effects and more. NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence.	of music give this music it's distinctive sound. NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Develop a deepening understanding of the music that they perform and to which they listen, and its history.	NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	will explore how effective use of texture and structure can enhance a piece of music. NC -extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.
Global Learning	Geography Where in the world am I? Pupils will learn about the counties and cities of the UK. Pupils will learn about the countries and cities of Europe.	History The Stuarts Pupils will learn about events beyond living memory that are significant. James 1st Gunpowder Plot William Shakespeare Battle of Maidstone	History The Ancient Egyptians Pupils will study the achievements of the Ancient Egyptians Who were the Ancient Egyptians? Pyramids Mummification Tutankhamun	Geography Rainforest Pupils will understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective	Geography The seas Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. UK rivers and seas.	History Time Pupils will learn about how the telling of time has changed throughout history. Sundials Grandfather clocks Roman numerals BC / AD

	Flags, Countries and counties of the UK Cities of the UK Flags and countries of Europe Cities of Europe.	The Great Plague The Fire of London	The River Nile	functioning of natural systems. Human and physical features of the Amazon Rainforest Dangerous animals in the Amazon Amazon tribal people Deforestation Palm oil	Oceans of the world. Layers of the oceans. Ocean habitats. Plastic pollution Life at sea.	British Summer Time Analogue / Digital
Year 6	Gymnastics and	Dance and Tag-	OAA and Netball	Basketball and	Pickleball and	Athletics and
Content	Hockey	Rugby		Handball	Cricket	Rounders
(skills and			OAA (Problem			
knowledge)	Gymnastics	Dance (Circus)	Solving and	Basketball	Tennis/Pickleball	Athletics
	(Counterbalance	The unit of work	Orienteering)	The unit of work	The unit of work	The unit of work
NC Year	and Counter	will challenge pupils	The unit of work	will develop pupils'	will develop pupils'	will challenge pupils
PA Stage S2 -S5	Tension)	to bring together	will consolidate	ability to apply the	ability to apply the	to apply their
	The unit of work	the different	pupil's ability to	principles of attack	principles of attack	knowledge,
	will focus on	characters and	apply effective	vs defence, with a	vs defence in order	understanding and
	exploring	performers that	teamwork through	particular focus on	to win a game of	skills into a series of
	Counterbalance and	would have formed	different problem-	creating simple	tennis/pickleball.	competitions. Pupils
	Counter Tension	a 19th Century	solving challenges.	attacking tactics in	Pupils will create	will experience
	balances on the	(1850) circus. Pupils	Throughout the	order to move the	space to win points	competition across
	floor and on	will be able to	unit, there will be a	ball up the court,	and apply the	all the different
	apparatus. Pupils	distinguish between	focus on pupils'	creating an attack	developing racket	areas of athletics
	will create	the different	ability to lead	that results in a	skills using forehand	that they have
	sequences by	performers through	others, applying	shooting	and backhand	explored. Pupils will
	consistently	clear movements	skills essential to	opportunity.	techniques.	have to work hard
	applying flow and	and expression.	working within a	Handball	Cricket	individually to apply
	challenging their	Pupils will be able	team as well as			the correct

	creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. Hockey The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	to perform their circus routine as part of a group. Tag-Rugby The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	create, evaluate and adapt tactics. Netball The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	technique as well as collaborating in teams. Rounders The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
World Beliefs	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs

Class based life	Washing hands and	Magic tricks ready	Writing a thank you	Writing a shopping	Crotchet a wiggly	How to change a
skills	keeping nails short	for Christmas fair.	letter.	list.	worm.	lightbulb.
	and clean.	How to clean and	Shopping ethically.	Shop etiquette.	What is in a first aid	How to tie a tie.
	Use and cost of	polish your shoes.	Re-use / recycle –	Making a sandwich.	kit?	Visiting a public
	hygiene products.	How to tie a knot	visit to a charity	Making a hot drink.	How to clean and	library and finding a
	How to wash socks	How to tie your	shop.		dress a wound.	book.
	by hand.	shoelaces.	Sowing on a button.		Rules of	Changing a duvet
	Magic tricks ready	Making a Christmas			communication –	and pillowcase.
	for Christmas fair	present.			shaking hands / eye	
					contact / saying	
					hello appropriately.	_
Mixed class life	Halloween Party to	Christmas to	Understanding	Rainforest Café	Garden preparation	Summer to
skills	include:	include:	seasonal food and	preparations to	to include:	include:
	Writing invites	Sewing-	where it comes	include:	Understanding Hay	First Aid Kits
	Budgeting	decorations/buttons	from e.g., eggs.	Understanding diets	fever/Sun	Water Safety
	Shopping	Understanding	Writing and	and food allergies	Safety/Bites and	Packing for a
	Food Prep	money- profit and	sending cards.	Food	Stings.	holiday.
		loss.	Spring Cleaning	Hygiene/Kitchen	Importance of	Allotment
	Allotment	Packages for those		Safety	hydration	IMPACTS Garden
	IMPACTs Garden	less fortunate –	Allotment	Budgeting/Shopping	Allotment	
		writing	IMPACTs Garden	Allotment	IMPACTs Garden	
		letters/emails.		IMPACTs Garden		
		Allotment				
		IMPACTs Garden				
Communications &	Establishing	Lego Intervention	Social Board Games	Maintaining	Uno / Go Fish /	Following
Interaction	Friendship skills	0	01 5:	Friendship skills	Rummy / Dominos	instructions
Physical and	BEAM	Cross-stitch	Clever Fingers	Touch, Smell, Taste	Clever Fingers	Making own cloud
Sensory						dough / slime /
Casial Emptional	Taurda i a coma a co	Zanas af nasulalis s	CENALL comes	Zanas af nasulation	CENALL manner	paper aeroplanes
Social, Emotional, & Mental Health	Tam's journey	Zones of regulation	SEMH games	Zones of regulation	SEMH games	Zones of regulation
& iviental nearth						

Cognition and	New class	Making a telephone	Holiday reflection.	Staying safe on-line	Holiday reflection	Moving to a new
learning. Getting to know		call	Electronic	On-line friends Vs	Word association	class
	your group.	Good starting	communication	real life friends	game	EHCP targets
	EHCP targets	sentences	How to send a text	Remembering a list	Fact from fiction –	Actions and
	How to have a	How to end a phone	message	Kim's game	two truths and a	consequences.
	reciprocal	call	How to send an	EHCP targets	lie.	Exploring the
	conversation	How to leave a voice	email	Holiday worries	How to deal with a	future.
		mail.	The two-message		hypothetical	Holiday worries
		EHCP targets	rule		situation.	
		Holiday worries	EHCP targets		EHCP targets	



Oaks Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

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. independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Magic and Mystery	The Industrial	Ancient Civilizations	The Rainforest	Travel	Living things
		Revolution				
English	Key texts: Skellig	Key texts: The	Key texts: Holes -	Key Texts: Ultimate	Key texts: Step up	Key texts: Step up
	Fiction	Women in Black	Fiction	Explorers – Non-	practice paper:	practice paper:
		Reading: high		Fiction	Travel	Family
	Reading: reading a	quality classic	Reading – reading	Reading: non-	(Component 1)	(Component 2)
	range of	literature; 20th	high quality,	fiction, biographical,		
	challenging fiction	century text; English	challenging, classic	recount form;	Explain and	Communicate
	and non-fiction;	literary heritage;	literature (including	learning new	comment on how	clearly, effectively
	summarizing and	summarising and	works from the 20 th	vocabulary;	writers use	and imaginatively,
	synthesizing	synthesising	century);	inference; retrieval	language and	selecting and
	information;	information;	summarising and	of evidence;	structure to	adapting tone, style
	identifying ideas	drawing on context	synthesising	understanding	achieve effects and	and register for
	and information;	to inform	information;	language; studying	influence readers,	different forms
	justifying	evaluation;	evaluating the text's	plot and setting;	using relevant	Compare writers'
	inferences with	identifying and	usefulness for	understanding	subject terminology	ideas and
	evidence; analyzing	interpreting ideas	specific purpose;	purpose and	to support views.	perspectives.
	a writer's choice of	and information;	understanding	audience; making	Communicate	
	structural features,	exploring aspects of	social, historical and	critical comparisons.	clearly, effectively	Use vocabulary to
	evaluating their	plot,	cultural context to	Writing: imaginative	and imaginatively,	write in a lively,
	effectiveness and	characterisation,	inform evaluation;	writing; non-	selecting and	engaging tone.

impact; making	setting; seeking	identifying and	narrative forms such	adapting tone, style	Students to
informed personal	evidence to support	interpreting themes,	as formal letters/	and register for	understand the use
responses to the	views; analysing	ideas and	diaries/ speeches/	different forms	of basic literary
text.	writer's choice of	information;	instructions;	Use vocabulary and	devices and their
	vocabulary and	exploring aspects of	summary/ precis;	sentence structures	impact on the
Writing: adapting	structural features;	plot,	applying new	for clarity, purpose	reader.
writing to purpose	making informed	characterisation and	vocabulary; planning	and effect, with	
and audience (to	personal responses;	events; seeking	effectively; using	accurate spelling	
inform/ to	using linguistic and	evidence to support	Standard English;	and punctuation.	
describe/ to	literary terminology	point of view,	extending KS1/2		
instruct/ to	accurately.	justifying	grammar		
explain); selecting	Writing: adapting	inferences;	appendices.		
and organizing	writing for purpose	analysing a writer's			
ideas, citing	(to describe and	choice of vocabulary			
evidence for	respond to	features, evaluating			
support; make	information); to	their impact; making			
notes, draft and	select and organise	informed personal			
write, including	ideas, facts and key	responses to the			
using information	points; to cite	text.			
from others such as	evidence, details and				
research; using	quotes to support	Writing – adapting			
vocabulary,	ideas; selecting	writing for specific			
grammar, form and	vocabulary, form	purpose (in this			
structure, including	and structure to	SOW, to describe, to			
rhetoric, to reflect	reflect audience and	review, to narrate);			
audience, context	purpose; to make	to select and			
and purpose;	notes and use	organise ideas, facts			
revising, editing	other's information.	and key points,			
and proof reading	Additional Spoken	citing evidence and			
for accuracy of	Language	details for support;			
SPaG.	descriptor:	selecting and using			
	performing play	vocabulary to reflect			
	script in order to				

Spoken Langua	ge: generate language	purpose and using		
use of Standard		Standard English.		
English where	use and meaning,			
context and	using role,	Grammar and		
audience requi	res intonation, tone,	Vocabulary –		
thus; listening t	o volume, mood,	studying the		
and building on	the silence, stillness and	effectiveness and		
contributions o	f action to add	impact of		
others, challeng	ging impact.	vocabulary and		
courteously wh	en	grammar in the text;		
necessary; sele	cting	drawing on new		
and organizing		vocabulary and		
ideas and		using consciously in		
information		their writing;		
effectively and		analysing the		
persuasively for	r	differences between		
formal		spoken and written		
presentations a	nd	language, in		
debates; listeni	ng	particular the use of		
and responding	; in a	the formal register;		
variety of conte	exts,	using literary and		
evaluating cont	ent	linguistic		
and viewpoints		terminology		
		confidently in their		
Grammar and		writing.		
Vocabulary:				
drawing on nev	V	Spoken Language –		
vocabulary and		using Standard		
grammatical		English when		
constructions a	nd	context and		
using sub		audience requires it		
consciously in t	heir	(during discussion);		
own writing;		listening to and		

			T	1	Ι	1
	analysing the		building on the			
	differences		contributions of			
	between spoken		others; performing			
	and written		play scripts to			
	language, including		generate language/			
	formal and		discuss use of			
	informal register;		language and			
	using linguistic		meaning.			
	terminology					
	confidently when					
	discussing reading					
	and writing.					
Maths	Properties of	Multiplication and	Geometry	Money	Measures	The Calendar and
	Number	Division	2D / 3 D shapes	Recognise coins and	Length, weight,	time
AQA Entry level	Count up to 20 /	Recall and use	Angles	notes	height, capacity,	Read the time to
Certificate	100 / 1,000.	multiplication facts	Lines of symmetry	Convert pence to	temperature.	quarter hour / 5
Mathematics, Level	Place value in 2	for the 2, 5, 10 x	Horizontal / vertical	pounds		minutes
1, 2 & 3	digit / 3 digit	tables		Make amounts of	Geometry	Use of analogue
	numbers.	Multiply a 2 digit		money	(linked to topic)	and digital clock
	Rounding of	number by a 1 digit		Exchange notes to	Use and	including Roman
	numbers to nearest	number		coins and vice versa	understand	numerals.
	10 / 100.	Divide a 2 digit		Solve real life	positional	12 / 24 hr
	1, 10, 100 more /	number by a 1 digit		problems	vocabulary	
	less	number.			Understand angle	Statistics
	Odd and even			The Calendar and	as a measure of	Sort and classify
	numbers	Ratio		time	turn	objects using more
		Fractions of		Read the time to	Describe the	than one criterion
	Addition and	quantities		hour / half hour	position on a point	(linked to science)
	Subtraction	Unit 5			on a grid.	Construct and
	Add / subtract 2	The Calendar and			Use N / S/ E/ W	interpret tables,
	numbers up to 20,	time				pictograms, bar
	100, 1000	(Daily revision)				charts.

	Real life situations	Know the days of				Complete tally /
	for solving	the week / month /				frequency table
	problems	seasons.				
	Geometry					
	Use and					
	understand					
	positional					
	vocabulary					
	Understand angle					
	as a measure of					
	turn					
	Describe the					
	position on a point					
	on a grid.					
	Use N / S/ E/ W					
Science	Biology	Chemistry	Chemistry	Physics	Physics	Biology
	Health	Substances	Materials	Energy	Forces	Organisms
AQA Entry Level						
Certificate Science	The role of the	Atoms and elements	Chromatography	Changes in energy	Types of forces	Animal cells.
	white blood cell	Elements and	Metals and ores	storage	Effects of forces	Tissues, organs and
	Medicinal drugs	compounds	Properties of metals	Energy transfers and	Speed	systems.
	The nervous system	States of matter	Alloys	efficiency	Stopping distance	The human
	Hormonal control	Forms (allotropes) of	Polymers	Energy resources	Reaction times and	digestive system
	Hormones can be	carbon		Radioactivity	stopping distances	Respiration
	used to control	Mixtures			Weather conditions	Lifestyle and
	fertility				and braking	health.
					distances	Infectious diseases.
Computing	<u>Using Computers</u>	Hardware &	Image editing 1 –	Programming 5 –	Audio 2 -	Animation 3 –
	safely 5 – E-Safety,	Software 3 /	<u>Pixlr</u>	<u>Kodu</u>	<u>Podcasting</u>	<u>Pivot</u>
	Health and Safety	Presentation 3 –	Overview:	Overview:	Overview:	Overview:
	Overview:	<u>Advanced</u>	Pupils will	Pupils will learn		Creating 2D stop
		<u>Presentations on</u>	investigate how	programming		frame animations

Pupils will recap	Hardware and	images can be	concepts through	Pupils will learn the	using digital
the guidelines for	<u>Software</u>	manipulated using	using Kodu, a 3D	skills to create an	methods,
being safe online,	Overview:	computers.	modular	audio podcast.	incorporating
and how to use	Pupils will learn		programming		content created on
technology safely	about hardware and	Pupils will learn a	environment.	Pupils will	other applications
and responsibly.	software, and the	number of simple		Investigate ways	and devices.
They will learn how	components that	image editing	Pupils will discreetly	they can capture	
to report concerns	make up a computer	techniques to create	learn about the	audio, using a voice	Pupils will learn
and how to keep	system - how they	their own	sequencing and	recorder. They will	about stop frame
their information	communicate with	manipulated	repetition of	learn skills to	animation and how
safe by creating	one another and	images. Through a	instructions, the use	import/export	it can be achieved
safe passwords.	with other systems.	project they will	of conditions,	audio, how to use	using computers.
	Pupils will create	design and	methods and user	software to	They will
Pupils will	presentations about	repurpose	input in	manipulate and	investigate
investigate how we	this, incorporating	manipulated	programming and	change it.	techniques to make
can make sure that	taught advanced	graphics for a given	how to do simple		2D animations feel
the information	features of	purpose. During the	debugging.	Pupils will create a	more 3D.
they find online is	PowerPoint.	unit they will		script for their own	
reliable and		Investigate different	Through an end of	podcast. They will	Pupils will plan and
trustworthy.	Advanced	image file types and	unit project, pupils	use software to	create their own
	presentation skills	how they are	will design a game	edit and build a	stop frame
Pupils will look at	taught:	different.	and create it using	podcast using audio	animation to meet
how to work safely	Hyperlinks and		Kodu through	clips that they have	a given purpose. As
in a computer suite	Hotspots.	Link to National	object-oriented	captured.	part of this they
and how to manage	Master Pages	Curriculum:	programming.		will look at
their files and	Layout & white	Create. Reuse,		Link to National	storyboards and
folders.	space	revise and re-	Link to National	Curriculum:	why they are useful
		purpose digital	Curriculum:	Creative projects	in the planning
Link to National	Link to National	artefacts for a given	Design and develop	that involve	process.
Curriculum:	Curriculum:	audience with	modular programs	combining the use	
Using technology	Hardware &	attention to		of different	Link to National
safely	Software	trustworthiness,		applications across	Curriculum:
				1 1	

design and usability.

Components in a

different devices.

Global learning History Geography	Environmental awareness David Attenborough Eliminate waste Plastic pollution Reduce reuse recycle. (WJEC 6102)	Computer System and how they communicate with one another Industrial revolution Identify changes in transport work and health. Describe the changes that occurred through the 19 th century. Explain reasons for the changes. Compare the life of a child in the 19 th century to now. (WJEC 6255)	Ancient Greece Explain how the Greek empire changed and grew. Describe how the ancient Greek civilisation was organised. Understand the idea of a democracy. Use a range of sources to find out information about ancient Greek beliefs.	Climate change causes and resolutions Understand what is meant by climate change. Investigate known causes and impact of climate change including global warming and deforestation. Explore and research possible solutions to problems caused by	Travel and tourism. Recognise some popular tourist destinations for UK residents at national, European and global scales. List impacts of tourism (economic, environmental and cultural) Outline the key features of sustainable	Creative projects that involve combining the use of different applications across different devices. Introduction to animal care. Consider basic needs of all animals including humans. Recognise that humans have a responsibility to care for other animals. Investigate care needs of a range of animals, including pets, farm animals
			(WJEC 6226)	problems caused by climate change.	tourism.	and wildlife.
				(WJEC 6234)	(WJEC 6005)	(WJEC 6202)
PD/Careers	Health and	Living in the wider	Relationships	Living in the wider	Health and	Relationships
(-1.21)	Wellbeing	world		world	Wellbeing	D (I
(skills and						Peer influence,
knowledge)						healthy and

NC Year	Identifying	Understanding	Recognising healthy	Tackling racism,	Recognising the	unhealthy
PA Stage S2-S5	different types of	different careers and	and unhealthy	homophobia,	relationship	relationships
J	families.	future aspirations	relationships.	transphobia, sexism	between physical	assertiveness, risk
	Positive	Awareness of the	'	and religious	and mental health.	and gang crime.
	relationships in the	different		discrimination.	Balancing work,	How to distinguish
	home and ways to	employment sectors		How to manage	leisure, exercise	between healthy
	reduce	and the jobs and		influences on beliefs	and sleep.	and unhealthy
	homelessness	careers within them.		and decisions.	Influences on body	friendships. How to
	amongst young	Recognising own		Awareness of how	image and the	assess risk and
	people. Conflict	skills and qualities		to develop self-	ability to make	manage influences,
	and its causes in	and linking them to		worth and	independent	including online.
	different contexts,	different jobs and		confidence.	positive health	
	e.g. with family and	careers. Use of Job		Recognising and	choices.	
	friends. Managing	Explorer Database		challenging sexism,		
	relationship and	for labour market		homophobia,		
	family changes.	information.		biphobia, racism and		
	How to recognise			religious		
	passive, aggressive			discrimination.		
	and assertive			Recognition of The		
	behaviour, and how			Equality Act 2010.		
	to communicate					
	assertively.					
Careers	Transition to key	Identifying the range	Exploration of job	Preparation for work	Evaluation of work	Planning and
	stage 4.	of 16+ provision and	families and the	experience.	experience and	carrying out an
Content	Recognising	the routes into	relationship with	Interview	readiness for work.	enterprise project.
(skills and	learning styles,	them.	future careers and	techniques,	Different methods	
knowledge)	strengths and	Identifying access to	STEM subjects.	employment	of job searching,	
NC Year	setting goals for the	traineeships,	Use of Job Explorer	opportunities and	application form	
PA Stage S3 – S7	future. CV &	apprenticeships, 6 th	Database (JED) to	travel training	practice.	
	Personal	form, college and	access labour	options.		
	Statement.	specialist provision.	market information.			

World Beliefs	Rosh Hashanah	Diwali (Hinduism)	Epiphany	Easter (Christianity)	Eid (Islam)	
	(Judaism)	Guru Nanak Jayanti	(Christianity)	Shivarati (Hinduism)	Songkran	Al-Hijra (Islam)
Oaks will study a	Yom Kippur	(Sikhism)	Khumba Mela	Ramadan (Islam)	(Buddhism)	Hajj (Islam)
variety of religious	(Judaism)	Advent / Christmas	(Hinduism)	Holi (Hinduism)	Wesak (Buddhism)	
festivals from the main 6 religions	Sukkot (Judaism)	(Christianity)	Magha Puja	Hola Mohalla	Passover (Judaism)	
studied at Bower	Bandi Chhor Divas	Hanukkah (Judaism)	(Buddhism)	(Sikhism)		
Grove.	(Sikhism)		Parinirvana			
			(Buddhism)			
			Lent (Christianity)			
PE	Swimming,	Swimming,	Gymfinity, Football,	Football, Dance,	Survival, Rounders,	Rounders, Cricket,
	Handball,	Handball,	Dance, Table	Table Tennis, Health	Cricket, Athletics,	Athletics and
Content	Basketball, Health	Basketball, Health	Tennis, Health	Related Exercise	Netball and Tag-	Dodgeball or
(skills and	Related Exercise	Related Exercise,	Related Exercise,	and Netball	Rugby	Tennis/Pickleball
knowledge)	and Dodgeball or	OAA and Badminton	Netball and OAA			
	Tennis/Pickleball			Football	Survival	Survival
		Handball	Gymfinity	Pupils will learn to	Outdoor team	Outdoor team
NC Year	Handball	The unit will build on	Building on	consistently apply	games, map	games, map
PA Stage S3-S7	The unit will build	and embed previous	individual	effective attacking	reading and	reading and
	on and embed	skills learnt. Pupils	Gymnastics skills	skills, applying	orientation at	orientation at
SoW may be	previous skills	will become more	with a focus on	decision making in	Penenden Heath.	Penenden Heath.
taught at different	learnt. Pupils will	competent,	building flexibility,	order to keep	Building on trust	Building on trust
times across the	become more	confident and expert	strength and	possession and	and developing	and developing
year	competent,	in their techniques	coordination, as	score. Pupils will in	skills to solve	skills to solve
	confident and	and apply them in	well as feel-good	turn apply pressure	problems, either	problems, either
	expert in their	competitive games	fundamentals such	when defending to	individually or as a	individually or as a
	techniques and	and use a range of	as team building,	regain possession	group. Rounders	group. Rounders
	apply them in	tactics and strategies	mindfulness,	effectively. Dance		
	competitive games	to overcome	confidence and	The unit of work will	Pupils will learn to consistently apply	Pupils will learn to consistently apply
	and use a range of	opponents.	body positivity.	enable pupils to	effective tactics for	effective tactics for
		1	''			
	tactics and	Basketball	Football	perform dances	both batting and	both batting and

overcome opponents.

Basketball

Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Swimming**

Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Swimming**

Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised

Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.

Dance

The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength

dance techniques within a range of dance styles and forms.

Health Related Exercise

The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

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.

utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.

Cricket

The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.

Athletics

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and

utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.

Cricket

The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.

Athletics

The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and

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. **Dodgeball**

To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams. Tennis/Pickleball Pupils will learn to

consistently apply

applying decision

shot to make and

where to aim in

making as to which

effective shot

techniques,

programme and is differentiated to cater for all pupils needs/ability. OAA (2) **Building** on

teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.

Badminton (1) Pupils will refine

their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.

focused circuits enhancing their own fitness.

Netball (2)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.

OAA (1)

Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.

Tag-Rugby (1)

Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.

Badminton (2)

Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.

expert in their techniques and apply them in competitive situations.

Netball (1)

Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. Tag-Rugby (2)

Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game

situations, adapting

expert in their techniques and apply them in competitive situations.

Survival

Outdoor team games, map reading and orientation at Penenden Heath. **Building on trust** and developing skills to solve problems, either individually or as a group.

Tennis/Pickleball

Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to socre a point. Pupils will create, apply and evaluate tactics in singles and doubles games.

Dodgeball

	order to socre a point. Pupils will create, apply and evaluate tactics in singles and doubles games.				them when necessary.	To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.
Class Based Life Skills	Aspire Topic: Public Services	Aspire Topic: Public Services	Aspire Topic: Catering/Hospitality	Aspire Topic: Catering/Hospitality	Aspire Topic: Trades	Aspire Topic: Trades
	Pupils will learn about jobs/careers linked to Public Services.	Pupils will learn about jobs/careers linked to Public Services.	Pupils will learn about jobs/careers linked to Catering and Hospitality.	Pupils will learn about jobs/careers linked to Catering and Hospitality.	Pupils will learn about jobs/careers linked to Trades.	Pupils will learn about jobs/careers linked to Trades.
Mixed Class Life Skills	Halloween Party to include: Writing invites Budgeting Shopping Food Prep Allotment IMPACTs Garden	Christmas to include: Sewing-decorations/buttons Understanding money- profit and loss. Packages for those less fortunate – writing letters/emails.	Understanding seasonal food and where it comes from e.g. eggs. Writing and sending cards. Spring Cleaning Allotment IMPACTs Garden	Rainforest Café preparations to include: Understanding diets and food allergies Food Hygiene/Kitchen Safety Budgeting/Shopping Allotment IMPACTs Garden	Garden preparation to include: Understanding Hay fever/Sun Safety/Bites and Stings. Importance of hydration Allotment IMPACTs Garden	Summer to include: First Aid Kits Water Safety Packing for a holiday. Allotment IMPACTS Garden

Allotment Experience Placements (Year 10/11) Allotment	Enrichment Opportunities	Visit from ST Johns Ambulance (or Ambulance Technician) Visit from Community Officer Catch 22 Provider Visit (Year 10) Allotment	Allotment IMPACTs Garden Visit to Kent Life Visit from NHS Worker Magistrate Workshop Fearless Workshop Zara Lawrence: Careers & Enterprise Company (Year 10) Allotment	Visit to Natural History Museum Visit to a Restaurant/Café Careers Evening STEM day workshops (Year 10) Lynn Walters Mid Kent College (Year 10) Allotment	Visit to Himalayan Gardens Sevenoaks Reform, Restore, Respect Assembly Allotment	Placements (Year 10/11)	Visit to Wildwood Visits from Various Tradespeople Allotment
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Squirrels Long Term Curriculum Plan 2023/2024

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

Topic Heading	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Magic and Mystery	Historical Events in the	Ancient	The Rainforest	Travel and	Living Things
	Traditional Tales	UK	Civilisations		Transport	
		Remembrance				Minibeasts
			The Prehistoric		Over the Land	
			World			
	Key Questions:	Key Questions:	Key Questions:	Key Questions:	Key Question:	Key Questions:
	What is magical and	What is	What do we mean	Where in the world	What different	What is the
Curriculum	mysterious about	Remembrance?	by the Prehistoric	are the	modes of	different between
Intent	characters in	Why does it take place	Age?	Rainforests?	transport can take	an invertebrate
"The Why"	Traditional Tales?	every year?	Who created cave	What are some of	people over land?	and vertebrate?
	Pupils will investigate	What was WW1?	paintings and why?	the plants and	How has transport	How can these be
	the magic included in	Pupils will investigate	What prehistoric	animals that can be	changed over	categorised?
	Fairy Tales such as	the significance of the	animals were	found there?	time?	Where can we find
	Hansel and Gretel and	poppies and why we	there, and do we	Pupils will have the	Pupils will have the	particular
	The Elves and the	wear them to	have anything like	opportunity to	opportunity to	creatures and
	Shoemaker. The tales	remember. As part of	them today?	investigate where	investigate	why?
	will take them around	this they will learn	Pupils will be	the rainforests are	different modes of	This is a Science
	the Europe, widening	about elements of	learning about the	and why they are	land transport and	based topic
	their knowledge of	WW1 and create	Stone Age as well	important to the	how these have	allowing the pupils
	other countries. They	poppy paintings	as investigating	world.	changed over time.	to learn about the
	will design and build	through different	fossils. This will link	They will look at the	They will design	different
	gingerbread houses,	sensory opportunities.	with the Science	structure of the	and create their	minibeasts and
	create shadow puppets	Within Science they	topic of Rocks and	rainforest and the	own vehicle based	their habitats. They
	as part of Science and	will explore sound and	Soils.	plants and creatures	on what they have	will classify
	explore the theme of	how we hear.	Our artwork will	that exist there.	learnt and look at	different creatures
	temptation.		focus on cave			and participate in

Core Text	Literature: Hansel and Gretel A Bedtime Full of Stories by Angela Mcallister. Class Reader: The Day I fell into a Fairy Tale by Ben Miller.	Literature: Where the Poppies Now Grow by Hilary Robinson. Class Reader: War Game by Michael Foreman.	Literature: Stone Age Boy by Satoshi Kitamura. Class Reader: The Wild Way Home by Sophie Kirtley.	Literature: The Great Kapok Tree By Lynne Cherry. Class Reader: My Name is River by Emma Rea	Literature: Grandad's Camper by Harry Woodgate. Class Reader The Highland Falcon Thief by MG	area. Literature: Bog Baby by Jeanne Willis Class Reader: Harry the Poisonous Centipede by
	The unit will culminate in a Halloween Party that the pupils will plan and develop in their Life Skill sessions.	The pupils will also have the opportunity to look at the work of the British Legion and hopefully plant poppy seeds as part of the Life Skills sessions.	paintings and the stories they told. This will include a trip to a museum where they will be able to see dinosaur exhibits and fossils.	As part of Art they will create collages of the rainforest and they will learn about ways we can save the rainforest as part of environmental issues in PD.	friction and forces in Science. As part of P.D they will consolidate their understanding of road and rail safety. As an enrichment opportunity a train journey will be planned.	bug hunts and pond dipping. They will have the opportunity to look at different minibeasts from around the world as a link back to our Rainforest topic. As part of D.T we will build minibeast habitats for the IMPACT's garden

English/	Making predictions	Capital letters, full	Sequencing texts	Basic punctuation	Non -fiction News	Creating
Literacy	Sequencing events	stops	Prepositions	to include question	reports	characters
	Rhyming words Sharing	Time connectives	Writing short	marks and	Time connectives	Writing simple
Yr2/3 Focus	opinions Settings	Understanding story	narratives	exclamation marks.	Prefix un-	sentences to form
	/Character Writing a	structure	Simple inference	Fiction and non-	Using question	narratives.
	diary entry Using 'and'	Nouns	Retell key stories	fiction	words	Using a range of
	Using capital letters, full	Adjectives	Understanding new	Non-Chronological	Use key vocabulary	basic punctuation.
	stops and question	Sequencing of events	vocabulary	reports. Noun	within writing	Developing
	marks	Imperative verbs	Retrieval and basic	phrases	Sequencing events	comprehension
	Comprehension	Following and Writing	inference.	Simple conjunctions	Developing	skills.
	questions Developing	instructions.	The alphabet and	Exploring suffixes	comprehension	Handwriting skills
	spoken language skills	Setting description	alphabetical order	Sequence simple	skills.	
	Explore and play with	Character description	Labelling a picture	sentences Simple	Handwriting skills	
	language Composing	Developing a recall	– nouns and	prediction		
	a poem Pencil control	and retrieval skills.	adjectives	Handwriting		
		Writing a list	Handwriting			
		Letter formation				
Maths	Place Value/Addition	Addition and	Multiplication and	Money and	Fractions	Time (Covering
	and Subtraction	Subtraction/ Position	Division	Statistics	Recognise, find,	Year 1 & 2 stages)
Yr2/3 Focus	Recognise the place	and Direction	Recognise		name	Sequence events
	value of each digit in	Addition / Subtraction	repeated addition	Money	and write	in
	two-digit numbers, and	Add and subtract	contexts,	Recognise and use	fractions	chronological
	compose and	across 10	representing them	symbols for pounds	1/3, ¼, 2/4 and	order
	decompose	– Add across a 10	with multiplication	(£) and pence (p);	3/4	using language
	two-digit numbers using	– Subtract across a 10	equations and	combine amounts	of a length, shape,	[for
	standard and non-	– Subtract from a 10	calculating the	to make a particular	set of	example, before
	standard	– Subtract 1-digit	product, within the	value	objects or quantity	and
	partitioning.	number from a 2-digit	2, 5 and 10	Find different		after, next, first,
		number (across a 10)		combinations of		today, yesterday,

- Recognise tens and		multiplication	coins that equal the	Recognise the	tomorrow,
ones	Add and subtract	tables.	same amounts of	equivalence of	morning,
 Use a place value 	within 100 by	– Introduce the	money	2/4 and ½	afternoon and
chart	applying	multiplication	Solve simple	Write simple	evening]
 Partition numbers to 	related one-digit	symbol	problems in a	fractions	Recognise and use
100	addition and	 Multiplication 	practical context	for example ½ of 6	language relating
 Flexibly partition 	subtraction facts: add	sentences	involving addition	= 3	to
numbers to 100	and subtract only ones	– The 2 times-	and subtraction of		dates, including
 Write numbers in 	or only tens to/from a	table	money of the same	Apply place-value	days
expanded form	twodigit number.	- The 10 times-	unit, including	knowledge to	of the week,
	- Add across a 10	table	giving change	known additive	weeks,
Reason about the	 Subtract across a 10 	– The 5 times-	Recognise the	and multiplicative	months and years
location of any two-	Subtract from a 10	table	subtraction	number facts	Tell the time to
digit	Subtract 1-digit	– The 5 and 10	structure of	(scaling facts by	the
number in the linear	number from a 2-digit	times-tables	'difference' and	10).	hour and half past
number system,	number (across a 10)		answer questions of	Fractions and	the hour and draw
including	– 10 more, 10 less	Relate grouping	the form, "How	scales	the hands on a
identifying the previous	 Add and subtract 	problems where	many more?".	- Equivalent	clock
and next multiple of 10	10s	the number of		fractions on a	face to show
– 10s on the number		groups is unknown	Calculate	number line	these
line to 100	Add and subtract	to multiplication	complements to	Equivalent	times
– 10s and 1s on the	within 100 by	equations with a	100	fractions as bar	Compare and
number line to 100	applying	missing factor, and	- Subtract money	models	sequence intervals
 Estimate numbers on 	related one-digit	to division	Find change		of
the number line	addition and	equations			time
	subtraction facts: add	(quotitive	Manipulate the		Tell and write the
Start Addition &	and subtract any 2	division).	additive		time to five
Subtraction	two-digit numbers.	- Make equal	relationship:		minutes,
Secure fluency in	Add two 2-digit	groups	Understand the		including quarter
addition and	numbers (not across a	– Make equal	inverse relationship		past/to the hour
subtraction	10)	groups – grouping	between		and
facts within 10, through	Add two 2-digit	– Make equal	addition and		draw the hands on
continued practice.	numbers (across a 10)	groups – sharing	subtraction, and		a

- Bonds to 10	 Subtract two 2-digit 	– Divide by 2	how both relate to	clock face to show
– Add by making 10	numbers (not across a	– Divide by 10	the	these times
– Add to the next 10	10)	– Divide by 5	part–part–whole	Know the number
Subtract from a 10	 Subtract two 2-digit 		structure.	of
	numbers (across a 10)		Understand and use	minutes in an
	 Mixed addition and 		the commutative	hour
	subtraction		property of	and the number of
			addition, and	hours in a day
	Position & Direction		understand the	Compare, describe
	Order and arrange		related property	and solve practical
	combinations of		for	problems for time
	mathematical objects		subtraction.	Measure and begin
	in patterns and		– Add money	to record the time
	sequences		 Subtract money 	(hours, minutes,
	Use mathematical		Find change	seconds)
	vocabulary to describe			
	position, direction and		Statistics	
	movement, including		Interpret and	
	movement in a straight		construct simple	
	line and distinguishing		pictograms, tally	
	between rotation as a		charts, block	
	turn and in terms of		diagrams and	
	right angles for		simple tables	
	quarter, half and		Ask and answer	
	three-quarter turns		simple questions by	
	(clockwise and		counting the	
	anticlockwise)		number of objects	
			in each category	
			and sorting the	
			categories by	
			quantity	
			Ask and answer	
			questions about	

				totalling and comparing categorical data 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.		
Science	Light	Sound	Rocks and Soils	Plants	Forces	Living things and their habitats
	Recognise that they	Know sound travels in	Comparing and	Identify and	Compare how	
	need light in order to	sound waves	grouping different	describe the	things move on	Understand what is
	see things and that the	Explore the fact that	kinds of rocks.	functions of	different surfaces.	meant by
	dark is the absence of	sound is made via	Describe in simple	different parts of a	Notice that some	invertebrates and
	light. Notice that light is	vibrations. The basic structure of	terms how fossils are formed.	plant. Explore the	forces need contact between 2	vertebrates. Explore the
	reflected from surfaces.	the ear and how we	Recognise soil is	requirements of	objects but	habitats of
	Recognise that light	hear.	made from rocks	plants for life and	magnetic forces	different creatures,
	from the sun can be	Explore different	and organic matter.	growth.	can act at a	thinking about why
	dangerous and there are	sounds, volume, pitch	Working	Investigate ways in	distance.	they live there.
	ways to protect their	etc	Scientifically	which water is	Observe how	Know the names of
	eyes.	Working Scientifically	Ask relevant	transported within	magnets attract	different
	<i>'</i>	Ask relevant questions	questions	plants.	and repel.	minibeasts and

Global Learning	Geography – Europe	History – WW1 and Remembrance		Focus		
Topic	Geography Focus	History Focus	History Focus	Geography/STEM	Geography Focus	STEM Focus
Computing	Provided by subject specialists	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist
	Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the ways the size of a shadow changes. Working Scientifically Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.	Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.	Explore the part that flowers play in the life cycle of flowering plants. Working Scientifically Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	Compare and group together a variety of everyday materials on the basis of whether magnets are attracted to it. Working Scientifically Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	their distinguishing features. Working Scientifically Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.

(History,	Serbia, Germany,	The Life of Walter Tull	History – The	Geography –	Geography/History	Geography/Science
Geography,	Poland, France	Remembering Walter	Stone Age to the	Rainforests	- Transport.	Focus- Field Study
Modern		Life on the Front Line	Iron Age	Discover where	How has transport	of Minibeasts
Foreign	Art – Looking at the	Animals in War	What is Prehistory?	rainforests are in	changed?	
Languages)	work of European	Women on the Home	How did Hunter	the world.	History of Cars	Lifecycles
Art	Artists.	Front	Gatherers survive?	Explore what it is	George	Habitats
DT		Remembrance	What do sources	like in the rainforest	Stephenson and	Sorting Minibeasts
			tell us?	and the four layers	Trains	Designing a new
	DT – Make an elf	Art – Poppy Focused	What was Skara	of vegetation.	Road and Rail	minibeast
	cushion	Artwork using a range	Brae?	Discover the climate	development.	
	Magic carpets	of different medium.	The Bronze Age –	of the rainforest		
	Shoe design	Georgia O'Keefe	how it replaced	Discover the		Art: Henry Matisse
	Finger Knitting		stone.	rainforest tribes	DT – designing and	
	Gingerbread		The Iron Age	Explore how	creating a model	DT – Moving
	Houses			rainforests are	car.	Minibeasts
				under threat.		
			Art – Stone Age			
			Cave Paintings	Art – Henry		
				Rousseau		
			DT -Making an iron	Rainforest		
			age roundhouse.	Collage		
				DT – Make moving		
				pictures		
PD	Personal Development	Relationships	Personal	Environmental	Keeping Safe	Environmental
			Development			
NC Year 2	Temptations	Remembering		Protecting the Earth	Road and Rail	Looking after the
			Personal hygiene	– things we can do	Safety	planet.
				in school		Recycling/Limiting
						use of plastic
World Beliefs	Rosh Hashanah	Divali (Hinduism and	Epiphany	Holi (Hinduism)	Hajj Day (Islam)	Al-Hijra (Islam)
	(Judaism)	Sikhism)	(Christianity)	Passover (Judaism)	Eid-al-Adha (Islam)	Shavuot (Judaism)

	Yom Kippur (Judaism) Sukkot (Judaism) Dussehra (Hinduism)	Christmas (Christianity) St Andrew's Day (30 th Nov)	Shrove Tuesday (Christianity) (13 th Feb) Chinese New Year (10 th Feb)	Easter (Christianity) St David's Day (1st Mar) St George's Day (23rd Apr) Ramadan (Islam) St Patrick's Day	Wesak (Buddism)	
Life Skills	Basic French Lessons Halloween Party to include: Writing invites Budgeting Shopping Food Prep Allotment IMPACTs Garden	Charities and Fundraising Christmas to include: Sewing-decorations/buttons Understanding money-profit and loss. Packages for those less fortunate – writing letters/emails. Allotment IMPACTs Garden	Protecting the past Understanding diets and food allergies Understanding seasonal food and where it comes from e.g. eggs. Spring Cleaning Allotment IMPACTs Garden	Fairtrade Rainforest Café preparations to include: Food Hygiene/Kitchen Safety Budgeting/Shopping Writing and sending Easter Cards. Allotment IMPACTs Garden	Catching a bus or train/Rail and Road safety Garden preparation to include: Understanding Hayfever/Sun Safety/Bites and Stings. Importance of hydration	Litter picking/ Taking pride in our environment. Summer to include: First Aid Kits Water Safety Packing for a holiday. Allotment IMPACTS Garden
Target Teaching-	C and I – Colourful Semantics SEMH – Understanding Emotions Physical and Sensory = Movement linked to topic	C and I – Semantic Links SEMH – Regulation strategies Physical and Sensory – Fine Motor Skills	C and I – Team building/Lego Therapy SEMH – Mindfulness and Meditation Physical and Sensory –	C and I – Word Classes SEMH – We are unique Physical and Sensory – Exploration of the senses	Allotment IMPACTs Garden C and I — Communication through symbols/signs SEMH -Friendship Physical and Sensory —	C and I – Speaking and Listening to others (Those who are less familiar) SEMH – Looking after our Mental Health

			Yoga/Balance		Gross Motor Activities/Games	Physical and Sensory – Coping in uncomfortable situations e.g., heat, exhaustion, feeling unwell
PE	Provided by subject specialists.	Provided by subject specialist.				
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	Nature Study linked to	British Legion	Trip to a museum.	Rainforest Cafe	Train/Bus Journey	Wildwood/Tyland
Opportunities	topic	Nature Study linked to	Nature Lessons	Nature Lessons	Nature Lessons	Barn
	Cooking sessions and	seasons.	Cooking/Food	Cooking/Food	Cooking/ Food	Nature Lessons
	food from around	Cooking/ Food Tasting	tasting	Tasting	Tasting	Cooking/Food
	Europe					Tasting