BOWER GROVE SCHOOL
CURRICULUM PLAN
2022 – 2023

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.

Implementation

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

KS 1 and 2 Phonics – 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 2022/23

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	**We are all unique**	**Sparks and Flames**	**Famous for more than five minutes**	**Castles and dragons**	**Rainforest**	**Fragile Earth**
Curriculum Intent "The Why"	Children will think about themselves and the different parts of their bodies. They will learn about how certain parts of their work and why. They will look in detail about their ears, eyes and teeth. They will think and talk about their diet and how they need a balanced healthy diet to survive and grow and the importance of hygiene and	Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. Listening to firework sounds and discussing and describing the sounds they make. Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and	Children will think and discuss different artists such as Kandinsky, Matisse, Jackson Pollock Vincent Van Gogh and Henri Rousseau. They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop	Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain. Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the	This topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there. Along the way they will develop their skills by writing reports, creating their own rainforests, and becoming David Attenborough! Learn about the food resources available in the rainforest for the creatures and	children will build their knowledge of oceans and seas around the world. They will begin to understand the different environments these represent and how they affect life on land as well as at sea. They will develop their geographical skills and build up their knowledge of food chains, exploration, and evolution. Learn about the fascinating underwater world of the Pacific Ocean and

	exercise and looking after themselves. To listen to verbal instruction and use visual aid to understand rules, routine and expectations Children will learn and understand what Florence Nightingale, William Harvey and Mary Seacole did in the past and how this has shaped our lives today. Children will think and talk about differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past.	consider how different characters were feeling. They will develop their knowledge, understanding of events, people and changes in the past. Recalling information, showing knowledge of events and people studied. They will begin to understand chronological reporting, using time lines, putting events in order. Through historical enquiry they will observe and handle sources of information, to ask questions about things that have happened in the past. Through discussion they extract information from a picture. Record historical observations.	understanding through speculating, imagining and exploring ideas. Using art and artist as a basis. They will begin to think about how different artists were influenced and thought through what they were going to draw and why. They will begin to use appropriate language to describe compositions and explore mark making and textures. They will begin to identify and recall some detail by recalling information, showing knowledge of events of the people studied from the past.	defensive features, such as moats, keeps and drawbridges. They will also find out what a siege is. Describe and become familiar with the physical features castles are close to. Think about what makes castles easier to defend and the problems the builders might have. Children will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. They will learn to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. They will evaluate their ideas and products against	peoples who live in the rainforests. Create dioramas of the four layers of the rainforest, including the creatures found in these layers and research how rainforest creatures have adapted to life in their forest layer. To become familiar with life in the rainforest and understand what food resources are available in the rainforest, for the creatures and peoples who live there. To research, and become familiar with, the creatures living in the lower layers of the rainforest. To research, and become familiar with, the creatures living in the upper layers of the rainforest. To use	the Great Barrier Reef. Make maps and create diagrams of food chains, role-play an underwater expedition, make short documentaries about researched creatures. Finally use colour-wash and 3D sculpture techniques to create a Great Barrier Reef display. To locate the Pacific Ocean and to make comparisons between this and the Atlantic Ocean; To analyse simple maps and create own maps using simple geographical vocabulary. To use simple search engines and select information appropriate to the task. Explore the habitats specific to the Pacific Ocean and the Great Barrier Reef. Create food chains of the

	Select form their knowledge of history and communicate it in a variety of ways. They will explore the school grounds and compare this and its surrounding area to the place where they live.	Children will recap and learn some key facts about the London. They will locate the London on a map and identify the aspects of London. They will find out information about aspects such as area, life expectancy and population. They will look at key landmarks of London. Children will think and talk to compare this information to another capital city. They will explore how fire engines and brigade have changed over the years	They will observe landscapes and look at shadows and use of tone. They will begin to apply colour to produce a range of marks – dots, dashes, stripes etc… Begin to identify and recall some details from the past. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	design criteria. The children will build structures, exploring how they can be made stronger, stiffer and more stable. The children will develop an understand of a traditional tale based on the story of St George and the Dragon. Thorough discussion they will begin to analyse and evaluate the stories truth and outcome. Using Zog as story they will begin to develop their understanding of adjectives and how to up level their sentences. They will begin to create their own story based on creating their own dragon to write about.	simple search engines and select information appropriate to the task. Explore the habitats specific to the rainforest. To identify the characteristics of amphibians. Know that some reptiles use camouflage to hide themselves.	creatures living within the reef. To make comparisons between the Pacific Ocean and the Atlantic Ocean and analyse their similarities and differences; To use simple geographical vocabulary. To analyse how important the food chain is for survival of a species; To explore the species at each stage of the Pacific Ocean food chain. Explore further the habitat of the Great Barrier Reef. Understand how species depend on each other for survival.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Literature:** Beegu We are all different Elmer	**Literature:** Room on a broom The which makes a fancy broom Christmas story **Non-fiction text:**	**Literature** Spot Information books, pictures and PowerPoints on artist	**Literature** Zog **non**-fiction text castle books. Easter story	**Literature** I can only draw worms Rumble in the jungle	**Literature** Commotion in the ocean Google Earth 5 facts about the Pacific Ocean –

	It's okay to be different. **Non-fiction text:** Know where and how to find historical information. Florence Nightingale, William Harvey and Mary Seacole. Use and draw pictures and diagrams to label parts of our bodies. Write about picture: writing for a purpose. To contribute to the life of a classroom. Construct and agree to follow group, class, school rules and understand how the rules help them. To understand construct and	Guy Fawkes Great fire of London. Looking pictures of fire engines past and present. Look at non- fiction books and pictures (eye-witness accounts, photos and artefacts, visits to buildings, and viewing on the internet. **Atlas**: To understand and compare a capital city in the UK to a non-European capital city: London/Cote d'Ivoire	Christmas story To understand how to change colour to a different tone; To experiment with different types of sculpture using a variety of media. To explore and express themselves through art and paint as a medium. To explore art through the ages and how each artist was influenced by the other. To record information on different artist and understand the techniques they used to produce their masterpieces. Use a range of materials creatively to	Looking at picture and photographs of various parts of a castle. To understand traditional story. To know where and how to find historical information. Explore the features of a castle before using different materials to create them. Children will have the opportunity to build a motte and bailey castle. Design purposeful, functional, appealing products for themselves and other users based on design criteria	Foods from the rainforest and recipes from folklife.si.edu What eats what in the rainforest from addiesrainforest.weebly.com Rainforest video - YouTube clip Ray Mears in the rainforest Information on each rainforest layer from caltech.edu Characteristics of rainforests - YouTube clip Facts about the emergent layer of thee rainforest from tropical-rainforest-facts.com Facts about the canopy layer of the rainforest from tropical-rainforest-facts.com How to make a play-dough frog - YouTube clip	YouTube clip: Life in the Pacific Ocean – YouTube clip The ocean food chain – YouTube clip Develop contextual knowledge of the location of globally significant places, both terrestrial and marine. Interpret a range of sources of geographical information, including maps, globes and aerial photographs. Atlas'

	agree to follow group, class, school rules and understand how the rules help them. To identify ways in which we are all unique and that there will never be another them. That we all belong to different groups and communities, such as family and school.		design and make products. Use painting and sculpture to develop and share their ideas. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			
English/ Literacy	Begins to listen and respond to adults and their peers use spoken language to develop understanding and exploring ideas participate in performances, role play Independently looks at a book	Tracks correctly when reading Says correct sound (phoneme) in response to written letter (grapheme) Makes predictions in familiar stories Discuss events & pictures with support	To develop reading by blending the sounds in words that contain the graphemes taught so far To read aloud books closely matched to their improving phonic knowledge	Answering and asking questions. Predicting what might happen on the basis of what has been read so far. To understand the title and events. Is able to sequence a familiar story Responds to familiar stories & joins in with repetitive passages	Applies phonic knowledge to decode regular words Knows the names & sounds of all the letters of the alphabet Gives correct sound to grapheme for all phonemes learnt	Checking that the text makes sense to them as they read Predicting what might happen on the basis of what has been read so far. To show an understanding of consonant blends

	for a sustained period develop pleasure in reading Able to distinguish between print or pictures in text. Shares books independently with adults/children Recognises letters in own name Points to named objects in book Share stories and comment on picture-based text. Selects CVC word to match pictures	Answers simple questions about a story Dictates narrative for different purposes To name the letters of the alphabet in order. To suggest the correct initial sound letter sound of a word. Confidently copy writes. To be able to write graphemes on hearing the corresponding phoneme. To group letters to imitate or write words. Writes their own caption for a picture and letter shapes, supported by an adult.	sounding out unfamiliar words Recognises at least half of the letters of the alphabet by shape Demonstrates an understanding of what they have read Reads or recognises a number of familiar words To begin to understand a non-fiction book Makes simple predictions in a narrative text leaving spaces between words. Says sentence out loud before writing, with support	Identifies the main character in a story Identifies the main subject of a non-fiction text Contributes ideas to mind-mapping, using a visual prompt. Contributes ideas to group writing Begins some letters in the correct direction. saying out loud what they are going to write about. sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils. Uses language to imagine and recreate	Is aware of same sound words Can retell a story in their own words Confidently identifies the beginning & end of a story Is aware of simple rhyming CVC words Gives a simple reason for disliking a story segmenting spoken words into phonemes and representing these by graphemes, saying out loud what they are going to write about. discuss what they have written with the teacher or other pupils. Recognise I as a personal pronoun	To show an understanding of trigraphs To show an understanding of digraphs Gives appropriate word to complete sentences Retells stories in own words to a small audience Expands own story by giving more than one detail Rhymes two simple CVC rhyming words Demonstrates an understanding, when talking to with others, about what they have read Joins in a discussion about what they have read

	Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly. Dictates a name and caption for a picture. Communication and Interaction to convey meaning. Attempts to use some familiar words. To be able to write graphemes on hearing the corresponding phoneme. Traces letters. composing a sentence orally before writing it	Suggests the correct initial letter of a word. Blend phonemes to read CVC words Can initiate and maintain interaction and communication with an adult or peer Understands and uses prepositions correctly in short phrases through speech Beginning to use more complex sentences and link ideas e.g. using 'and/because'	Dictates short relevant phrases for pictures. Suggests appropriate words in shared writing. begin to write from memory a simple sentence dictated by the teacher. Writes above or underneath a picture. Answers basic questions regarding text Attempts to write some letters correctly Retells a simple familiar story to a small group	roles and experiences in play situations Maintains attention, concentrates and sits quietly when appropriate in a larger group Sustains and maintains conversation with an adult or peer - taking turns appropriately	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. Listens and gives attention to others in one to one situations or small groups when conversations interest them Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases Recounts or "reads" what they have written about or what they have made/ drawn	Attempts to read own writing. Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lower-case letters in the correct direction, starting and finishing in the right place Listens to stories and anticipates key events Listens and responds to adults and peers with relevant comments, questions or actions in a range of situations Beginning to show that they understand 'why' and 'how' questions through own responses

Maths/Number. Numerical Patters	Place value within 10/20 One more Addition and subtraction within 10/20 Greater 2d shape Position and direction Length and height	Subtraction and addition within 20 and beyond One less smaller Measure Place value 3D shape money	Place value within 50 Multiplies and Counting in 2,5,10 Double number Estimation multiplication	Measurement: Time Length and height Number: Multiplication Division	Measure: Weight/mass/volume Capacity Number: Multiplication Division Addition within 100 Subtraction within 100	Measurement: Money Geometry: Position and direction Investigations Graphs 2/3D shape
Science	**Animals including humans:** Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies	**Uses 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 particular uses Find out how the shapes of solid objects made from some materials can be changed, squashing bending twisting or stretching	**Animals including humans:** Notice that animals including humans have off spring which grow into adults.	**Living things and their habitats** Explore and compare the differences between things that are living, dead and things that have never been alive**.**	**Living things and their habitats** Identify and name a variety plants and of animals in their habitats including micro-habitats such as worms and Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basis need of different kinds of animals, plants and	**Living things and their habitats** 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 Find out and describe the basic needs of animals including humans for survival: water, air and food Identify and name a variety plants and of

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

	concerns about content or contact on the internet or other online technologies. **Strand: Digital Literacy**	use in these programs. **Strand: Information Technology**				

Global Learning (*History, Geography,*	**DT: healthy sandwich Toast**	**DT: make fire engine**	**Art:** create various pictures experimenting	**DT: make a castle/dragon**	**Geography: Human and physical geography**	**DT; Fruit Kebabs Human and physical geography**

***Modern Foreign Languages*)** **Art** **DT**	**Geography: geographical skills and fieldwork**: use simple fieldwork and observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	**History: great fire of London** **History: Events beyond Living Memory that are significant nationally or globally** Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select form their knowledge of history and communicate it in a variety of ways.	using the techniques used by various artist in the past and present. **History: significant individuals** Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past.	**History: castles** Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select form their knowledge of history and communicate it in a variety of ways.	Use basic geographical vocabulary to refer to: **key physical features,** including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **key human features,** including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, continent and oceans studied at this stage. **geographical skills and fieldwork**: use simple fieldwork and	Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the equator and the north pole **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries.

		Geography: **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.			observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.	
Personal Development	**Living in the wider world** Respect for self and others and the	**Relationships** Recognise and manage emotions within self and a	**Health and wellbeing** How to manage risks to physical	**Living in the Wider World** Different groups in the community	**Relationships** Recognise risky or negative relationships	**Health and Wellbeing** What is means to be healthy?

	importance of responsible behaviours and actions Rights and responsibilities as members of families, other groups and ultimately citizens To construct and agree to follow group, class, school rules and understand how the rules help them. Body parts and Underwear Rule	range of relation ships How to respond to risky or negative relationships and ask for help	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 what to do when someone is hurt. To identify the importance of online safety and what to do if you feel uncomfortable. Identify the feelings associated with change and loss. Understand what is poisonous in the home	Respect diversity and equality and how to be a productive member of a diverse community Stranger danger Emergency services Recognising common dangers when out in the community Where money comes from, keeping it safe and the importance of managing it effectively. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	including forms of bullying and abuse How to respond to equality and diversity in relationships	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 of healthy eating and dental health. To recognise the benefits of physical activity and rest. We begin to make real and informed choices to improve their physical and emotional health.

World Beliefs	Bower Values Tolerance Morals and rules	Who are Hindus and Sikhs?	Buddhist's beliefs	What it means to be Jewish	Muslims and their traditions.	The nature of Christians
	How do we follow these rules at Bower Grove? What makes a good friend? What do people in my class believe about rules and is this the same as me? To name British cities and start to recognise the UK	To know who the important people are in the Hindu and Sikh faiths. To know what special features a Gurdwara has. To know the story of Rama and Sita.	To know who the important people are in the Buddhist community. (Introduce Lama) To know what special features a temple has. To know that temples are designed using symbols to represent the elements.	To know who the important people are in the Jewish community. (Introduce Rabbi, Cantor and Minyan) To know what special features a Synagogue has. To learn about the clothing that Jewish people wear to the Synagogue.	To know who the important people are in the Muslim community. To know what special features a Mosque has. To know how Muslims celebrate Eid al-Fitr	To know who the important people are in the Christian community. (Introduce Vicar and Priest) To know what special features a church has. To know who Jesus was and why he is important to Christians. To explore what happens in a Christian baptism.

PE	**Gymnastics and Sensory** **Gymnastics (Body parts)** The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences. **Sensory** The unit of work will explore a variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation,	**Gymnastics and Dance** **Gymnastics (Wide, Narrow, Curled)** The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together. **Dance (Soldier Theme)**	**Team Building and Ball Skills (Hand)** **Team Building** The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems. **Ball Skills (Hand)** The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.	**Ball Skills and Attack v Defence** **Ball Skills (Hand)** 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. **Attack v Defence** 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.	**Ball Skills and Locomotion** **Ball Skills (Feet)** The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team. **Locomotion (Dodging)** The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while	**Athletics and Health and Wellbeing** **Athletics (Running, Jumping and Throwing)** The unit of work will enable pupils to explore different running and throwing techniques to find the most effective and challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps. **Health and Wellbeing** The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop

	working in pairs and calming.				using their dodging skills.	their application and understanding.

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

				inter-related dimensions of music. play tuned and untuned instruments musically.	**quality live and recorded Music.**	
Enrichment Opportunities	Explore the surrounding area: park, school grounds. Visit a hospital	Church		Castle	Wildwood	

Bower Grove School
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Hedgehogs Long Term Curriculum Plan 2022/23

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

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

	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 Build vocabulary Orally compose and write a postcard Plan a new story Write a new story Evaluate and edit a story **Grammar** Introducing Punctuation Introducing Sentences Sentence Structure	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 writing with attention to structure Re tell a range of traditional fairy tales paying close attention to particular characteristics **Grammar** Introducing Exclamation Marks Introducing Question Marks	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 reports **Grammar** Using the Prefix 'un-'	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 stories **Grammar** Using Suffixes 4 (-ly)	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 Create a fact file on chosen animal **Grammar** Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'	Extended noun phrases Use extended noun phrases to create a slogan Revise, edit and evaluate their brochure text Creative writing **Grammar** Imperative Verbs
Maths	**Number and Place value**	**Multiplication and division**	**Money**	**Measurement Length & height Weight & volume**	**Position & direction**	**Properties of shape**

	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.	compare, describe and solve practical 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 **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 years 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 read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) 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.			of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	on a clock face to show these times.	
Science	**Forces and magnets** compare how things move on	**Light** recognise that they need light in order to see things and	**Rocks** compare and group together different kinds of rocks on the basis of	**Materials** identify and compare the suitability of a	**Plants** identify and describe the functions of	**Animals, including humans** identify that animals, including

	different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.	their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.	variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	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 how they vary from plant to plant 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 seed dispersal.	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

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

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**The United Kingdom** Geography Locate and name the four countries of the United Kingdom Name at least one region within England Identify human (man-made) and physical characteristics, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**The Anglo Saxons** Geography Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**The Stone Age** History Introduction to the stone age Stone age homes Stone age cave paintings, creating a new style of painting to represent pupil's identity. The Stone age diet, what did they eat? What clothing did Stone age people wear? Farming in the stone age	**Ancient Egypt** History Who Were the Ancient Egyptians? What Was Life Like in Ancient Egypt? Mummies Tutankhamun Write Like an Egyptian Egyptian Gods	**The Shang Dynasty** History The achievements of the earliest civilizations A Place in Time Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods by learning when and where the Shang dynasty existed Living in the Shang Gods and Kings Dragon Bones Shang Artefacts Fu Hao	**Italy** Geography Location of Italy physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle - Story of Pompeii Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Italy, and a region within North or South America

Personal Development	**Citizenship and key skills** Pupils communicate feelings and ideas in simple phrases P8 Pupils choose, initiate and follow through new tasks and self-selected activities Be able to show awareness of how to join in different situations. They understand agreed codes of behaviour which helps groups work together. Be able to join in a range of activities in 1:1 situation and in small or large groups P9 Makes purposeful relationships with others in group activities and attempt to negotiate with them [for example, if other pupils wish	**Living in the wider world** P8. Knows that money needs to be kept safe and to wait for the change Chooses an item in a shop Crosses quiet roads to visit neighbourhood with support They treat living things and their environment with care and concern (sc cells and organisation p4, geo P5) They understand the need for laws and the consequences of no laws They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving	**Relationships** P8 Shows some consideration towards others Gets enjoyment from playing with others Expresses feelings and views P9 Shows concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort]. Recognises when people are being unkind Name some important people in their life (state how they should care for one another) Knows a range of feelings Make purposeful relationships with others in group	**Health and well being** P8 Express hygiene needs to adult Understand stranger danger, common dangers Understands a healthy diet (sc nutrition p8) Knows own address P9 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	**Living in the wider world** Stage 1 Can identify areas for personal development Participate in a mini enterprise using 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	**Relationships** Stage 1 Can recognise the feelings of themselves and others and can explain in simple terms how others may feel 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

	to use the same piece of equipment] Stage 1 Be able to share my opinion on things and explain my views	appropriately to achieve an end goal Demonstrate safety skills in school environment Talk about people who help them in the community Makes a contribution to their class charter/rules P9 Understands the concept of saving and different sources that they ca n receive money from Shows appropriate behaviour in a shop (interacts with staff, queues) Able to identify the coins and notes Describe the houses of parliament and MPS Identify groups they belong to Recognise difference between a need and a want	activities and begin to take turns and share	nutrition stage 2, PE stage 1) Recognises medicines and who to trust to administer medication Name body parts in general including external genitalia and including external genitalia recognise aspects of personal hygiene (Link with naming body parts science) To know how to wash their hands correctly and take care of their teeth. To talk about simple steps that they can take to stop the spread of germs To be able to describe what they like and what they dislike and recognise what a choice is Name feelings they have had both	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 organisation stage 2) Can identify their local, natural and built environments (geo P7,8) Able to recognise what money is and where it comes from (maths money) Identifies school rules Shows an understanding of what community means Identify the purpose of the groups they belong to and describe how it feels to be a member of a group Identify responsibilities in	activities and attempt to negotiate with them To understand what physical contact is acceptable or unacceptable

		Identify one right you have in your school Can identify own skills and qualities		good and not so good and explain where in their bodies they have these feelings and how their faces show these feelings to others	the classroom and at home Identify simple definitions of laws	
World Beliefs	**Bower Values Tolerance Morals and rules** What are the main British Values? What is Mutual respect? How can we be respectful of others? How does this help our friendships? Exploring difference in friendships. How does this help us to be a good citizen	**Who are Hindus and Sikhs?** To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus. To explore what happens in a Hindu and Sikh wedding.	**Buddhist's beliefs** To know how Buddhist's celebrate New year in Japan To explore who Buddha was and why he is important to Buddhists. To know how Buddhist's attend Uposatha days at the temple. To know how Buddhists practice Meditation and chanting in their daily lives.	**What it means to be Jewish** To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday. To explore the rituals of Shabbat, lighting candles and having 3 meals. To how Jewish people celebrate the festival of Hanukkah	**Muslims and traditions.** Islam creation story To know that Muslims attend Jumu'ah at a mosque on Fridays. To explore the use of a prayer mat and compass. Look at Wudu and how to keep clean.	**The nature of Christians** To explore God as a creator according to the Christian faith. To explore God's creation of Adam and Eve. To explore what happens at a Christian Wedding.

PE	**Gymnastics and Core Skills (Throwing and Catching)** **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. **Core Skills (Throwing and Catching)** The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend	**Gymnastics and Dance** **Gymnastics (Pathways)** 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 (Wild animals)** The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the	**Dodgeball and OAA** **Dodgeball** The unit of work will explore how to apply the principles 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 problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.	**Attack v Defence and Hockey** **Attack v Defence** The unit of work will challenge pupils 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.	**Athletics and Tennis** **Athletics** 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. **Tennis** The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw/hit the ball on the court and be	**Athletics and Cricket** **Athletics** 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. **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

	their understanding of why we need to be accurate when we throw an object for someone to catch. Pupils will learn what is required to catch successfully consistently.	dance. Pupils will bring together the choreography to create a final performance in groups.			introduced to basic shot techniques.	also explore batting skills to outwit the fielders and score as many runs (points) as possible.

Music	African Drumming	Ocarinas/Seasonal	BoomWhackers	Dragon Scales	The Jungle	Body Percussion
	- In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. Pupils will learn about the different striking techniques as well as the methods that are used to create rhythms (call and response, improvisation and combining ostinatos). Pupils will have the opportunity to create their own rhythmic ostinatos and will get to lead the group in call and response and rhythmic games. **NC - Play and perform in solo and ensemble contexts,**	**Focus** - Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**	- Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers. **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**	- This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop there listening skills. Pupils will learn songs that use the pentatonic scale and will be contributing towards a whole class song based around dragons. Pupils will be writing melodic phrases using the pentatonic scale that will provide the melody for the song.	- In these sessions will be looking at the jungle book. We will learn how to sing and play along to 'the Bare Necessities' and make our own jungle sound story combining jungle noises and jungle style music. We explore timbre, pitch, dynamics and texture and how we can use these to represent animals/the weather/jungle noises etc. Pupils will be exposed to listening, composing and performing tasks throughout the unit. **NC - Improvise and compose music for a range of purposes**	**-** This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion. **NC - use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.**

	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 inter-related dimensions of music.	**staff and other musical notations**		**NC - Improvise and compose music for a range of purposes using the inter-related 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.

Bower Grove School
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Foxes Long Term Curriculum Plan 2022/23

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 Electricity**	**The Mayans and States of matter**	**Rainforests and Living things in their habitats**	**The Romans and Sound travel**	**The Vikings and Animals including humans**	**All about Africa and Science inventions**
Curriculum Intent	Pupils will learn about Capital cities around the world and explore the population. They will understand how electricity works, identifying common appliances that run on electricity.	Pupils will explore Mayan civilisation. They will understand and group materials together, according to whether they are solids, liquids or gases.	Pupils will describe and understand key aspects of the physical geography of Rainforests. 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.	Pupils will learn about the Roman empire and its impact on Britain. They will understand how sound travels and where it is sourced.	Pupils will learn about how the Vikings invaded Britain and their way of life. They will 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.	Pupils will study the geographical knowledge of Africa and extend their locational knowledge using maps. They will explore various inventions in scientific history and learn how they have changed the world we live in.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Non-Fiction: Otterline Yellow Cat -- Unit 3.3**	**Poetry/ Letter writing/traditional tales**	**Non-Fiction: All about Orang-utans -Unit 2.1**	**Stories by the same author Anthony Browne (Gorilla and the tunnel)**	**Fiction: How to train your Dragon**	**Non-Fiction: The Boy who harnessed the wind**

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

Maths	**Number and place value** Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representation, including the number line. Compare and order numbers from 0 up to 100 and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.	**Addition and subtraction** Solve problems with addition and subtraction. Using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying knowledge of written and mental maths. Recall addition and subtraction facts to 20 fluently, and derive and use facts up to 100. Using objects pictorial representations and mentally: A two-digit number and ones and tens, two-digit numbers and adding three one-digit numbers.	**Multiplication and division** Recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication signs. Show that multiplication of two numbers can be done in any order and division of one number by another cannot. Solve problems involving	**Measurement, statistics and Time** Measure using m/cm, mass kg/g, temperature and capacity litres/ml, using rulers, scales, thermometers and measuring vessels. Compare and order and record lengths using < > =. Recognise and use symbols for pounds £ and pence p, combine amounts to make a particular value. Find different combinations of coins. Read, write and record time. Compare and sequence intervals of time. Tell and write the time to five	**Fractions and fractions of amounts Statistics** Recognise, find name and write fractions 1/3, ¼, 2/4, and ¾ of a length shape, set of objects or quantity. Write simple fractions and recognise ½ of amounts. Recognise and show, using diagrams, families of common equivalent fractions Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the	**Geometry Properties of Shapes Position and Direction** Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes Compare and sort common 2D and 3D shapes in everyday objects.

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

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

	Strand: Digital Literacy & Information Technology	Strand: Information Technology		Strand: Information Technology	Strand: Information Technology	Strand: Computer Science

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**Capital cities around the World** Art: design a city, model cities. Location of cities. Facts about cities and the population.	**Mayans** Where did they originate from? Mayan way of life. Mayan Gods. Art design your own God.	**Rainforests** Where are they located? Explore wildlife. Human impact. Forest layers Jungle plants.	**Romans** Sparatcus/Julius. Caesar Invasion. Equipment and uniform. Life as a soldier. Roman Gods/Famous Romans. What the Romans did for Britain.	**Vikings** Where did the Vikings come from? Why did they invade Britain? Viking way of life. Viking warriors. Viking beliefs.	**Africa** Location and continent. Landscape and countries. Climate / Weather. Life in Africa compared to their own life. African animals. Facts about Africa.
Personal Development	**Living in the wider world** Understand the importance of rules and laws. Respect for self and others. Rights and responsibilities in the home.	**Relationships** Recognise a wide range of emotions. Recognise what constitute a healthy relationship with friends and family. Working as teams, strategies put things right.	**Health and Well Being** What is meant by a healthy lifestyle. How to maintain and manage risks to physical wellbeing. Identify ways to keep physically safe on the playground.	**Living in the wider world** Respecting diversity and equality in different communities. Role of money in our lives. Respecting the environment.	**Relationships** Different types of relationships. Bullying and discrimination. Recognising risky behaviours in relationships and how to get help.	**Health and Well Being** Making informed choices about health. Internet safety.

World Beliefs	**British values** To name the 5 British Values. What is Individual Liberty? What rights do I have? How do the rules work? How does this help us be a good person?	**Hinduism** To know some important Hindu symbols and why they are important. To know who Krishna is and why he is important to Hindus.	**Buddhism** To explore the Buddhists practice of Puja, Study and Meditation and know why it is important to Buddhists. To know some important Buddhist symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha.	**Judaism** To know some Jewish Symbols and why they are important to Jews. To know the importance of light in the Jewish faith. To explore Jewish Passover. To know how Passover is marked with the Passover Seder feast.	**Muslim faith** To explore who Muhammad was and why he is important to Muslims. To know some important Muslim symbols and why they are important. To know why light is important in the Muslim faith. To know what Muslims, do in the month of Ramadan.	**Christianity** To explore the Holy Communion and Know why it is important to Christians. To know some important Christian symbols and why they are important to Christians. To know why light is important in the Christian faith.
PE	**Gymnastics and Dodgeball** **Gymnastics (Symmetry and Asymmetry)** The unit of work will focus on exploring movements and	**Dance and Netball** **Dance (Ghostbusters)** The unit of work will focus on using a range of movement patterns adding own ideas to the sequence with	**OAA and Handball** **OAA (Problem solving and orienteering)** The unit of work will develop pupil's ability to apply effective teamwork through different	**Tennis and Football** **Tennis** The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will	**Athletics and Basketball** **Athletics** The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own	**Athletics and Cricket** **Athletics** The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own

	balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. **Dodgeball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining these with their understanding of team work to try and win the game.	movements done in unison with each other. **Netball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics. **Handball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	create space to win points and apply the developing racket skills using forehand and backhand techniques. **Football** 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.	performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump. **Basketball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.	performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump. **Cricket** The unit of work will develop pupils' ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible.

Music **NC Year 4** **PA Stage 1-3**	**Charanga: Lean on Me –** This whole unit is focussed around the song Lean on Me by Bill Withers. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Peter and the Wolf -** Throughout this unit pupils will be introduced to the instruments of the orchestra and how they are used to represent characters in a story. Pupils will 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	**Charanga: Three Little Birds –** All the learning is focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs to explore genre specific characteristics.	**BBC 10 Pieces –** Each year the BBC releases 10 pieces of classical music and resources to allow pupils to access them. The material is always really engaging and there are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released.	**Charanga: Glockenspiel Level 1 -** This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel primarily however pupils will be able to experience following scores and playing the same pieces of music on the instruments of their choice.	**Music Plus Digital: Ukuleles (Bug Club) -** The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students' musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless 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.

Bower Grove School
Together we Inspire & Achieve

Penguins Long Term Curriculum Plan 2022/23

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

		The Pied Piper of Hamelin Christmas play		A collection of poems by Roger McGough	Aesop's Fables	Odysseus
English/ Literacy	continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing	Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Reading books that are structured in different ways and reading for a range of purposes	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied
Maths	**Place Value** S2 Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two / three-digit number (hundreds, tens, ones). Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and	**Addition & Subtraction continued** **Multiplication & Division** St 2 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and calculate mathematical statements for	**Mass, capacity & temperature** St 2 choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels and compare and	**Money** S2: Recognises and uses symbols for pounds and pence; combines amounts to make a particular value. Finds different combinations of coins that equal the same amounts of money. Solves simple problems in a practical context involving addition and subtraction of	**Length, height & perimeter** St 2 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); temperature (°C); to the nearest appropriate unit, using rulers, scales, and compare and order lengths, and	**Statistics** St 2 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

	number facts to solve problems S3 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. **Addition & Subtraction** S2 Add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction	multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs and show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot and solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. S3 recall and use multiplication and division facts for the 3, 4 and 8 multiplication	order mass, volume/capacity and record the results using >, < and = St 3 measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas **Time** St 2 and compare and sequence intervals of time and tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these	money of the same unit, including giving change. S3 Adds and subtracts amounts of money to give change, using both pounds and p in practical contexts. **Fractions** St 2 recognise, find, name and write fractions 3 1, 4 1, 4 2 and 4 3 of a length, shape, set of objects or quantity write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1. St 3 count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit	record the results using >, < and = St 3 measure, compare, add and subtract: lengths (m/cm/mm); **Position & Direction** St 2 order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	about totalling and comparing categorical data. St 3 interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Property of shape** St 2 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line and identify and describe the properties of 3-D

	and use this to check calculations and solve missing number problems. S3 add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	tables and write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods and solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to m objects.	times and know the number of minutes in an hour and the number of hours in a day. St 3 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks and estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight and know the number of seconds in a minute and the number of days in each month, year	numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 7 5 + 7 1 = 7 6] compare and order unit fractions, and fractions with the same		shapes, including the number of edges, vertices and faces and identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] and compare and sort common 2-D and 3-D shapes and everyday objects. St3 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them and recognise angles as a property of shape or a description of a turn and identify right angles, recognise that two right angles make a half-turn, three

			and leap year and compare durations of events [for example to calculate the time taken by particular events or tasks]. .	denominators and solve problems that involve all of the above.		make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle and identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Science	**<u>Forces (Physics)</u>** 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	**<u>Earth & Space (Physics)</u>** 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.	**<u>Animals including humans (Biology)</u>** 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	**<u>Living things and their habitats (Biology)</u>** 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	**<u>Properties and changes of materials (Chemistry)</u>** 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	

	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 some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Identify that humans and some other animals have skeletons and muscles for 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	things in their local and wider environment 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	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 (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

Computing	Overview: Pupils will learn what a computer network is and learn that computer networks include the internet. They will learn that they provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Developing on this pupil will watch the Childnet E-Safety series "The Adventures of Kara, Winston and the Smart Crew", learning about SMART rules and undertake the activities to support this. These reinforce the messages given about using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; and identifying ways to report concerns about content and contact.	Overview: This unit focuses on Desktop Publishing with pupils learning how to create digital artefacts with text, incorporating images and content from the internet. Pupils will start by learning how to use internet search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content for inclusion in their work. Through creating a publication that includes content from the internet they will investigate WYSIWYG ("WHAT YOU SEE IS WHAT	Overview: This unit is designed to introduce the pupils to data and how we collect it. Pupils will learn that by sorting it, we can make more sense of it and make it useful and easy to understand. Pupils will learn how technology can help us with data collection and sorting. Pupils will combine the use of software to create a survey for collecting their data, and spreadsheet software to calculate totals, sort data and produce graphs and charts for analysis.	Overview: Pupils will use and combine different software to design and create digital artefacts through the scenario of launching their own restaurant serving their favourite food. Pupils will need to use the internet to collect data, do some simple analysis / calculations and present this through the different pieces of software. Pupils will learn why and when to use specific Microsoft pieces of software. **Strand: Information Technology**	Overview: Pupil using Purple Mash's 2Animate will learn what stop frame animation is, understanding what frames are, and the process of making. Pupils will learn to use the Onion Skin tool to create an animated image and how to use backgrounds and sounds to create more complex and imaginative animations. These the pupils will present, and through different internet services (display boards and blogs in Purple Mash) comment on each other's work. **Strand: Information Technology**	Overview: Pupils using block programming will learn about sequencing, selection, conditionals, and repetition in programming; they will work with variables and various forms of input and output. They will be reminded of what algorithms are and use logical reasoning to explain how some simple algorithms work **Strand: Computer Science**

	Strand: Digital Literacy & Computer Science	YOU GET"), page orientation and refresh their 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**	**Strand: Information Technology**			

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**<u>Geography</u>** **Geographical skills and fieldwork:** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	**<u>History</u>** **Tudors** **Henry VIII wives** **A local history study:** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	**<u>Geography</u>** **Mexico** **Geography Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	**<u>History</u>** **Aztecs Study** A non-European society that provides contrasts with British history. **<u>Art/Design</u>** Aztec art – Create a headdress Weaving Masks	**<u>Geography</u>** **Equator, hemispheres, tropics, poles & time** **Locational knowledge:** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern	**<u>History</u>** **Ancient Greeks** Ancient Greece – a study of Greek life and achievements and their influence on the western world **<u>Geographical skills:</u>** Use maps, atlases, globes and digital/computer mapping to locate

	Art/Design Designing & creating maps Message in a bottle Making a boat that can float and sail	PA S5 ordering given events on a detailed timeline that relate to the period and events studied (for example describing and sequencing events within the reign of Henry VIII, 1509-1547). having an understanding of the difference between facts and opinions (for example Henry VIII had six wives, Anne of Cleves was the ugliest). **Art/Design** Make shadow puppets and puppet theatre for Pied Piper of Hamelin	**Art/Design** Following a recipe Creating own recipe Design own edible garden		Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Art/Design** Portraits	countries and describe features studied. **Art/Design** Clay pots Ancient Greek masks
Personal Development	**Living in the wider world** Understand why and how rules and laws are made and	**Living in the wider world** Respecting diversity and equality in different cultures	**Relationships** Recognise and provide management strategies for a	**Health and Well Being** What is meant by a healthy lifestyle	**Relationships** Marriage and civil partnerships Bullying and discrimination	**Health and Well Being** Managing change including transition, puberty

	how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	Respecting and protecting the environment Understand different concepts concerning money	wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships	How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground	Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	Making informed choices on health and recognising sources of help Internet safety
World Beliefs	Talk about the 5 British Values? Why do we have rules? Identify rules, laws and responsibilities within school. What are the laws outside of school? How does following laws make us a good citizen? Explore how Parliament and	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs. To name the five Ks To know who Guru Nanak was and why he is important to Sikhs	To know about the sacred book the Tipitaka and know why it is important to Buddhists. To know that Buddhists live by the five morals.	To know who Abraham was and why he is important to Jews. To know who Moses was and why he is important to Jews. To explore the Torah and know why it is important to Jews. To explore Hebrew writing and the alphabet.	Look at the five pillars of Islam and their names and meanings. To explore the Holy Qur'an and know why this is important to Muslims. To know about the festival of Ashura and why it is important to Muslims.	To know who Moses was and why he is important to Christians. To know that Christians follow the rules of the Ten Commandments. To explore the Holy Bible and know why it is important to Christians. To know who Jesus' disciples were and why they are

	government set our laws.					important to Christians.
PE	**Gymnastics (Bridges)** The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity. **Tag-Rugby** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their	**OAA (Problem Solving)** The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate and adapt tactics. **Creative Games** The unit of work will provide pupils the opportunity to analyses and problem solve a game, adapting rules and concepts to improve the quality of games.	**Dance (Hakka)** The unit of work will focus on performing a dance routine to the 'Haka' theme. Developing the pupils' own sequences of movements and providing strengths and weaknesses of own and each other's performance. **Dodgeball** The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.	**Handball** 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. **Football** 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 pitch, creating an attack that results in a shooting opportunity.	**Cricket** The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams. **Pickleball** The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to	**Athletics** The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely. **Rounders** The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply

	understanding of when, where and why they need to create space when they are attacking.				score points and win the game.	a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
Music	- In this unit pupils will revisit the varying concepts of pulse and rhythm. Distinguishing between these two musical features often proves tricky for pupils so we explore them a little deeper and engage the pupils by using popular music and the music they love. Pupils will explore how pulse and rhythm are intertwined and will work on creating their own rhythms to accompany a popular song of their choice. **NC - play and perform in solo and ensemble contexts,**	**-** Focussing on The Planets – Holst pupils will create the sound world of space as they perceive it. Pupils will use the inter-related dimensions of music to represent the qualities and characteristics (size, distance from the sun etc.) of the planets. Pupils will also have the opportunity to learn Christmas music ready for a school performance. **NC - improvise and compose music for a range of purposes using the inter-related**	- This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 in Year 4. Pupils will continue to practice and develop their score reading and performance but will have more independence when composing and working in small ensembles. **NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,**	- This term we will be studying hip hop culture and how it revolved around music. We will be exploring the 4 elements of Hip-Hop Culture and pupils will have an opportunity to experience each element in one way or another. The 4 elements are: MCing; Turntablism; Graffiti and Breakdancing. Pupils will also learn how to play old-school hip-hop songs and learn about sampling. **NC - appreciate and understand a wide range of high-**	- This unit of work looks to develop pupils time keeping, knowledge and application of rhythmic notation, compositional skills and both ensemble and leadership skills. Throughout the unit pupils will be learning how note lengths can be combined to make up interesting rhythms. They will be exploring timbres of household items and using them as instruments in their own compositional performances. **NC - improvise and compose music for a range of purposes**	**-** Although pupils may well have played keyboards before, this unit introduces pupils into using correct hand and finger technique as well as a stave notation. There are opportunities for pupils to score out well-known tunes and learn and perform them within the classroom. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and**

	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	**dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**	**control and expression**	**quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.**	**using the inter-related dimensions of music.**	**expression. Use and understand staff and other musical notations.**
Enrichment Opportunities			YUMU charanga profiles can help embed learning	Pupils experience different elements of Hip Hop culture to support understanding. Linked with Art for graffiti lesson.		YUMU charanga profiles can help embed learning

Eagles Long Term Curriculum Plan 2022/23

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

		The Pied Piper of Hamelin Christmas play		A collection of poems by Roger McGough	Aesop's Fables	Odysseus
English/ Literacy	continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing	Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Reading books that are structured in different ways and reading for a range of purposes	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied
Maths	**Place Value** S2 Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two / three-digit number (hundreds, tens, ones). Compare and order numbers from 0 up to 100; use <, > and = signs. Read and write numbers to at least	**Addition & Subtraction continued** **Multiplication & Division** St 2 recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and calculate mathematical statements for multiplication and	**Mass, capacity & temperature** St 2 choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels and compare and order mass, volume/capacity	**Money** S2: Recognises and uses symbols for pounds and pence; combines amounts to make a particular value. Finds different combinations of coins that equal the same amounts of money. Solves simple problems in a practical context involving addition and subtraction of money of the same	**Length, height & perimeter** St 2 choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); temperature (°C); to the nearest appropriate unit, using rulers, scales, and compare and order lengths, and record the results using >, < and =	**Statistics** St 2 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

	100 in numerals and in words. Use place value and number facts to solve problems S3 count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. **Addition & Subtraction** S2 Add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of two numbers can	division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs and show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. S3 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables and write	and record the results using >, < and = St 3 measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas **Time** St 2 compare and sequence intervals of time and tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times and know the number of minutes	unit, including giving change. S3 Adds and subtracts amounts of money to give change, using both pounds and p in practical contexts. **Fractions** St 2 recognise, find, name and write fractions 3 1, 4 1, 4 2 and 4 3 of a length, shape, set of objects or quantity write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1. St 3 count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	St 3 measure, compare, add and subtract: lengths (m/cm/mm); **Position & Direction** St 2 order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	comparing categorical data. St 3 interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Property of shape** St 2 identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line and identify and describe the properties of 3-D shapes, including the number of edges, vertices and

	be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. S3 add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods and solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	in an hour and the number of hours in a day. St 3 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks and estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight and know the number of seconds in a minute and the number of days in each month, year and leap year and compare durations of events [for example to	recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 7 5 + 7 1 = 7 6] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.		faces and identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] and compare and sort common 2-D and 3-D shapes and everyday objects. St3 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them and recognise angles as a property of shape or a description of a turn and identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete

	Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		calculate the time taken by particular events or tasks].			turn; identify whether angles are greater than or less than a right angle and identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Science	**<u>Forces (Physics)</u>** 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	**<u>Earth & Space (Physics)</u>** 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.	**<u>Animals including humans (Biology)</u>** 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	**<u>Living things and their habitats (Biology)</u>** 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	**<u>Properties and changes of materials (Chemistry)</u>** 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	

	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 some mechanisms,	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	muscles for 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	properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that 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.					
Computing	Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in this. -Identify signs of manipulative, pressurising or threatening behaviour online. -Respond safely if they think someone is trying to manipulate, pressure or threaten them. -Understand their rights online, and respect those of others. -Take 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**

	and digital footprint. -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**				**Strand: Computer Science**	

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**<u>Geography</u>** **Geographical skills and fieldwork:** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **<u>Art/Design</u>**	**<u>History</u>** **Tudors** **Henry VIII wives** **A local history study:** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. PA S5 ordering given events on a detailed timeline that relate to the	**<u>Geography</u>** **Mexico** **Geography Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America **<u>Art/Design</u>** Following a recipe	**<u>History</u>** **Aztecs Study** A non-European society that provides contrasts with British history. **<u>Art/Design</u>** Aztec art – Create a headdress Weaving Masks	**<u>Geography</u>** **Equator, hemispheres, tropics, poles & time** **Locational knowledge:** identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,	**<u>History</u>** **Ancient Greeks** Ancient Greece – a study of Greek life and achievements and their influence on the western world **<u>Geographical skills:</u>** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	Designing & creating maps Message in a bottle Making a boat that can float and sail	period and events studied (for example describing and sequencing events within the reign of Henry VIII, 1509-1547). having an understanding of the difference between facts and opinions (for example Henry VIII had six wives, Anne of Cleves was the ugliest). **Art/Design** Make shadow puppets and puppet theatre for Pied Piper of Hamelin	Creating own recipe Design own edible garden		Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Art/Design** Portraits	**Art/Design** Clay pots Ancient Greek masks
Personal Development	**Living in the wider world** Understand why and how rules and laws are made and how they are enforced Why different rules are	**Living in the wider world** Respecting diversity and equality in different cultures Respecting and protecting the environment	**Relationships** Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy	**Health and Well Being** What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being	**Relationships** Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help	**Health and Well Being** Managing change including transition, puberty Making informed choices on health and recognising sources of help

	needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	Understand different concepts concerning money	relationship with friends and family, develop skills to form these Recognise risky and negative relationships	Identify ways to keep physically safe on the playground	Recognising the danger of peer pressure	Internet safety
World Beliefs	Talk about the 5 British Values? Why do we have rules? Identify rules, laws and responsibilities within school. What are the laws outside of school? How does following laws make us a good citizen? Explore how Parliament and government set our laws.	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs. To name the five Ks To know who Guru Nanak was and why he is important to Sikhs	To know about the sacred book the Tipitaka and know why it is important to Buddhists. To know that Buddhists live by the five morals.	To know who Abraham was and why he is important to Jews. To know who Moses was and why he is important to Jews. To explore the Torah and know why it is important to Jews. To explore Hebrew writing and the alphabet.	Look at the five pillars of Islam and their names and meanings. To explore the Holy Qur'an and know why this is important to Muslims. To know about the festival of Ashura and why it is important to Muslims.	To know who Moses was and why he is important to Christians. To know that Christians follow the rules of the Ten Commandments. 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 Hockey** **Gymnastics (Counterbalance and Counter Tension)** The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their 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	**Dance and Tag-Rugby** **Dance (James Bond)** The unit of work will be based around the theme of James Bond. Pupils will have the opportunity to have their own inputs and ideas added into the dance and then listen to feedback from other peers and change routine based on feedback received. **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	**OAA and Netball** **OAA (Problem Solving and Orienteering)** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as 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	**Basketball and Handball** **Basketball** 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. **Handball** 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.	**Pickleball and Cricket** **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. **Cricket** Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct 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

	creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	explore different ways the defending team can prevent the attackers from scoring.	that results in a shooting opportunity.			of fielding skills such as throwing and stopping the ball to keep the batter's score low.

Music	- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.**	- In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so. **NC - play and perform in solo and ensemble contexts,**	- Linking in with the Year 6 English topic this unit will be exploring the music of indigenous Australia and the cultural significance it has. Pupils will be creating compositions that reflect nature and wildlife in Australia and will be creating scores using aboriginal art and symbols. Pupils will be story telling through music and will have opportunities to develop their leadership and group work skills. **NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from**	- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements. They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing. **NC - improvise and compose music for a range of purposes using the inter-related**	- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved my studying ostinato, drones, melody, instruments of the orchestra and more. **NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical**	- As this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing**

		using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**great composers and musicians**	**dimensions of music.**	**instruments with increasing accuracy, fluency, control and expression**	**aural memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.**

Bower Grove School
Together we Inspire & Achieve

Falcons Class Long Term Curriculum Plan 2022/23

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

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

	a healthy relationship.	positive influences to their own health and well-being.	not following set rules. Pupils to develop an awareness of respect and responsibility to both themselves and others, as well as an understanding of diversity and equality.	be conducting their own investigation. Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle. 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.	knowledge of managing their own health and well-being.	
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Street Child**	**The Whisperer & Cat's Poetry**	**The Dreaming**	**Titanic**	**Friend or Foe**	**There's a Boy in the Girls' Bathroom**

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

	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)*	***Pieces of work*** **Non-fiction writing task –** Letter home (informal) Newspaper article (non-chron) *Healthy living leaflet (Science)*	
Maths	**<u>Place Value</u>** Count in multiples of 4, 8, 50, 100 and 6, 7, 9, 25 and 1000. Find 10, 100, 1000 more/less. Count backwards through zero incl. negative numbers.	**<u>Addition and Subtraction</u>** Add and subtract numbers mentally (3-digit and O, 3-digit and T, 3-digit and H) Add and subtract numbers up to	**<u>Multiplication and Division</u>** Recall and use multiplication and division for 3, 4, 8 and up to 12x12 times tables. Write and calculate 2-digit x 1-digit and 3-digit x 1 digit	**<u>Statistics</u>** Interpret and present (discrete and continuous) data using bar charts, pictograms and tables Solve one step and two step questions using	**<u>Fractions</u>** Count up and down in tenths/hundredths; recognise that fractions arise from dividing an object into 10 / 100 equal parts Recognise, find and write fractions incl	**<u>Geometry</u>** Draw 2D/make 3D shapes, describing/recognising 3D shapes in different orientations and comparing and classifying based on properties and size Recognise angles as property of shape/description of a turn Identify right, acute and obtuse angles and know that 2 is a ½ turn, 3 is a ¾ turn and 4 a complete turn. Identify greater than/less than angles

	Recognise place value in 3-digit and 4-digit number. Compare and order numbers up to and beyond 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and words Round any number to the nearest 10, 100 or 1000. Solve number problems and practical problems with increasingly larger numbers Read Roman numerals to 100	3-digit and 4-digit using formal written column method Estimate and use inverse to check Solve problems including missing number problems and two-step problems	statements using mental formal written methods Use place value and known facts to multiply and divide mentally incl. x/÷ by 0 and 1, multiplying together 3 numbers Solve problems including missing number problems including positive integer scaling problems and correspondence with n objects connected m objects and distributive law Recognise and use factor pairs and commutativity	presented information, solving comparison, sum and difference problems **<u>Measurement</u>** Measure, compare, add and subtract: length, mass, volume/capacity, converting between different units Measure perimeter of 2D shapes and area (counting squares) Estimate, compare and calculate different measures. Add/subtract money and give change. Tell/write (and convert) the time in 12 and	equivalents to ¼, ½, ¾ Recognise and use fractions as numbers Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole Compare and order fractions up to 2 decimal places, and fractions with the same denominators Solve problems incl. measure and money up to 2 decimal places Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as	Identify horizontal/vertical/perpendicular/parallel lines and lines of symmetry Plot/draw co-ordinates on a 2D grid, describing movements between positions as translations (left, right, up, down)

				24hr analogue (and digital) clocks, incl. Romen Numerals with increasing accuracy to the nearest minute. Know the number of secs in minute, hours in day, days in month/year. Record and compare time & the duration of events	ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number	
Science	**<u>Evolution and Inheritance</u>** ***Working Scientifically*** Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and use different types of scientific	**<u>Living Things and Their Habitats</u>** ***Working Scientifically*** Gather, record and classify data in a variety of ways to help in Make systematic and careful observations and, where appropriate,	**<u>Light</u>** ***Working Scientifically*** Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams	**<u>Electricity</u>** ***Working Scientifically*** Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams and	**<u>Animals Including Humans</u>** ***Working Scientifically*** Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of scientific enquiries to answer them ***Biology***	**<u>Scientists and Inventors</u>** ***Working Scientifically*** Use a range of equipment, including thermometers Recording findings using simple scientific language, keys, bar charts, and tables Use results to draw simple conclusions, suggest improvements and raise further questions Use straightforward scientific evidence to answer questions or to support their findings

	enquiries to answer them ***Biology*** Recognise that living things have changed over time and that fossils provide information about living things years ago Recognise that living things produce offspring that varies Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	taking accurate measurements using standard units. ***Biology*** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics *Animal fact file*	and keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions Present data in a variety of ways to help in answering questions ***Physics*** Recognise that light travels in straight lines &	keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions Use a range of equipment, including thermometers and data loggers Present data in a variety of ways to help in answering questions ***Physics***	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. *Healthy living leaflet*	*Explanation text - inventor* *Debate – global warming* *Persuasive piece – recycling*

	Evolution fact file *Whale adaptation (non-chronological report)*		explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to objects, to our eyes Explain why shadows have the same shape as the objects that cast them.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function Use recognised symbols when representing a simple circuit in a diagram		

Computing	**<u>Using Computers safely 4: E-Safety</u>** Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in this. -Identify signs of manipulative, pressurising or threatening behaviour online. -Respond safely if they think someone is trying to manipulate, pressure or threaten them. -Understand their rights online, and	**<u>Data 3: Spreadsheets</u>** 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**	**<u>Creating Digital Artefacts 2</u>** 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**	**<u>Hardware and software 2 -</u>** 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**	**<u>Algorithms 1 – Solving real world problems</u>** 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. **Strand:**	**<u>Programming 4</u>** 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**

	respect those of others. -Take measures to control their privacy and digital footprint. -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**				**Computer Science**	

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	***<u>Victorians and Evolution</u>*** **History-The Victorians** Pupils to learn about Victorian life through reading Street Child and watching videos. **Art- Portraits (Victorians)**	***<u>Living Things</u>*** **Geography- Maps and Symbols** Pupil to use maps and symbols to find human and geographical landmarks in Maidstone	***<u>Rivers and Light</u>*** **Geography- Rivers** Pupils to learn how rivers form from source to mouth and about landforms associated with	***<u>Edwardians and Electricity</u>*** **History- Edwardians** Pupils to learn about differences between Edwardian classes in terms	***<u>WW2 and Animals Including Humans</u>*** **History-Battle of Britain (WW2)** Pupils to learn about the Battle of Britain as an	***<u>Scientist and Inventors</u>*** **Geography – Our Changing World** Pupils to be aware of current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to write a

	Pupils to research portraits created by a range of famous artists and to create a 2D portrait of themselves.		rivers and write a fact file. **Art-Aboriginal Art** Pupils to research Aboriginal art, including dot paintings and natural art. Pupils to create an Aboriginal mask using Aboriginal symbols. *River fact file*	of dress and lifestyle. **DT-Circuit Building** Pupils to select tools, techniques and materials to construct a circuit/ create a product. *Instruction writing (DT)*	event in WW2 History. **Art-Landscapes (WW2)** Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.	persuasive piece on reduce, reuse and recycle. **Art/DT – Planets** Pupils to create papier-mache planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.
Personal Development	**<u>Relationships 1</u>** *Recognise and provide management strategies for a wide range of emotions, demonstrate the use of the strategies* by. Make/accept constructive suggestion. Takes part in games with rules	**<u>Health and Wellbeing 1</u>** *What is meant by a healthy lifestyle. Making informed choices on health and recognising sources of help.* Washes and dries hair with help & understands the importance.	**<u>Living in The Wider World 1</u>** *Understand why and how rules and laws are made and how they are enforced. Know* why different rules are needed for different situations and	**<u>Relationships 2</u>** *Bullying and discrimination. Recognising risky behaviours in relationships and how to get help).* Appropriate touch/greetings for different people.	**<u>Health and Wellbeing 2</u>** *Managing change including transition and puberty.* Know physical similarities and differences	**<u>Living in The Wider World 2</u>** *Understand how resources are allocated in different ways and how economic choices affect others.* Know why people may volunteer to do things for their community & the different contributions

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

			different religions. To talk/write about their opinions, and explain their views, on issues that affect themselves and society.			
World Beliefs	Bower Values **Tolerance Morals and rules** Look at moral and natural evils. Explore moral dilemmas and challenges. What are world views?	Who are **Hindus and Sikhs?** To explore the Hindu Holy Scriptures and why they are important to Hindus. Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma. To explore the festival of Holi and how it is celebrated.	**Buddhist's** beliefs To know what a pilgrimage is. To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death) To know that Buddha taught through stories known as The	What it means to be **Jewish** What were the ten plagues? Looking at key Jewish words and their definitions. To know how Passover, Shavuot and Sukkot are linked to pilgrimage.	**Muslims** and their traditions. To know that Muslims make pilgrimage to Mecca and why this is important. To know about the festivals of Dhu Al-Hijja and Al Hijra. To know about the festival of Eid-Ul-Adha and why it is important to Muslims.	The nature of **Christians** To know that there are different branches of Christianity. Looking at different beliefs and the differences with the main branches of Christianity. To know the people who lead worship in different branches of Christianity. Recognise that Christians make pilgrimage to The Holy land and to other holy sites.

			Jataka and how these help Buddhists today understand right and wrong.			
PE	**Gymnastics and Hockey** **Gymnastics (Counterbalance and Counter Tension)** The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their 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	**Dance and Tag-Rugby** **Dance (James Bond)** The unit of work will be based around the theme of James Bond. Pupils will have the opportunity to have their own inputs and ideas added into the dance and then listen to feedback from other peers and change routine based on feedback received. **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	**OAA and Netball** **OAA (Problem Solving and Orienteering)** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics. **Netball** The unit of work will develop	**Basketball and Handball** **Basketball** 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. **Handball** The unit of work will challenge pupils to apply their prior learning of	**Pickleball and Cricket** **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. **Cricket** Pupils will consolidate their knowledge, understanding and ability to effectively apply	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct 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

	the ball up the court, creating an attack that results in a shooting opportunity.	the defending team can prevent the attackers from scoring.	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.	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.	a range of fielding skills, batting skills and tactics into mini games.	ball to keep the batter's score low.

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

				NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.	**NC - use and understand staff 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	

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Squirrels Long Term Curriculum Plan 2022/23

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 Marvellous Me and Where I Belong	Term 2 Toy Story	Term 3 Frozen Planet	Term 4 Brave Explorers	Term 5 Emergency!	Term 6 Fantastic Creatures
Curriculum Intent	**Key Questions: How does my body help me? Where do I belong?** Pupils will be learning about what makes them unique. The focus will be on their interests but also their emotions and what they like/dislike. Our science focus will be 'the human body and senses'. As part of thinking about themselves they are also going to investigate the school and local area. How we communicate with each other and how this has changed over the years will also form part of the topic. Team building exercises will support learning as they learn to become	**Key Questions: Which are better -the toys my grandparents played with or the ones we have today?** Pupils will be learning about how toys have changed over the years. They will play with a range of different toys and evaluate them. The pupils will also investigate toys around the world, which will link to developing their awareness of the world we live. As part of their DT, they will make wheeled vehicles. Literacy will focus on stories that incorporate toys and will use the 'Toy Story films' and	**Key Questions: What are good ways of keeping warm? Where in the world are the coldest places?** Pupils will investigate places that are cold – the polar regions, the weather and the animals that live there including how they cope with the cold temperatures. As part of Science, they will investigate freezing and melting and materials that can help us keep warm. This will	**Key Questions: What are the names of some famous explorers and what did they discover? What can I discover in my local area?** Pupils will be learning about different explorers from history and modern day. They will be investigating the weather around the world and in their local area. Pupils will continue to work on their understanding of countries and continents of the world from the previous term,	**Key Questions: How can I stay safe? Who are the emergency services and how can they help me?** Pupils will focus on the importance of the emergency services, their role and how they are accessed. They will hopefully have a visit from the emergency services who will develop their understanding of how to stay safe. They will study states of matter in Science.	**Key Questions: What fantastic creatures live near me? What fantastic creatures might live in space?** Pupils will study a range of creatures from aliens to minibeasts. They will investigate a range of alien stories and create their own within art. Science will focus on minibeasts and their habitats and we will go exploring – pond dipping and minibeast hunting.

	part of team 'Super Squirrels'.	focus on special toys and objects. They will eventually form an opinion on the key question posed at the start of the topic. As the term progresses, the unit will change focus slightly to Christmas and Santa's workshop. We will write letters to Santa and develop concepts of sharing.	include sewing to create a hand warmer. Fine motor skills will be developed by drawing and creating snowflakes.	As part of our outdoor learning we will explore different local areas and think about the differences between them. The pupils will also investigate seasonal changes.	Within history, we will study 'The Great Fire of London' and how it could have been prevented. As part of Life Skills, we will focus on basic first aid.	The pupils will develop environmental awareness by thinking about how wildlife can be saved and not become extinct e.g. bees.
Curriculum Implementation						
Core Texts	**Literature:** The Squirrels who Squabbled – Rachel Bright Town Mouse and Country Mouse- Traditional Tale Incredible Me – **Class Reader:** The Exploding Life of Scarlett Fife – Maz	**Literature:** The Way Back Home – Short Film Literacy Shed The Lost Toy Museum by The Old Toy Room – Twinkl Original Toy Story Movies **Class Reader**: The Peculiar Toy Factory	**Literature** Leaf by Sarah Dieckman Hortense and the Shadow by Natalia and Lauren O'Hara Ice Boy by David Ezra Stein Santa's Workshop text **Class Reader:** The Polar Bear	**Literature** Journey - Aaron Becker Great Adventurers – Alistair Humphries Lost and Found – Oliver Jeffers. **Class Reader:** Explorer by Katherine Rundell	**Literature** You can't call an elephant in an emergency by Patricia Cleveland Peck The Baker's Boy and the Great Fire of London by Tom Bradman **Class Reader:** The Eighteenth	**Literature** Aliens in Underpants Here comes the Aliens – Colin McNaughton We're off to look for Aliens – Colin McNaughton **Class Reader**: Baby Aliens got my

			Explorers Club by Alex Bell.		Emergency – Betsy Byars.	Teacher by Pamela Butchart.
English	Making predictions Sequencing events Rhyming words Sharing opinions settings character Writing a diary entry Using 'and' Using capital letters, full stops and question marks Comprehension questions Developing spoken language skills Explore and play with language Composing a poem Pencil control	Capital letters, full stops Time connectives Understanding story structure Nouns Adjectives Sequencing of events Imperative verbs Following and Writing instructions. Setting description Character description Developing a recall and retrieval skills. Writing a list Letter formation	Basic punctuation to include question marks and exclamation marks. Fiction and non-fiction Non-Chronological reports. Noun phrases Simple conjunctions Exploring suffixes Sequence simple sentences Simple prediction Handwriting	Sequencing texts Prepositions Writing short narratives Simple inference Retell key stories Understanding new vocabulary Retrieval and basic inference. The alphabet and alphabetical order Labelling a picture – nouns and adjectives Handwriting	Non -fiction News reports Time connectives Prefix un- Using question words Use key vocabulary within writing Sequencing events Developing comprehension skills. Handwriting skills	Creating characters Writing simple sentences to form narratives. Using a range of basic punctuation. Developing comprehension skills. Handwriting skills

Maths	**Place Value/Addition and Subtraction/Data/ Position and Direction** Place value within 10 extending to within 20 Counting on or back Ordering Comparing numbers Addition and subtraction within 10 extending to 20	**Addition and Subtraction/Geometry** Understanding number bonds 2D and 3D Shape Pictograms	**Place Value/Addition and Subtraction** Addition and Subtraction to 20 Subtract by counting back Number bonds to 20 Place value to 50	**Measurement – length, volume** Compare lengths Compare heights Measure lengths Use a ruler Measure Mass and Capacity	**Multiplication and Division** **Fractions** Count in 2s, 5s, and 10s Make equal groups Make arrays Understand half and quarter	**Position and Direction** **Money** **Time** Describe turns and position Count to 100 Recognise coins Count in coins Before and after Tell the time to the hour
Science	**Animals including humans: (Biology)** Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies. How the eyes and ears work. Naming the different parts of the human body. **Working Scientifically** Asking simple questions and recognising that they can be answered in different ways	**Uses 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 particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching **Working Scientifically** Asking simple questions and	**Animals** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Understand carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. **Working Scientifically**	**Living Things – Plants** Identify and name a 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. **Working Scientifically**	**Changes of State** Use terms such as melting and freezing. Understand what happens when something gets hot. How can we stay safe? **Working Scientifically**	**Living things and their Habitats** Identify that most living things live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats Describe how animals obtain their food. **Working Scientifically** Asking simple questions and

		recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions	recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions

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

	To know that an aerial view means to look at something from above. To understand that maps tell us the location of different places. To describe location and where I live. To understand compass points can show direction. **History: Communication** To understand that there are a range of different ways we communicate now, as there were in the past. **Art: Children/Colour and Emotions.** To understand that art can tell us about people. To choose colours and brushes to complete a painting. To show understanding how artists use colour to express emotions.	To name and locate the continents of the world. To know some of the toys children play with in other countries. To compare toys from around the world with the ones we are used to. **History: Toys from the past** To develop awareness of past. To understand how toys have changed through time. **DT: Moving vehicles** Design purposeful, functional products Select the right tools for the task Explore and use mechanisms – wheels and axles.	To know where the polar regions are in the world. To explore the temperatures in these regions. To name some of the animals that live there and how they survive the cold. **History: The Ice Age** To know what the world was like during the Ice Age. To know some of the animals that existed. **DT: Materials - Sewing** Design purposeful and functional products. Select the right materials for the task.	To know some of the countries around the world. To know which countries are hot and cold. To understand some of the landscapes within these countries e.g. desert. **History: Explorers** To investigate some famous explorers and their journeys around the world. **Art: Art from around the world.** To develop an understanding of art from different locations around the world.	Giving simple directions **History: Emergency Services over time** How the emergency services have changed over the years. Comparing sources – now and in the past **DT: Junk Modelling** Make a city - fire created with tissue paper to represent Great Fire	**History: Unusual creatures from the past** To know that some creatures have become extinct over time e.g. Dodo **Art: Creating Aliens and Alien Landscapes** Bubble painting 3D models of Aliens

			Explore different materials			
Personal Development	**<u>Living in the wider world</u>** Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	**<u>Living in the wider world</u>** Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	**<u>Relationships</u>** 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	**<u>Health and Well Being</u>** 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	**<u>Relationships</u>** Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	**<u>Health and Well Being</u>** Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety
World Beliefs	What is a rule? What does "being British" mean? What are the British values and what do we do in my class to follow them? Who are my friends?	Introduce a Sikh way of life. Introduce being a Hindu. Learn how Hindu's and Sikh's celebrate the Diwali festival.	Introduce being a Buddhist. Learn to identify buddha and know why he is important to Buddhists. To know that Buddhist's regard a temple as a special place. Learn how Buddhists celebrate	Introduce being Jewish. Learn that Jews believe in one God. To know that Jew's worship in a Synagogue.	Introduce being a Muslim. To know that Muslim 's worship in a Mosque. To know that Muslims believe in one God in Islam – Allah identified in written form.	Introduce being a Christian. To know that Christians worship in a Church. To know that Christians believe in God the Father.

			the New Year in China.			
PE	**Gymnastics and Core Skills (Throwing and Catching)** **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. **Core Skills (Throwing and Catching)** The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents. Pupils will further extend their understanding of why we need to be accurate when we throw an object for someone to catch. Pupils will learn	**Gymnastics and Dance** **Gymnastics (Pathways)** 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 (Wild animals)** The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.	**Dodgeball and OAA** **Dodgeball** The unit of work will explore how to apply the principles 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 problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.	**Attack v Defence and Hockey** **Attack v Defence** The unit of work will challenge pupils 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.	**Athletics and Tennis** **Athletics** 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. **Tennis** The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we	**Athletics and Cricket** **Athletics** 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. **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

	what is required to catch successfully consistently.				throw/hit the ball on the court and be introduced to basic shot techniques.	score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.

Music	**African Drumming** - In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. Pupils will learn about the different striking techniques as well as the methods that are used to create rhythms (call and response, improvisation and combining ostinatos). Pupils will have the opportunity to create their own rhythmic ostinatos and will get to lead the group in call and response and rhythmic games. **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**	**Ocarinas/Seasonal Focus** - Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**	**BoomWhackers** - Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers. **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**	**Dragon Scales** - This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop there listening skills. Pupils will learn songs that use the pentatonic scale and will be contributing towards a whole class song based around dragons. Pupils will be writing melodic phrases using the pentatonic scale that will provide the melody for the song.	**The Jungle** - In these sessions will be looking at the jungle book. We will learn how to sing and play along to 'the Bare Necessities' and make our own jungle sound story combining jungle noises and jungle style music. We explore timbre, pitch, dynamics and texture and how we can use these to represent animals/the weather/jungle noises etc. Pupils will be exposed to listening, composing and performing tasks throughout the unit. **NC - Improvise and compose music for a range of purposes using the inter-related**	**Body Percussion** **-** This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion. **NC - use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.**

	a range of purposes using the inter-related dimensions of music.			**NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music.**	**dimensions of music.**	

Enrichment Opportunities	Trip to a post office Field trip to local areas	Victorian Toy Workshop at Maidstone Museum	Pitching a tent, warm clothes, hot chocolate	Explore a new place – field trip	Emergency Services visits either in school or offsite	Planetarium visit to school
Linked Provision	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time	Social skills/Team building games, Listening Skills, Sensory exploration, Mentor Time

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Satellite Year 3&4 Long Term Curriculum Plan 2022/23

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	**Anglo-Saxons and Scots**	**World Countries**	**Egyptians**	**Biomes**	**Vikings**	**The Railways**
Curriculum Intent "The Why"	To develop writing of a range of genres and integrating skills taught in English across the curriculum. To apply Place Value and Calculation knowledge to approach reasoning questions. To work scientifically to prove a prediction. To develop a deeper understanding of British and World History.	To develop their understanding that everyone has different views and opinions and these need to be respected. To develop their calculations and measurement skills to enable them to apply their new and existing knowledge to real life problems. To develop their scientific enquiry skills. To develop their understanding of the importance of	To develop the skills for using money, measurement and fractions to be able to apply them to the real world. To develop answering scientific questions through scientific evidence. Children to develop their understanding of how connections, contrasts and trends over time develop through history. Children to develop the skills for staying safe when using the internet.	Children to use the skills taught in standalone SPaG lessons within their writing to enhance the quality. To develop their observation skills through systematic and careful observations. To develop their understanding of the world around them through detailed research. Children to understand why rules and laws are important.	To develop skills of time, fractions and decimals to enable children to apply these to real life situations. Children to develop their mastery of art and design techniques. Understanding that being positive is good for them and develop their skills for dealing with negative thoughts.	Children to develop their understanding and knowledge of sound through scientific investigations. Children to further develop their understanding of British history. Children to understand that they should be proud of their achievements and understand that it is acceptable to get things wrong.

	Children to have aspirations and challenge themselves.	making good choices in life.				
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	Charlie and The Chocolate factory. Poetry Autumn is Here	Tradition tale with a twist – 3 Little Pigs	Prince of Egypt Egyptian Cinderella	The Dreaming	How To Train A Dragon	Harry Potter
English/ Literacy **NC Year 3/4** **PA Stage 2/3/4**	**<u>Writing pieces</u>** Invent a new chocolate bar. Instruction writing for making their new invented chocolate bar. Sale pitch for their new chocolate bar. Character descriptions. Setting descriptions. Children to continue the story.	**<u>Writing pieces</u>** Interview writing and role-play. Alternative ending for a traditional tale. Compare stories. Children to write diary entry in the role of the wolf. Children to write a formal letter in role. **Writing NC**	**<u>Writing pieces</u>** Children will be comparing stories. Making predictions. Children will be writing letters in role. Children will design wanted posters. Children will write character and setting descriptions. Children will invent their own plagues.	**<u>Writing pieces</u>** Character description writing. Setting description Children will be writing their own Aboriginal Myth. Children will design and write their own holiday brochure for a trip to Australia. **Writing NC**	**<u>Writing pieces</u>** Children to write a non-chronological report for a dragon that they have invented. Children to write instructions for either 'How to train a dragon' or 'How to trap a dragon'. Children to create an acrostic poem based on the name of their dragon.	**<u>Writing pieces</u>** Children will describe a character from Harry Potter. Children will write a setting description based on Harry Potter. Instruction writing – children will write instructions for potions. Children will design advertising posters for an event held at Hogwarts. Children will write a newspaper article based on a missing student.

	Children to plan and write a poem using their senses based on the poem 'Autumn is Here' **Writing NC** Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple	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 **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	Children will plan, write and edit their own story. **Writing NC** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 **Reading NC** Increasing their familiarity with a wide	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 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 Read aloud their own writing, to a group or the	Children to create a dragon shape poem that describes their invented dragon. Children to write a description of a Viking God or Goddess using descriptive vocabulary. Children to write a descriptive piece based on a setting from a Viking myth. Children to write a chronological report based on one of the Viking Gods or Goddesses. Children to write their own Viking myth using the features of the original myths. **Writing NC**	Children to write their own narrative using the Harry Potter genre. **Writing NC** Organising paragraphs around a theme In narratives, creating settings, characters and plot 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 for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions

	organisational devices Proof-read for spelling and punctuation errors **Reading NC** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	understanding and explaining the meaning of words in context. Handwriting NC Increase the legibility, consistency and quality of their handwriting	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 explaining the meaning of words in context.	whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Reading NC** Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally **Handwriting NC** Increase the legibility, consistency and quality of their handwriting	Organising paragraphs around a theme Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Extending the range of sentences 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, myths and legends, and	to express time and cause Using fronted adverbials Using commas after fronted adverbials **Reading NC** Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning **Handwriting** Increase the legibility, consistency and quality of their handwriting

					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 poetry	
Maths **NC Year 3/4** **PA Stage 3/4**	**Year 3** **<u>Place Value</u>** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order	Year 3 **<u>Calculations</u>** Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	**<u>Year 3</u>** **<u>Multiplication/Division</u>** Use written methods to calculate multiplication and division calculations. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n	**Year 3** **<u>Measure</u>** Measure in metres. Convert between cm and m. Compare, add, and subtract lengths. Work out the perimeter of a shape. **<u>Fractions</u>**	**<u>Year 3</u>** **<u>Fractions</u>** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with	**<u>Year 3</u>** **<u>Shape</u>** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of

	numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas **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 and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. **Year 4** **Measure**	objects are connected to m objects. **Money** Convert between pounds and pence. Add money using a formal written method. Subtract money using a formal written method. Find change from a given amount. **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 and pictograms and tables. **Year 4**	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. **Year 4** **Fractions and Decimals** Recognise and write decimal equivalents of any number of tenths or hundreds. Recognise and write decimal	small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve fractions. **Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with	a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Measure** Measure, compare, add and subtract mass. Measure, compare, add and subtract capacity. Read temperature. **Year 4** **Statistics** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information

	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. **Year 4** **<u>Place Value</u>** Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Convert between different units of measure [for example, kilometre to metre, hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. **<u>Multiplication and Division</u>** Recall multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally,	**<u>Multiplication/division</u>** Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **<u>Area</u>** Work out the area of a shape by counting the squares.	equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	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. **<u>Year 4</u>** **<u>Decimals</u>** Round decimals with 1 decimal place to the	presented in bar charts, pictograms, tables and other graphs. **<u>Shape</u>** Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.

	Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers	Compare area in shapes. **Fractions** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator.		nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places. Solve simple measure and money problems involving fractions and decimals to 2 decimal places. **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.	

	Calculations Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.				**Money** Estimate, compare and calculate different measures, including money	
Science **NC Year 3/4** **PA Stage 3/4**	**Animals Including Humans.** Investigate how the digestive system works. Identify the different parts of	**States of Matter Explain** Compare and group materials together, according to whether they are	**Electricity** Identify common appliances that run on electricity	**Scientists and Inventors** To identify changes related to scientific ideas by describing Marie Curie's research into x-rays. To	**Plants** Identify and describe the functions of different parts of flowering plants:	**Sound** Identify how sounds are made, associating some of them with something vibrating

	the digestive system. Explore the teeth and the functions of the different teeth. Explore the food chains for humans. **Working scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements	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 **Working scientifically** Asking relevant questions and using different types of scientific	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors **Working Scientifically**	identify that humans have skeletons for support, protection and movement by identifying and explaining the bones shown in x-rays. 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 rock by exploring William Smith's principle of fossil succession. To identify changes related to scientific ideas by	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 how they vary from plant to plant 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 seed dispersal **Working Scientifically**	Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying and

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

				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 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 **NC Year 4** **PA Stage 3/4**	**<u>Communication and e-safety</u>** To use search engines effectively and be discerning in evaluating digital content. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	**<u>How computers work</u>** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	**<u>Algorithms and programming</u>** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**<u>Data and Information</u>** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Data and Information</u>** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Algorithms and Programming</u>** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Satellite Year 5&6 Long Term Curriculum Plan 2022/23

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	**Greeks**	**Coasts and Rivers**	**WW2**	**Titanic**	**Crime and Punishment**	**America**
Curriculum Intent "The Why"	To apply Place Value and Calculation knowledge to approach reasoning questions. To develop the children's scientific language. To develop a deeper understanding of British and World History. Children to challenge themselves and set goals to achieve throughout the academic year.	To develop their calculations and measurement skills to enable them to apply their new and existing knowledge to real life problems. To develop children's ability to work as part of a group. To develop the skills for using an atlas, globe and Google maps. Children to develop their understanding of the role they play within society.	To develop writing of a range of genres and integrating skills taught in English across the curriculum. To develop children's ability to identify similarities and differences related to scientific ideas and processes. Develop their understanding of money and how budgeting is important.	To develop skills of time, fractions and decimals to enable children to apply these to real life situations. To develop children's gathering, recording, classifying and presenting data. Understand the importance of positive thinking and recognising and managing uncomfortable feelings.	Children will perform verses from 'The Highwayman' to develop their oral performance skills (focusing on the volume/tone/pitch). To develop a deeper understanding of British and World History. Children to develop an understanding democracy.	Children to use the skills taught in standalone SPaG lessons within their writing to enhance the quality. Children to recognise the impact of diet, exercise, drugs and lifestyle have on their bodies. Develop an awareness of hazards/dangers and how to keep themselves and others safe inside and outside the school environment.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Myth - Theseus and the Minotaur**	**Zoo**	**Letters from a Lighthouse – recount**	**I Was There…Titanic**	**Highway Man**	**The Fantastic Flying Books of Mr Morris Lessmore.**

English/ Literacy **NC Year 5/6** **PA Stage 3/4/5**	**Writing pieces** Pupils explore myths identifying the main characteristics. Role on the wall – explore the characters feelings and their personality. Plan a myth using the features identified. Write a myth using a plan. Edit and improve writing. Plan and write a non-chronological report based on the Minotaur. Research Ancient Greek timeline. Plan and write a detailed timeline for the Greeks. **Writing NC**	**Writing pieces** Pupils to debate if animals should be in a zoo. Pupils to plan, write, edit and improve a story based on book 'Zoo'. Instructions - How does a lighthouse work Pupils to research how a light house is designed and how it works. Pupils to plan instructions on how a light house works. Pupils to write a set of instructions explaining how a lighthouse works. Pupils to use diagrams and labels to explain	**Writing pieces** Letters from a Lighthouse Pupils to explore interview techniques. Pupils to plan, write, edit and improve a recount. Pupils to explore feelings of evacuee children. Rose Blanche Role play – freeze frame different points of the story. Pupils to think about how the character is feeling and their inner thoughts at each point. Pupils retell the story from another character's point of view. **Writing NC**	**Writing pieces** Titanic – Diary and letter Pupils to plan and write a diary entry in role. Pupils to plan and write a letter in role. Pupils to write a character description. Pupils to write a setting description. Non-Fiction Speech Plastic pollution Pupils to research the dangers of plastic pollution. Pupils to collect facts and statistics with regards to plastic.	**Writing pieces** Annotate the features of a narrative poem. Character description based on one of the main characters from The Highwayman. Plan a narrative poem. Write a narrative poem. Edit and improve poem. Postcards From Prison Explore postcards and identify the features. Plan a postcard in role.	**Writing pieces** The Fantastic Flying Books of Mr Morris Lessmore. Setting description of a cyclone. Plan a disaster narrative. Write a disaster narrative. The Present (animation) Pupils to explore animation. Pupils to use the animation stimuli as inspiration for a narrative. **Writing NC** In narratives, describing settings, characters and atmosphere and integrating dialogue to

	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 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 **Reading NC** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, non-	the parts of a lighthouse. Poetry Explore the poem The River. Pupils to plan their own river poem. Pupils to write their own poem based on the river. **Writing NC** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Organising paragraphs around a theme In narratives, creating settings, characters and plot	Proof-read for spelling and punctuation errors. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing. 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 **Reading NC** Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-	Pupils to plan, write, edit and improve a persuasive speech. **Writing NC** Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Reading NC**	Write a postcard using the features identified. **Writing NC** Proof-read for spelling and punctuation errors. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing. **Reading NC** Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	convey character and advance the action. Proof-read for spelling and punctuation errors. **Reading NC** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

	fiction and reference books or textbooks	In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors **Reading NC** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	fiction and reference books or textbooks. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Retrieve, record and present information from non-fiction.	Predicting what might happen from details stated and implied.	
Maths **NC Year 5/6** **PA Stage 5/6**	**Year 5** **<u>Place Value</u>** Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	**Year 5** **<u>Measure</u>** Calculate the perimeter of shapes. Calculate the area of shapes.	**Year 5** **<u>Multiplication/Division</u>** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	**Year 5** **<u>Fractions, Decimals and Percentages</u>** Read and write decimal numbers as fractions.	**Year 5** **<u>Decimals</u>** Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place	**Year 5** **<u>Shape</u>** Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the

	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Solve number problems and practical problems. Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. **Calculations**	**Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication	Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign. Solve problems involving multiplication and division, including scaling by simple	Recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a	Read, write, order, and compare numbers with up to 3 decimal places. Solve problems involving number up to 3 decimal places. **Shape** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles. Draw given angles, and measure them in degrees (°) Identify:	shape has not changed. **Measure** Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares),

	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics** Solve comparison, sum and difference	for two-digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. **Year 6** **Calculations** Identify common factors, common multiples, and prime numbers. Use their knowledge of the order of operations to carry out calculations	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 other and write mathematical statements > 1 as a mixed number. Add and subtract fractions with the	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 decimal notation to up to 3 decimal places.	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** Interpret and construct pie	including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm^3 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. **Year 6** **Investigations** Using the learning from Key Stage 2

	problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Year 6** **Place Value** Read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across 0 Solve number and practical problems	involving the 4 operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication, and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Fractions** Use common factors to simplify fractions; use	same denominator, and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. **Year 6** **Decimals and Percentages** Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers	Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate, and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units.	charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. **Shape** Describe positions on the full coordinate grid (all 4 quadrants) Draw and translate simple shapes on the coordinate plane and reflect them in the axes. Consolidation of previous learning.	children apply their knowledge to a range of investigations.

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

	interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.	Recognise, describe, and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Find pairs of numbers that satisfy an equation with 2 unknowns. Enumerate possibilities of combinations of 2 variables.	sharing and grouping using knowledge of fractions and multiples.		

Science **NC Year 5/6** **PA Stage** **3/4/5/6**	**Year 5/6** **Forces and magnets** Explain that unsupported objects fall towards the 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 surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Working scientifically** Asking relevant questions and using different types of	**Year 5/6** **Germs and Organisms** Recall different types of microbes. Understand where microbes are found. Understand what the cause of mould on food is Investigate yeast. Explain why decay caused by micro-organisms is useful **Working scientifically** Asking relevant questions and using different types of scientific enquiries to answer them	**Year 5/6** **Light** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the	**Year 5/6** **Living Things and Their Habitats** To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. To describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants. To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats. To describe the life process of reproduction in	**Year 5/6** **Animals Including Humans** To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work. To describe the ways in which nutrients and water are transported within animals, including humans	**Year 5/6** **Scientists and Inventors** To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of Stephen Hawking and his findings on black holes To give reasons for classifying plants and animals based on specific characteristics in the context of Libbie Hyman's work on classifying vertebrates and invertebrates. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function in the context of exploring Marie

	scientific enquiries to answer them 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	To work as part of a group to solve a scientific investigation. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs.	objects that cast them. **Working Scientifically** Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	some plants and animals by describing sexual reproduction in mammals. To describe the differences in the life cycles of an amphibian and an insect **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Using results to draw simple conclusions, make	To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.	Maynard Daly's findings on diet and heart-health. To record data using scatter graphs in the context of Fleming's discovery of penicillin To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of Mary Leakey's fossil findings in the Olduvai Gorge. To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood in the context of finding out about Dr Daniel Hale Williams, then labelling the parts and functions

				predictions for new values, suggest improvements and raise further questions	To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs.	of the circulatory system.
Computing **NC Year 3/4** **PA Stage 3/4**	**<u>Communication and e-safety</u>** To use search engines effectively and be discerning in evaluating digital content. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	**<u>How computers work</u>** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.	**<u>Algorithms and programming</u>** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	**<u>Data and Information</u>** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Data and Information</u>** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**<u>Algorithms and Programming</u>** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 7 Long Term Curriculum Plan 2022/23

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

	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. **Enrichment Opportunities** Cross-curricular links to Geography and PSHE	using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: Pompeii by William Dix (1848). *Lyrics from Pompeii by Bastille included within MTP. **Enrichment Opportunities** Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design. VR trip to Pompeii.	**Writing:** imaginative writing; non-narrative forms such as formal 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. **Enrichment Opportunities** Cross-curricular links to Geography/History Potential visit to Shackleton Exhibition VR trip to Antarctic	**Writing:** imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Clown Punk' by S. Armitage. **Enrichment Opportunities** Porchlight Visit Bali Rai (author visit) Cross curricular link to PSHE	making critical comparisons (Anne Frank diary extracts). **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. **Enrichment Opportunities** Cross curricular link to History. VR opportunities	structure; making critical comparisons. **Writing:** writing for purpose (to describe, to narrate, to inform, to 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. **Enrichment Opportunities** See Term 5 enrichment opportunities for text.

Maths **Content (skills and knowledge)** **Majority will be working within NC Years: 3 – 5** **PA Stages: 3 – 5**	**Base 10 Numbers** Saying reading, writing, 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	**Add & Subtract** 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.	**Scales & Symbols** 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.	**Meaning of Multiplication** 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,	**Understanding Fractions** 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	**Numbers in Geometry & Measure** 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.

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

	of equipment and scientific skills **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.	number. It looks at neutralisation reactions 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.	central focus for learning is the human reproductive system and sexual reproduction in humans. **Atoms and Elements (7H)** This unit introduces ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements, and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.	behaves in series and parallel circuits, and at voltage and resistance. Various models for thinking about what is happening in circuits are explored, and the unit concludes by looking at how we use electricity safely **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.	extends students' knowledge of friction, 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.	This includes the impact of human activity and 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

P.E. **This is an overview of the PE programme of study but there may be small variations on the timing of each topic**	**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 circuits developing their own fitness. **Handball** Pupils will consistently apply effective passes, applying decision	**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. **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** 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** 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. **Tag-Rugby** The unit of work will challenge pupils to apply their prior	**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. **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. **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** 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** 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. **Athletics** The unit will build on and embed previous skills learnt in a	**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. **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 techniques and apply them in competitive games.

	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. **Hockey** The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.		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.	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).	
Drama **Content (skills and knowledge)**	**Introduction to Drama** To develop pupils' confidence in Drama allowing for opportunities to work imaginatively alone, in	**Movement** To begin to develop pupils' ability to use movement within a dramatic performance.	**Taking on a Character** To begin to recognise the need for context to emotion in order to portray believable characters. Pupils use Superheroes to	**Script Writing** To develop 'scenes' through dramatic performances and script writing.	**Exploring Emotion** To develop the use of emotion in their performances. Pupils will link previous taught skills to develop their	**The Theatre – The Bigger Picture** To develop an understanding of the history of the theatre.

NC Year KS3 BGS Drama Framework Stage 2 - 3	pairs, in groups and as a whole class. Pupils will begin to create and perform short pieces of drama and sometimes make basic comments on the quality of other people's performances. Pupils will look at key dramatic techniques including: Mime, freeze frames, tableau	Pupils will use short pre-prepared scripted pieces in order to develop their use of movement. Pupils will begin to use their bodies to create a character. Pupils will work in small groups and begin to listen to the ideas of others. Pupils will begin to develop physical control and recognise the importance of, gesture, 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.	develop and build characters and learn to incorporate them into short, improvised performances. Pupils will learn short scripts and develop their use of body language in their work. Pupils will begin to gain confidence when 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.	Pupils will have opportunities to create performances of their own. Pupils will begin to understand the features of a script and work with pre prepared scripts and begin to develop their ability to write their own scripts. Pupils will show awareness of the audience and begin to perform towards the audience. Pupils will begin to evaluate each-others work by picking out good parts and suggesting improvements.	portrayal of different emotions through short dramatic performances. Pupils will begin to explore ideas and feelings sensitively. Pupils will begin to link skills previously taught. Pupils will develop their skills in building characters 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.	Pupils will analyse the roles and responsibilities within the theatre including, lighting, stage management, set designer, director, costume designer.

Enrichment Opportunities	**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	**SMSC** 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	**SMSC** Developing an understanding of the wider picture of theatre outside of acting. To look at job roles within the theatre. Drama Club
D and T	Acrylic tablet/phone holder • Machine safety • Machine input • Timber types • Key words • CAD-CAM • Acrylic gadget holder project • Extension task: • Timber time piece project • Assessment 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-based projects		Joining techniques • Isometric drawing • Wood joints-joining techniques • Key words • CAD-CAM • Money box project • Assessment A timber-based project forms the basis of learning. Wood joints-joining techniques are used alongside drawing techniques in order realise design intention		Corporate Identity • Rendering-tone-shade • Perspective • Key words • Corporate identity project • Nets-surface developments • CAD-CAM • Assessment Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit	

PSHE (skills and knowledge) **NC Year 5-7** **PA Stage 2-4**	**Health and Wellbeing** Transition to secondary school Diet, exercise and making healthy choices. Managing the challenges of moving to secondary school Identifying and expressing emotions in a constructive way. Recognising healthy options for wellbeing **Enrichment Opportunities** Macmillan Coffee Morning Cake Sale	**Living in the Wider World** Introduction to careers Challenging career stereotypes and raising aspirations Identifying a broad range of careers and the abilities and qualities required. Challenging common career stereotypes and identifying future aspirations.	**Relationships** Managing puberty and personal hygiene How to manage physical and emotional changes during puberty Understanding personal hygiene. How to recognise and respond to inappropriate and unwanted contact and how to access help and support.	**Living in the Wider World** Independent living focussing on money management Recognition of coins and notes. Saving, spending and budgeting. Online gaming transactions. **Enrichment Opportunities** Santander Workshop	**Health and Wellbeing** Personal and road safety and the role of the emergency services Personal safety strategies and travel safety, e.g. road, rail and water. Responding in an emergency situation and basic first aid. **Enrichment Opportunities** PCSO workshop	**Relationships** Introduction to relationships and sexual health education Relationships: families, romance and friendship. Recognising different families. How to establish and manage friendships. Recognising qualities and behaviours relating to different types of positive relationships.
Music	**Musical Futures: Classroom Groove** *- Contemporary* - This unit is based around resources obtained from the Musical Futures ideology. Pupils will build grooves around contemporary pieces of	**British Folk Tradition/ Seasonal Focus** *- World Music* - Pupils will explore the folk traditions of Great Britain from storytelling and murder ballads to community tune sessions. Pupils will learn songs and instrumentals	**Film Music** *- Music Tech* - This unit on Film Music allows pupils to use music technology to create music to fit a film clip. Pupils will explore how the inter-related dimensions of music can be used to	**Music from the Indian Subcontinent** *- World Music* - This unit allows pupils the opportunity to experience an often-unfamiliar sound world through listening,	**Theme and Variation** *- Classical* - This unit is focussed around the development and extension of musical ideas using the inter-related dimensions of music. Pupils will learn and perform	**Samba** *- World Music* - Pupils will develop understanding of rhythm through collaborative rhythmic games as well as whole class and group practice and performance of percussive Samba music.

	music which will eventually lead to them applying the skills learned into their own composition/ improvised performance. This unit introduces pupils to using scales and modes in a very accessible form. **NC - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.**	from across the regions. Towards the end of the unit we will look at traditional, secular Christmas Carols with a view to perform. **NC - develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions** **Enrichment Opportunities** CC link with history/geography (UK)	reflect movement, mood and emotion. They will learn about the work of foley artists and apply that knowledge to a final piece where they will combine sound effects and music to accompany a film clip using the iPads. **NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence. Identify and use the inter-related dimensions of music expressively and with increasing Sophistication** **Enrichment Opportunities** A range of accessible technology used to help compose and	performance, improvisation and composition. Pupils will sing chants and songs from Indian Culture, start utilising and understanding terminology synonymous with the genre. Pupils will utilise different modes and scales to help them produce their own authentic sounding improvisations and compositions. **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 inter-related dimensions of music expressively and with increasing**	well-known contemporary melodies and variations upon these melodies before composing their own variations of these themes. In groups pupils will work towards composing variations to suit the different scenes in a video game. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.**	Pupils will develop composing and improvising skills by creating their own Samba music in groups. **NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.** **Enrichment Opportunities** Performance at BGStival Use of genuine instruments used in this style of music.

			perform electronic music.	**sophistication, including use of tonalities, different types of scales and other musical devices.** **Enrichment Opportunities** Use of genuine instruments used in this style of music. CC link with geography (India/Asia)		
Computing	**Using Computers safely 5 – E-Safety, Health and Safety** **Overview:** Pupils will recap the guidelines for being safe online, and how to use technology safely and responsibly. They will learn how to report concerns and how to keep their information safe by creating safe passwords.	**Hardware & Software 3 / Presentation 3 – Advanced Presentations on Hardware and Software** **Overview:** Pupils will learn about hardware and software, and the components that make up a computer system - how they communicate with one another and with other systems. Pupils will create presentations	**Image editing 1 –Pixlr** **Overview:** Pupils will investigate how images can be manipulated using computers. Pupils will learn a number of simple images editing techniques to create their own manipulated images. Through a project they will design and	**Programming 5 – Kodu** **Overview:** Pupils will learn programming concepts through using Kodu, a 3D modular programming environment. Pupils will discreetly learn about the sequencing and repetition of	**Audio 2 - Podcasting** **Overview:** Pupils will learn the skills to create an audio podcast. Pupils will Investigate ways they can capture audio, using a voice recorder. They will learn skills to import/export audio, how to use software to manipulate and change it.	**Animation 3 – Pivot** **Overview:** Creating 2D stop frame animations using digital methods, incorporating content created on other applications and devices. Pupils will learn about stop frame animation and how it can be achieved using computers. They will investigate techniques to

	Pupils will investigate how we can make sure that the information they find online is reliable and trustworthy. Pupils will look at how to work safely in a computer suite and how to manage their files and folders. **Link to National** Curriculum: Using technology safely	about this, incorporating taught advanced features of PowerPoint. Advanced presentation skills taught: Hyperlinks and Hotspots. Master Pages Layout & white space **Link to National Curriculum:** Hardware & Software Components in a Computer System and how they communicate with one another	repurpose manipulated graphics for a given purpose. During the unit they will Investigate different image file types and how they are different. **Link to National Curriculum:** Create. Reuse, revise and re-purpose digital artefacts for a given audience with attention to trustworthiness, design and usability.	instructions, the use of conditions, methods and user input in programming and how to do simple debugging. Through an end of unit project, pupils will design a game and create it using Kodu through object-oriented programming. **Link to National Curriculum:** Design and develop modular programs	Pupils will create a script for their own podcast. They will use software to edit and build a podcast using audio clips that they have captured. **Link to National Curriculum:** Creative projects that involve combining the use of different applications across different devices. **Enrichment Opportunities** Podcast on school related topic e.g. a transition podcast, informing the new Year 7 can expect	make 2D animations feel more 3D. Pupils will plan and create their own stop frame animation to meet a given purpose. As part of this they will look at storyboards and why they are useful in the planning process. **Link to National Curriculum:** Creative projects that involve combining the use of different applications across different devices.
Art	**Colour Theory – Sweets and Cakes.** Experience some of the main elements of Art (tone and colour) understanding how to	**Typography and Pattern** Investigate typography and exploring how it can be used within art culture looking at a	**Natural Form** Explore and experiment with observational drawing developing a stronger understanding of key	**Formal Elements** To gain a better understanding of the Elements of Art.	**Self-portraits** Develop accurate proportions and scale through self-portraiture. They will build on their	**Bugs** Pupils will explore the theme of Bugs through a mixture of mediums and techniques both 3D and 2D. Practicing their

	make primary, secondary and tertiary colours as well as complementary and harmonious colours through teaching a variety of paint-based skills and looking at a variety of artists' works	variety of different artists. To develop their understanding of Pattern and explore different techniques and materials to create their own.	formal elements in art (tone and form) looking at artist Georgia O'Keefe. To help pupils develop their understanding of texture and how to apply texture to their work.	To develop your skills - by completing a series of tasks investigating different elements of art. Finally, to have produced 3 final outcomes…… a tonal sketch, painting and Showcase Piece all showing a good knowledge of the elements.	knowledge of form and tone and explore different techniques to locate and draw the different features of their faces.	planning and designing skills.
Enrichment Opportunities	Exploration of colour.	Designing posters and banners. Familiar patterns	Trip to the Beach	Extra-curricular links to music and English looking at Art language and composition.	Links to self-image and identity.	Links to the outdoors and D&T creating 3D pieces.
Cooking	Learning about Kitchen Health and safety.	Learning about Kitchen Health and safety.	Learning basic cooking skills.	Learning basic cooking skills.	Understanding Kitchen hygiene.	Understanding Kitchen hygiene.
Global Learning	**Skills, skills, skills! (Geographical)** NC: **Locational Knowledge** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps	**Skills, skills, skills! (Historical)** NC: understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments	**Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"** NC: **Place Knowledge** understand geographical	**A Frenchman's home is an Englishman's castle** NC: the development of Church, state and society in Medieval Britain 1066-1509 – Norman Conquest	**Time flies…A history of fun!** NC the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from	**What's on? The Geography of Sport** **NC:** : **Locational Knowledge** extend their locational knowledge **Geographical skills** build on their knowledge of globes, maps and

	Geographical skills build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs **Objectives:** To understand what a map is and what they are used for To be able to use an atlas to locate countries To be able to recognise a variety of world flags To be able locate features on a map/ atlas using longitude and latitude and grid references To identify features on a map using a key	and interpretations of the past have been constructed 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. 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 To be able to order events on a timeline To be able to recognise an anachronism To understand the difference between a	similarities, differences and links between places through the study of human and physical geography of the UK/ Kent **Human and physical geography** population and urbanisation **Objectives:** To develop map/ atlas/skills To recognise patterns in population To identify key physical and human features of the UK	a local history studies 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, Objectives: To describe Britain before 1066To demonstrate knowledge of the impact of invasion To investigate Anglo-Saxon Britain To explain how the Normans came to the throne To explain the impact of the Normans To evaluate the success and failures of battles To describe the problems faced by	before 1066/ the development of Church, state and society in Britain 1509-1745: society, economy and culture across the period 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, Objectives: To understand how society has changed over time by studying what people did for fun during a variety of time periods to compare and contrast the changes to society over time to interpret a variety of sources of information to carry out an historical	atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom use Geographical Information Systems (GIS) to view, analyse and interpret places and data **Human and physical geography** population and urbanisation **Objectives:** To map sports locations To expand geographical vocabulary To identify the benefits of sport to a place To identify the negative impact of sports development on an area To evaluate the effect of regeneration To understand the globalisation of sport To consider sports' effect around the world To make a link between sport and economics

		primary and secondary source To be able to judge the value of a source		William the Conqueror To understand key events in Kent's history To link Kent's history to UK history To identify different castle types To explain how castle sites were chosen to justify castle design **Enrichment Opportunities** Battle Abbey visit Rochester Castle	enquiry into entertainment through the ages to explain how and why there are contrasting experiences of the past for both the rich and poor to learn about the influence of ancient and medieval societies on modern day Britain	

Bower Grove School
Together we Inspire & Achieve

Year 8 Long Term Curriculum Plan 2022/23

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
English **Content (skills and knowledge)** **NC KS3 PA Stage 2-5**	**Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black** Contemporary fiction – fantasy theme prose. **KS3 National Curriculum links:** **Reading:** reading a wide range of fiction (different genre/ form); contemporary literature; learning new vocabulary; making inferences and referring to the text; studying setting, plot and characterisation, linked to effect; analysing figurative language. **Writing:** formal expository; imaginative writing; narrative and non-narrative writing (letters/	**A Christmas Carol: Charles Dickens** Seminal world literature/ author; classic ghost story. **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.	**Myths and Legends** Fiction – short stories from around the world (UK, Greek, Nordic, African, North American). **KS3 National Curriculum links:** **Reading:** pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer's purpose; retrieval of evidence; understanding language; studying plot, setting and characterisation.	**Discussion and Debate -Spoken Language Unit** Spoken Language Unit – non-fiction stimulus. Individual presentation focus. **KS3 National Curriculum links:** **Spoken Language:** using Standard English; communicating in formal/ informal contexts; in-class discussion and debate; giving short speeches and presentations; expressing own ideas and views; speaking with relevance and concision;	**Skellig: David Almond** Contemporary prose – fantasy/ drama genre. **KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – fantasy); learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation. **Writing:** imaginative writing; non-narrative forms; summary/	**Completion of Skellig Term 5** **AQA English Language Year 8 Assessment unit** Summative assessment unit, following the AQA English Language pathway. **KS3 National Curriculum links:** **Reading:** read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing

	diaries); applying new knowledge (of grammar, vocabulary, text structure); planning, drafting and editing; amending vocabulary and grammar to improve coherence and effect; extending KS1/2 grammar appendices. **Poetry Link**: writing 'What am I?' riddles – creative writing task. **Enrichment Opportunities** Film – The Greatest Showman Cross curricular links - history	**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. **Enrichment Opportunities** Potential theatre trip and Dicken's trip to Rochester for context. Cross curricular link – Victorian	**Writing:** formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'The Lady of Shallot' by A. Tennyson. **Enrichment Opportunities** Cross curricular links – Global Learning – cultural Trips to explore local myths	participating in structured talks; summarising verbally; building on other's contributions; notes for talks and presentations; recognising the difference between the written and spoken word. **Poetry Link**: 'A Case of Murder' by V. Scannell. **Enrichment Opportunities** Cross curricular links – Geography, history Environmental issues Debate Club Links to the School Council	precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. Alternative text for lower ability: The Savage by David Almond. Same descriptors apply as above for main unit. **Poetry Link**: 'The Angel' or 'London' by W. Blake. **Enrichment Opportunities** Cross curricular links – RE, PSHE, Cooking – Chinese Food	figurative language and text structure; making critical comparisons. **Writing:** writing for purpose (to describe, to narrate, to inform, to 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. **Enrichment Opportunities** See Term 5 enrichment

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

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

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

This is an overview of the PE programme of study but there be small variations on the timing of each topic	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. **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. **Hockey** 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.	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. **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**	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. **Tag-Rugby** 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	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	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. **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 **Badminton** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game	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 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.

		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. **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	them when necessary.	focused circuits enhancing their own fitness. **Netball** 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.	situation. Pupils will apply their learning in singles and doubles games.	Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations. **Tennis/Pickleball** 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 techniques and apply them in competitive games.
Drama **Content (skills and knowledge)** **NC Year KS3**	**Story Telling** To further develop key drama skills with a specific emphasis on body language/physical theatre.	**Body Language/Gesture** To further develop key drama skills with a specific emphasis on body language.	**Use of Voice** To equip pupils with the tools to use, manipulate and change their voice to perform	**Physical Theatre** To begin to explore physical theatre using pupils' bodies to portray characters and	**Tension** To explore through different stimuli how tension is created on stage by actors for an audience.	**Theatre in Education** To explore TIE as a genre and come up with their own TIE Performance.

BGS Drama Framework Stage 3-4	Pupils will continue to develop skills such as script writing, improvisation, use of voice and emotion to portray characters. Pupils will explore a range of classic myths and stories and use these as a basis for their work. Pupils will begin to offer ideas during group work. Pupils will create characters and use voice, movement and gesture. **Enrichment Opportunities** **SMSC** To explore stories and myths from other cultures and to develop group skills Drama Club	Pupils will develop an understanding of how to use their bodies to create different forms and to portray different characters and emotions through scripted and improvised scenes. Pupils will explore characterisation with a focus on movement and gesture. Pupils will begin to hold the attention of the audience when performing. Pieces of work will have a beginning, middle and end. **Enrichment Opportunities** **SMSC** Developing imagination and exploring ways of organising presenting ideas.	characters with more depth. Pupils will learn to use their voice in different ways for dramatic effect. Pupils will use their voice to portray different characters and emotions through a range of scripted activities. Pupils will develop skills in using their voice to create a range of characters. Pupils will discuss what was good about a performance and give constructive feedback to others. **Enrichment Opportunities** **SMSC** Use of voice in situations pupils may find themselves in.	forms based on 'The Wild One'. Pupils will work in small and whole class groups to develop team work in order to create a whole class performance. Pupils will develop communication skills and be given opportunities to evaluate performance and suggest improvements. Pupils will create a whole class piece that has a clear beginning, middle and end. Pupils will begin to show awareness of the audience when performing. **Enrichment Opportunities** **SMSC**	Pupils will work through a range of activities designed to explore how tension is used in theatre and film. Pupils will explore the use of sound to create tension. Pupils will develop scripts of their own using tension at relevant points through use of voice, emotion and sound. Pupils will look at stage directions to effectively add tension in script writing. Pupils will begin to make comparisons between their own work and the work of others. **Enrichment Opportunities** **SMSC** Group work.	Pupils will develop a theatre machine based on the manufacture of cigarettes, thus developing their use of physical theatre and movement. Pupils will develop a whole class piece of theatre based on the journey of a cigarette from manufacture to the dangers. Pupils will look at a range of social issues and incorporate these into performances. Pupils will create a whole class piece that has a clear beginning, middle and end. Pupils will begin to show awareness of the audience when performing. **Enrichment Opportunities** **SMSC**

		Exploring emotions and how we can use body language to convey meaning. Drama Club Xmas Performance	Develop different ways of communicating effectively based on situations. Drama Club	To develop an understanding of how non verbal communication can have an impact on how we present ourselves Drama Club Easter Performance	Exploring situations. Exploring emotions of characters and the audience. Drama Club	Understanding the dangers of smoking. Group work. Working with and for different age groups. Drama Club
D and T	Christmas Decoration • Systems and control-(xmas) flashing light project • Wood joints • Systems and Control Input-process-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	Systems & Control • LED/buzzer hand steady project • System & Control components • Electrical inputs • Key words • CAD-CAM • Oil & plastic knowledge • Assessment Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners	House Design • TMA-user-logo generation • House development • Surface development • 1-2pt perspective • Rendering techniques • Assessment Graphical content and skills are developed within a	Trophy • Trophy project-mixed media • CAD-CAM • Rendering techniques • Assessment A mixed media-based project forms the basis of learning. Timber-Polymers-Smart materials. Metals-alloys-joining techniques are used alongside drawing techniques in order realise design intention	Egg drop competition • Surface developments • Structures • Picture frames • Spaghetti bridge team comp • Assessment Team building exercise with nets-structures are at the core of the learning. Learners to work in groups and produce outcomes which gain knowledge into	Utility Holder • Controller holder-headphone holder-mug stand-their choice of given units-mixed media • Production techniques-mass-batch-con-J.I.T • CAD-CAM-milling-3D printer • Assessment Learners build upon their knowledge

	flashing LED xmas/optional light	develop a led/buzzer hand steady game	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		forces-motion-structures and how to listen and work a s a team	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
PSHE Citizenship	**Health and Wellbeing** Recognising role models and managing peer influence 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.	**Living in the Wider World** Rights and responsibilities in the community Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying, harassment how to respond and how to support others.	**Relationships** Online safety and digital literacy 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 sexting.	**Health and Wellbeing** Physical and mental health and wellbeing, including body image, diet and exercise Recognising attitudes towards mental health Challenging myths and stigma. Strategies for daily wellbeing and how to manage emotions	**Relationships** Introduction to sexuality and consent Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing consent.	**Living in the Wider World** Human rights and justice, democracy and politics Recognising basic human rights and differentiating between want and need. Understanding of how the British political system works and the processes involved.

		Enrichment Opportunities Kent Association for the Blind Workshop				
Music	**4 Chord Songs** - *Contemporary* - For this unit pupils will be exploring the infamous 4 chord trick. They will learn medleys of songs that are based around this chord progression. Pupils will then begin to look at lyric writing with the ultimate goal of writing a 4 chord song. To achieve this pupils will also be 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,**	**Musicals/ Seasonal Focus** - *Classical & Contemporary* - The aim of this unit is to introduce pupils to musical theatre, the skills needed to be part of a production and to develop our singing and performance skills. Pupils will be learning and analysing songs from musicals and will take a closer look at the 'The Lion King the Musical' as well as the more modern 'The Greatest Showman' and 'Hamilton'.	**Introduction Into Sequencing** - *Music Technology* - Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top producers around the world opens up new opportunities for composition and experimentation. 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,	**Music from the Caribbean** - *World Music* - Pupils will listen to and appraise a range of music from the Caribbean including Calypso, Soca and Reggae. They will learn and perform well-known pieces of music inspired by the music of the Caribbean before they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the inter-related dimensions of music give this	**Gamelan** - *World Music* - In this unit pupils will be immersed in the sound world of the music from the Indonesian islands of Java and Bali. They will perform and compose along to a traditional Indonesian puppet show utilising scales and techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces.	**Pachelbel's Canon** - *Classical* - This famous piece of classical music has inspired composers since its composition from punk rock to gangsta rap and 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

	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.** **Enrichment Opportunities** A range of accessible technology used to help compose and perform electronic music.	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 listen, and its history.** **Enrichment Opportunities** CC link with geography (Caribbean/N&S Americas)	**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 inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices** **Enrichment Opportunities** CC link with geography (Indonesia/Asia)	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.**
Computing	**Using Computers safely 6** **Overview:** Pupils will further learn about how to stay safe	**Algorithms 2 - Thinking like a computer scientist 1** **Overview:**	**Video Editing 2** **Overview:** Pupils will learn about how to make	**Programming 6** **Overview:** Pupils will learn how abstraction,	**Data 4 – Spreadsheets** **Overview:**	**Hardware and Software 3 - Computer Instructions, Binary, Logic**

	online and how to report concerns. They will look at how to work safely in a computer environment, learning about posture and health and safety issues in a computer environment. Pupils will investigate the use of email and how to do so productively and correctly, including the use of email etiquette. They will look at potential issues around emails and electronic communication and how to use safely. Finally, they will learn how to recognise and deal with cyberbullying Who to talk to if you suspect someone is being cyberbullied. **Link to National Curriculum:** Using technology safely respectfully, responsibly and securely, recognise inappropriate content, contact and conduct and	Pupils will look at abstraction and decomposing problems into smaller ones to solve easier and why these are important for problem solving in programming. They will design, use and evaluate computational abstractions that model real world problems and physical systems. They will learn how to recognise patterns in order to streamline algorithms. **Link to National Curriculum:** Algorithms that reflect computational thinking	different audio and visual content and how to combine these elements into a video sequence, editing them to meet a given purpose and audience. Pupils will be taught how to use different methods of film capture (still, video, screen capture) and audio capture using different devices and software. They will be taught how to sequence content captured and edit using Adobe Premier Rush. Pupils will be tasked with creating a short promotional video about the different ways that ICT is used within school, which will	algorithms and coding, work together in programming. They will use block programming and be introduced to a textual programming language for learning programming principles and for problems pupils are required to solve. The unit will directly include basic coding principles that pupils have discreetly learnt before. They will use variables, sequences, iteration and conditionals in tasks. Through these they will learn what they are and what they are used for in programming. Pupils will also learn that	This unit builds on previous knowledge of data and learning about how spreadsheets can be used to manipulate and present different types of data. Pupils will cover the collection of data, how to enter basic data into spreadsheets and what type of data can be used. They will look at formatting and manipulating data to make it more presentable. Pupils will cover modelling, using functions and formulas to perform calculations on collected data. They will look at analysing data and its presentation.	**Overview:** Pupils will learn how different types of hardware and software work together to create a computer system. They will learn how instructions are stored and executed with a computer system through specific BBC Micro:Bit projects. Pupils will be introduced to binary and taught how to carry out simple operations on binary numbers using BBC Micro:Bits. They will learn how data (text, sounds and pictures) can be represented and changed digitally, in the form of binary digits.

	know how to report concerns.		see them using the skills taught. **Link to National Curriculum:** Undertake creative projects that involve the selecting, using and combining multiple applications across a range of devices	bugs are errors in code, how to find and fix them. **Link to National Curriculum:** Programming languages	**Link to National Curriculum:** Creative project including the collecting and analysing data	Through the use of BBC Micro:Bits pupils will learn some simple Boolean logic used in circuits. **Link to National Curriculum:** Understand simple Boolean Logic Understand how instructions are stored and executed Binary numbers
Art	**Crazy Creatures** To consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques.	**Crazy Creatures continued** To continue to consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques. To draw on information	**Pop Art** An exploration into the art movement "Pop Art" researching Key artists including Roy Lichtenstein and developing works influenced by Lichtenstein using a variety of different materials and imagery to create	**Op Art** An exploration into Op art and Optical illusions. Exploring a variety of artists and recapping colour theory linking back to primary, secondary and tertiary colours as well as complementary and harmonious colours	**Kandinsky- Art and Music** A deeper exploration to different art materials experimenting with the way they can use different materials to create different effects and linking art and music together to	**Pointillism** Look at the work of Seurat and investigate pointillism, experimenting with ways of applying dots and mixing colour. Experience some of the main elements of Art (tone and form) and

		from last term and to independently create own final outcome based on findings.	their own comic books	through teaching a variety of paint-based skills and looking at a variety of artists' works	create Kandinsky inspired pieces on music they have created.	investigate how it can be implied through pointillism.
Enrichment Opportunities	Links to History and learning about Myths.	Links to History and learning about Myths. Creative writing.	Links to popular culture and recognisable food packaging.	Virtual reality optical illusion. Use of Mirrors.	Extra-curricular link with Music creating their own compositions to listen to when creating their final piece.	Cultural link to African art and Tribal art.
Cooking	Learning to use Electrical appliances.	Learning to use Electrical appliances.	Learning how cook savoury food.	Learning how cook savoury food.	Revisiting and improving basic skills.	Revisiting and improving basic skills.
Global Learning	**We plough the fields and scatter** The Agricultural Revolution NC: the development of Church, state and society in Britain 1509-1745 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections,	**We plough the fields and scatter** Weather and climate NC: **Human and physical geography** understand, the key processes in physical geography relating to weather and climate, human geography relating to economic activity in the	**Age of Empire** The Industrial Revolution, Colonisation and Slavery NC: Ideas, political power, industry and empire: Britain, 1745-1901: Britain as the first industrial nation – the impact on society/ Britain's transatlantic slave	**Age of Empire** Globalisation NC: **Locational knowledge** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics,	**999 Letsbe Avenue** History of crime & punishment NC: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066/ the development of Church, state and society in Britain	**999 Letsbe Avenue** Geography of crime NC: **human geography** relating to: population and urbanisation **Geographical skills and fieldwork** interpret Ordnance Survey maps in the classroom including using grid references and scale, and other

	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 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	primary sector; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and 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	trade: its effects and its eventual abolition 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, 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	countries and major cities **Place Knowledge** understand geographical similarities, differences and links between places through the 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	1509-1745: society, economy and culture across the period 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 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	thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and 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

			long-term timescales. Objectives: To identify changes in Britain between 1750 and 1900 To suggest reasons for the changes To identify key industrial developments To investigate the purpose and impact of colonization To describe the slave trade	Objectives: To understand how we are linked to other countries today To explain who are the winners and losers of globalisation	long-term timescales. Objectives: To be able to define crime and punishment, giving examples To understand how the crime and legal system worked through different eras To use sources to describe and explain the Jack the Ripper and Dick Turpin crimes To evaluate reasons for the difficulty in solving the Jack the Ripper case	

Badgers Long Term Curriculum Plan 2022/23

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 **Entry pathway link**	**The County of Kent** WJEC Unit 6102 E3 Environmental awareness (2 credits)	**Roads** WJEC Unit 6125 E2/3 Planning a journey (1 credit)	**North America** WJEC unit 6102 E2/E3 Environmental awareness (2 credits	**Islands and Pirates** WJEC unit 6079 E1 Engaging with the world around you (objects) (1 credit)	**WW2** WJEC unit 6079 E1 Engaging with the world around you (events) (1 credit	**The Sun and the Moon** WJEC Unit 6110 E3 Working as part of a group (2 credits)
Curriculum Intent "The Why"	Pupils will learn about Kent as a county and changes within the area since Victorian times. Pupils will recognise Charles Dickens as a significant individual and explore his links with Kent. Pupils will learn the denominations of money and how to add and subtract to make different amounts. Pupils will	Pupils will learn about the history of the Romans and their influence on the landscape of the UK. Pupils will consider modern day infrastructure and the origins of the materials used. Pupils will work scientifically to explore various materials. Pupils will create a newspaper page and advertisements	Pupils will recognise and understand that we are inhabitants of the wider world. They will make comparisons between continents and will outline key events from the life of Pocahontas. In doing so, they will imagine what it is like for people who are forced to leave their homes to live in a new country. They will	Pupils will have opportunities to explore and investigate maps allowing them to understand how places are linked by land, sea and air travel. They will learn how symbols in both old and modern format can provide information to direct and inform. Pupils will be able to read and plot data on grids,	Pupils will learn of the causes of conflict and the sacrifices made on their behalf. They will gain understanding of empathy and respect and the significance of Remembrance Day activities. Pupils will increase their knowledge of measurement and work mathematically and	Pupils will gain an understanding of how scientists and inventors have pushed the boundaries to expand our universe. They will learn how lessons can be learned from failures and the power of resilience. They will learn how the planets in our solar system impact on each other and how our treatment

	be encouraged to imagine what life was like for children that didn't have money in Victorian times and what life is like for children in the current economic climate who have little money. Pupils to gain an understanding of the varying roles within the community, rights and responsibilities of others and have an awareness of enterprise and good citizenship. .	to do with Roman construction. Pupils will consider the purpose of different journeys and the means of transport. They will have opportunities to experience modes of travel and investigate how travel has changed over time. Pupils will develop key skills in using timetables and practicing safe travel.	experience other cultures, and be encouraged to consider our responsibilities towards each other and the planet. Pupils will be made aware of current changes to the world around us and the impact it has regarding erosion, global warming, sustainability and recycling. Pupils will be able to identify, represent and classify a variety of shapes and angles	developing their ability to read co-ordinates. They will plan for travelling, looking at weather charts, budgets and travel arrangements. Pupils will learn persuasive writing techniques and how to apply for employment.	scientifically to record mass and volume. Pupils will develop their skills in managing change, in particular to support their upcoming transition. Pupils to build on their knowledge of managing their own health and well-being.	of the world impacts on the whole solar system. Pupils will learn to take information from research and use it in a fictional context to create stories. There will be a focus on collaborative working, sharing ideas, building confidence and interaction with the community.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	Oliver Twist by Charles Dickens	Romans on the Rampage by Jeremy Strong	The True story of Pocahontas by Lucille Recht Penner	Treasure Island by Robert Louis Stevenson	The Amazing Story of Adolphus Tips by Michael Morpurgo	The Kid who came from Space by Ross Welford

English/ Literacy **NC Year 3/4/5** **PA Stages K9 -S2**	Create a character description through dialogue Drama – use role play and imagination for script performance Guided reading: check for understanding of words in context - Victorians Recreate Barnardo's script Spell common exception words, adjectives and adverbs, expanded noun phrases	Fact finding – retrieve and record information Create a newspaper article – headings, sub headings and layout Writing a chant and performing Guided reading: check for understanding of words in context – Christmas Spell common exception words, recurring literary devices	Biography writing Summarise main events Write in the past tense Write about key events and key influences Extend sentences using conjunctions if, when and because Guided reading: checking for understanding of words in context – Native Americans Write simple sentences from dictation Spell common exception words, past tense	A Pirate's life for me – use reading skills comprehension and check for understanding of words in context Pirate Job application Persuasive writing Use facts and evidence to support reasons Use rhetorical questions Pirate wanted posters Consider headings and layout presentation Phase 4 tricky words, spell common exception words, present tense	Use story maps to remember key events Learn to predict what might happen next Poetry evaluation Explore language and sound imagery Guided reading: check for understanding of words in context – WW2 Spell common exception words, predictions	Outer space National Geographic and ESA fact finding Creative writing Use adjectives to build atmosphere Describe what can be seen, heard and felt Spell common exception words, drafting and editing
Maths **NC Year 2** **PA Stage K9- S2**	**Money** Recognise and use symbols for pounds and pence; combine amounts to make a particular value. Find different	**Time** Compare and sequence intervals of time Tell and write the time to the hour, half and quarter	**Property of shape** Identify and describe the properties of 2-D shapes, including the number of sides	**Position & Direction** Order and arrange combinations of mathematical objects in patterns and sequences Use	**Mass, capacity & temperature** Choose and use appropriate standard units to estimate and measure mass	**Fractions** Recognise, find and name a half, a quarter, a third, 2/4 and ¾ Count up and down in tenths; recognise

	combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Add and subtract amounts of money to give change, using both pounds and p in practical contexts **Addition and subtraction** one and two-digit numbers to 20 and number bonds (some three-digit numbers)	past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day. Tell and write the time from an analogue clock, including using Roman numerals from I to XII Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. **Addition and subtraction** one and two-digit numbers to 20 and number bonds (some three-digit numbers)	and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects. **Addition and subtraction** one and two-digit numbers to 20 and number bonds (some three-digit numbers)	mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). **Multiplication and division** Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.	(kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels, compare and order mass, volume/capacity and record the results using >, < and =. **Multiplication and division** Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.	that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10, recognise, find and write fractions of a discrete set of objects: unit fractions and nonunitary fractions with small denominators. **Multiplication and division** Grouping and sharing and making connections between arrays, pictorial representations and counting in twos, fives and tens.
Science **NC Year 4 and 5** **PA Stage 3**	**Properties and changes of materials**	**Properties and changes of materials**	**Living things and their habitats** Describe the differences in the	**Sound** Identify how sounds are made, associating some of	**Animals including humans**	**Earth & Space** Describe the movement of the Earth, and other

	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)	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	them with something vibrating. Find patterns between the pitch of sound Find patterns between the volume of sound Recognise that sound decreases as distance increases.	Describe the changes as humans develop to old age Draw a timeline to indicate stages in growth Learn about changes that take place in puberty Work scientifically to research gestation periods Record length and mass linking to mathematics	planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Computing **NC Year KS3** **PA Stage 2 - 3**	**<u>Using Computers safely 5 – E-Safety, Health and Safety</u>** **Overview:** Pupils will recap the guidelines for being safe online, and how to use technology safely and responsibly. They will learn how to report concerns and how to keep their information safe by creating safe passwords. Pupils will investigate how we can make sure that the information they find online is reliable and trustworthy. Pupils will look at how to work safely in a computer suite and how to manage their files and folders.	**<u>Hardware & Software 3 / Presentation 3 – Advanced Presentations on Hardware and Software</u>** **Overview:** Pupils will learn about hardware and software, and the components that make up a computer system - how they communicate with one another and with other systems. Pupils will create presentations about this, incorporating taught advanced features of PowerPoint. Advanced presentation skills taught: Hyperlinks and Hotspots. Master Pages Layout & white space	**<u>Image editing 1 – Pixlr</u>** **Overview:** Pupils will investigate how images can be manipulated using computers. Pupils will learn a number of simple image editing techniques to create their own manipulated images. Through a project they will design and repurpose manipulated graphics for a given purpose. During the unit they will Investigate different image file types and how they are different. **Link to National Curriculum:** Create. Reuse, revise and re-purpose digital	**<u>Programming 5 – Kodu</u>** **Overview:** Pupils will learn programming concepts through using Kodu, a 3D modular programming environment. Pupils will discreetly learn about the sequencing and repetition of instructions, the use of conditions, methods and user input in programming and how to do simple debugging. Through an end of unit project, pupils will design a game and create it using Kodu through object-oriented programming. **Link to National Curriculum:**	**<u>Audio 2 - Podcasting</u>** **Overview:** Pupils will learn the skills to create an audio podcast. Pupils will Investigate ways they can capture audio, using a voice recorder. They will learn skills to import/export audio, how to use software to manipulate and change it. Pupils will create a script for their own podcast. They will use software to edit and build a podcast using audio clips that they have captured. **Link to National Curriculum:** Creative projects that involve combining the use	**<u>Animation 3 – Pivot</u>** **Overview:** Creating 2D stop frame animations using digital methods, incorporating content created on other applications and devices. Pupils will learn about stop frame animation and how it can be achieved using computers. They will investigate techniques to make 2D animations feel more 3D. Pupils will plan and create their own stop frame animation to meet a given purpose. As part of this they will look at storyboards and why they are useful in the planning process.

	Link to National Curriculum: Using technology safely	**Link to National Curriculum:** Hardware & Software Components in a Computer System and how they communicate with one another	artefacts for a given audience with attention to trustworthiness, design and usability.	Design and develop modular programs	of different applications across different devices.	**Link to National Curriculum:** Creative projects that involve combining the use of different applications across different devices.

Topic **Global Learning** ***(History, Geography, Modern Foreign Languages*****)** **Art** **DT** **NC Year 3/4** **PA Stage 2-4**	**Kent towns** extend locational knowledge explore Dickens' links with Kent identify county towns explore county produce historically and currently explore history of oast houses research history of Barnardo's. produce apple tree masking tape painting make Canterbury tart	**Romans** research the following topic areas The invasions Roman Roads Boudicca's Rebellion Hadrian's Wall Gods and Goddesses Roman Baths create artwork with mosaic tiles produce a Roman numeral Christmas calendar	**Pocahontas and native Americans** understand significance in history The Plains Indians Clash of Cultures Moving West Gold Rush use calligraphy techniques and research name meanings make a totem pole make a dream catcher	**Significant individual Grace O'Malley** produce a timeline of life events and research following topic areas The Pirate Queen Grace O'Malley and the Earl of Howarth Famous pirates Pirate ships practice tying knots activity make treasure chests from shoeboxes	**WW2** research the following topic areas The Outbreak of war The Home Front The Armed Forces The Battle of Britain Entertainment in Wartime Commemorative Events drawing spitfires producing Blitz art make an Anderson shelter	**Galileo and inventions** research the following topics lifeline and career choices location of Pisa the telescope the thermometer use Virtual reality headsets to explore the solar system and learn facts about planets space create papier mâché planets, sun catchers and a telescope
Personal Development **NC Year 3/4** **PA Stage 3/4**	**<u>Living in the wider world</u>** 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	**<u>Living in the wider world</u>** Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	**<u>Relationships</u>** Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family,	**<u>Health and Well Being</u>** 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	**<u>Relationships</u>** Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	**<u>Health and Well Being</u>** Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety

	importance of responsible behaviours and actions		develop skills to form these Recognise risky and negative relationships			
World Beliefs **NC Year __** **PA Stage __**	Talk about the 5 British Values Why do we have rules? Identify rules, laws and responsibilities within school.	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs. To name the five Ks	To know about the sacred book the Tipitaka and know why it is important to Buddhists. To know that Buddhists live by the five morals.	To know who Abraham was and why he is important to Jews. To know who Moses was and why he is important to Jews.	Look at the five pillars of Islam and their names and meanings. To explore the Holy Qur'an and know why this is important to Muslims.	To know who Moses was and why he is important to Christians. To know that Christians follow the rules of the Ten Commandments.

PE **NC Year 5/6** **PA Stage S2- S4**	**Basketball, Health Related Exercise Handball and Hockey** **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	**Gymfinity, Swimming 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. **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** Building on teamwork and map reading skills across	**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	**Survival, Gymfinity and Netball** **Survival** Outdoor team games, map reading and orientation. Building on trust and developing skills to solve problems, either individually or as a group. **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. **Netball** The unit of work will challenge pupils to apply their prior learning of passing and moving to	**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** 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	**Swimming, Survival and Tennis** **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. **Pickleball/Tennis** The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become

	and strength focused 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. **Hockey** The unit of work will challenge pupils to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. Pupils will be able to develop tactics for both attacking and defending and	the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group	and strength focused circuits developing their own fitness. **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.	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 teams.	of each team and tactically select players to play in positions that utilise their skills. **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. **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	more competent, confident and expert in their techniques and apply them in competitive games.

	apply these successfully within their team.				situation to win a point and how to take control of the game from the beginning (serve).	

Music **NC Year KS3** **PA Stage S1-S3**	**Musical Futures: Classroom Groove** - *Contemporary* - This unit is based around resources obtained from the Musical Futures ideology. Pupils will build grooves around contemporary pieces of music which will eventually lead to them applying the skills learned into their own composition/ improvised performance. This unit introduces pupils to using scales and modes in a very accessible form. **NC - play and perform confidently in a range of solo and ensemble contexts using their**	**British Folk Tradition/ Seasonal Focus** - *World Music* - Pupils will explore the folk traditions of Great Britain from storytelling and murder ballads to community tune sessions. Pupils will learn songs and instrumentals from across the regions. Towards the end of the unit we will look at traditional, secular Christmas Carols with a view to perform. **NC - develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and**	**Film Music** - *Music Tech* - This unit on Film Music allows pupils to use music technology to create music to fit a film clip. Pupils will explore how the inter-related dimensions of music can be used to reflect movement, mood and emotion. They will learn about the work of foley artists and apply that knowledge to a final piece where they will combine sound effects and music to accompany a film clip using the iPads. **NC – learn to use technology appropriately to have the opportunity to progress to the next level of**	**Music from the Indian Subcontinent** - *World Music* - This unit allows pupils the opportunity to experience an often-unfamiliar sound world through listening, performance, improvisation and composition. Pupils will sing chants and songs from Indian Culture, start utilising and understanding terminology synonymous with the genre. Pupils will utilise different modes and scales to help them produce their own authentic sounding improvisations and compositions. **NC – improvise and compose; and**	**Theme and Variation** - *Classical* - This unit is focussed around the development and extension of musical ideas using the inter-related dimensions of music. Pupils will learn and perform well-known contemporary melodies and variations upon these melodies before composing their own variations of these themes. In groups pupils will work towards composing variations to suit the different scenes in a video game. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range**	**Samba** - *World Music* - Pupils will develop understanding of rhythm through collaborative rhythmic games as well as whole class and group practice and performance of percussive Samba music. Pupils will develop composing and improvising skills by creating their own Samba music in groups. **NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.**

	voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.	**accurately in a range of musical styles, genres and traditions**	**musical excellence. Identify and use the inter-related dimensions of music expressively and with increasing sophistication**	**extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.**	**of musical structures, styles, genres and traditions.**	

Life skills **Teaching to targets in C&I, P&S and SEMH (C&L embedded across the curriculum) x 4 sessions weekly, 1 x explicit and specialist led to whole class and 3x collaborative group activities on rotation.**	C&I: Active Listening P&S Gross motor skills Balance, exploration and movement SEMH: What are feelings? What is happiness? How to learn social skills and build friendships.	C&I: Asking Questions P&S: Fine motor skills SEMH: Raising self-esteem and confidence. Helping others and the power of gratitude.	C&I: Non -verbal communication P&S: Self-regulation SEMH: Importance of diet and exercise on well-being.	C&I: Conversational Skills P&S: Sensory exploration SEMH: Managing stress and anxiety – coping strategies.	C&I: Communicating with those unknown to us P&S: Revisit and review SEMH: Managing anger and conflict – coping strategies.	C&I: Social Use of Language P&S: Revisit and review SEMH: What is ASD? Acronyms explained Managing change – coping strategies.
Life Skills Path	Classroom based: Names, surnames, initials, addresses, phone numbers, buying a stamp, postcard home Mixed group rotation: Home skills – shopping and food preparation Physical skills – dog walking Community skills – allotment and gardening (Halloween event)	Classroom based: Timetables, bus journeys, road safety Mixed group rotation: Home skills – taking care of clothes and food preparation Physical skills – Dynamite Gym Community skills – Harbleden care home (Christmas event)	Classroom based: environmental, recycling, sustainability, Fairtrade, carbon footprint Mixed group rotation: Home skills – first aid and food preparation Physical skills – bootcamp circuits Community skills – litter picking (Friendship event)	Classroom based: travel, packing, flight details, passport, travel documents, sun safety water safety Mixed group rotation: Home skills – personal hygiene and food preparation Physical skills – dog walking Community skills – allotment and gardening	Classroom based: Enterprise, group work, planning a project, resources, timeframes, budgets Mixed group rotation: Home skills – home organisation and food preparation Physical skills - Dynamite Gym Community skills – Macmillan coffee morning event	Classroom based: Enterprise and transition Meeting new people, building confidence, bringing project to fruition Mixed group rotation: Home skills – budgeting and food preparation Physical skills – bootcamp circuits Community skills – stall at fete

				(Easter event)	(English traditions event)	(Enterprise event for Summer fete)
Enrichment Opportunities	Visit Guildhall Museum Rochester	Visit Lullingstone Roman Villa	Visit Pocahontas statue - Gravesend	Pirate Cove Mini golf Bluewater	WW2 Theme Day at Museum of Kent Life.	Greenwich Observatory plus picnic and paddleboats.

Bower Grove School
Together we Inspire & Achieve

Oaks (Year 9-11) Long Term Curriculum Plan 2022/23

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
Intent.	Pupils will recognise and understand what it means to be a part of the United Kingdom. They will learn the significance of British history and how this has shaped the country and its place within the world.	Pupils will consider the purpose of different journeys and the means of transport. They will have opportunities to experience modes of travel and investigate how travel has changed over time. Pupils will develop key skills in using timetables and practicing safe travel.	Pupils will recognise and understand that we are inhabitants of the wider world. They will experience other cultures, and be encouraged to consider our responsibilities towards each other and the planet.	Pupils will have opportunities to explore and investigate maps allowing them to understand how places are linked by roads and motorways. They will learn how symbols in both old and modern format can provide information to direct and inform.	Pupils will learn of the causes of conflict and the sacrifices made on their behalf. They will gain understanding of empathy and respect and the significance of Remembrance Day activities.	Pupils will gain understanding of how scientists and inventors have pushed the boundaries to expand our universe. They will learn how lessons can be learned from failures and the power of resilience. They will learn how the planets in our solar system impact of each other and how our treatment of the world impacts on the whole solar system.

English **Year 9** **NC Year 1 and 2** **PA Stage 1-3**	**Macbeth by Shakespeare** Listening to and anticipating key events in stories Language comprehension Extending vocabulary Phonics, word reading and spelling - Letters and Sounds literacy programme Rhymes, poems and songs	**The Arrival by Shaun Tan and When Jessie came across the sea by Amy Hest** Retelling and re-enacting narrative Evaluating texts Language comprehension Extending vocabulary Key concepts of print Phonics, word reading and spelling - Letters and Sounds literacy programme Early writing skills and letter formation	**Non-fiction - Encyclopaedia use** Information retrieval and understanding information texts i.e. non-fiction books, leaflets, posters, environmental print Language comprehension Extending vocabulary Key concepts of print Phonics, word reading and spelling - Letters and Sounds literacy programme Early writing skills and letter formation	**Ice Trap** Retelling and re-enacting narrative Verbal and written composition Language comprehension Extending vocabulary Key concepts of print Phonics, word reading and spelling - Letters and Sounds literacy programme Early writing skills and letter formation	**War Horse by Michael Morpurgo** Verbal and written composition Language comprehension Extending vocabulary Key concepts of print Phonics, word reading and spelling - Letters and Sounds literacy programme Early writing skills and letter formation	**The Kid who came from space by Ross Welford** Discussion, debate and articulation of ideas Verbal and written composition Language comprehension Extending vocabulary Key concepts of print Phonics, word reading and spelling - Letters and Sounds literacy programme Early writing skills and letter formation

English KS4	**Step Up to English Silver Award – Component One and Two** **Reading AO1:** Read and understand texts. Identify and interpret 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.	**Step up to English Silver Award - Component Two** **Reading AO1:** Read and understand texts. Identify and interpret 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	**AQA Paper 1 – Introduction to the Unit** Part A – reading (retrieval, language analysis, structural, analysis and critical evaluation). Part B – creative writing (description and storytelling). **Reading AO1:** Read and understand texts. Identify and interpret information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect.	**AQA Paper 2 – Introduction to the Unit** Part A – reading (retrieval, summary, language analysis, comparison). Part B – creative writing (non-fiction). **Reading AO1:** Read and understand texts. Identify and interpret information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect.	**AQA Paper 1 and 2 revision unit** Amalgamation of Term 3 and 4 – see set skills coverage. **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.	**Year 9/10 as year 11 pupils will have finished.** **AQA step up to English sample unit: Detectives.** **Reading AO1:** Read and understand texts. Identify and interpret 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.

Maths **Year 9** **NC Year 1-2** **PA Stage 1-3**	**Money** Recognising coins Recognising notes Counting in coins Addition and subtraction using coins; giving change Managing own money Addition and subtraction within 100	**Time** Time (hours, minutes, seconds) 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 years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Addition and subtraction within 100 Multiplication 10's 5's 2's	**Properties of shape** 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]. Addition and subtraction within 100 Multiplication 10's 5's 2's	**Position & direction** Position, direction and movement, including whole, half, quarter and three-quarter turns Co=ordinates and pattern sequencing Addition and subtraction within 100 Multiplication 10's 5's 2's	**Measurement** **Weight & volume** Compare, describe and solve practical problems for: Mass/weight, capacity and volume, time [for example, quicker, slower, earlier, later] Measure and begin to record the following: mass/weight Addition and subtraction within 100 Multiplication 10's 5's 2's	**Measurement** **Length & height** Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half Measure and begin to record the following: lengths and heights Addition and subtraction within 100 Multiplication 10's 5's 2's

Maths KS4 Year 10/11	**Measure** Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.	**Statistics** Pupils will learn about reading, drawing and solving problems related to a variety of graphs and tables, including pictograms, bar graphs, tally charts and frequency tables. They will also plan and collect data. 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.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 1-4 (place value, calculation, proportion and money). Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers to calculations using fractions and decimals.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 5-7 (time, measure and shape). Pupils taking the functional skills level 1 will complete extension units in: volume; square numbers and probability.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of component 8 (statistics). Once their portfolio of evidence is complete, they will work at 'real-life' functional Maths activities. Pupils taking the functional skills level 1 examinations will be revising for this.	**Year 9/10 as year 11 pupils will have finished.** AQA preparation. The four operations. Pupils will recognise and experience addition, subtraction, multiplication and division. Consolidation of number bonds and times tables. Understand multiplication as repeated addition. Practice addition and subtraction to 3 digits. Understand that division is sharing equally.

Science **NC Year 3- 4** **PA Stage 1-3**	**Electricity** (Physics) Identify common appliances that run on electricity Construct a simple series electrical circuit, including cells, wires, bulbs, switches, and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a sample series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	**Sounds** (Physics) Identify how sounds are made associating some of them with something vibration. Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. ***Working Scientifically*** Asking relevant questions and using different types of scientific enquiries to answer them	**Plants (Biology)** 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 how they vary from plant to plant 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 seed dispersal. ***Working Scientifically*** Making careful observations	**Forces and magnets (Physics)** 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	**Animals, including humans (Biology)** 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 ***Working Scientifically*** Asking relevant questions and using different types of scientific enquiries to answer them Using straightforward scientific evidence to answer questions	**Inventions** Famous inventors/inventions that made the world a better place. • The Wright brothers • Leonardo Davinci • Nikola Tesla Design and create an invention to help and improve lives. ***Working Scientifically*** To use scientific evidence from comparative tests to support findings. To take accurate measurements using standard units and a range of equipment, including thermometers. To identify changes relating to simple scientific ideas and processes. Make careful observations.

	Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries Making careful observations Recording findings using simple scientific language, drawings, and labelled diagrams Using results to draw simple conclusions	Setting up simple practical enquiries Reporting on findings from enquiries, including oral and written explanations Using straightforward scientific evidence to answer questions or to support their findings	Gathering, recording, classifying, and presenting data Using results to draw simple conclusions, make predictions for new values and suggest improvements	Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. ***Working Scientifically*** Setting up simple practical enquiries, comparative, and fair tests Making careful observations Gathering, recording, classifying, and presenting data		

Global learning **NC Year 3/4** **PA Stage 2 - 4**	**The United Kingdom** Locate and name the four countries of the United Kingdom Name at least one region within England Identify human (man-made) and physical characteristics, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Travel and transport** Demonstrate an understanding of the ways in which travel and transport has changed throughout history. Talk and write about the differences between old and new transport. Have an understanding of the chronology when various types of transport have been used and invented. Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.	**Extreme earth** Name the layers that make up the Earth; name the key parts of a volcano; show where most volcanoes are found; explain how to keep safe during an earthquake; describe a tsunami; describe the damage caused by a tsunami; explain how a volcano is formed; describe what happens when a volcano erupts; describe some risks and benefits of living near a volcano.	**Marvellous maps** Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give co-ordinates by going across first and then up. Use a key to identify physical features. Identify physical features on a map. Use a key to find out what a symbol means.	**WW1** Know when WW1 started. Complete a timeline of key events. Understand what life was like in the trenches. Investigate the role of animals in WW1 Make links between WW1 And remembrance day.	**Earth and space** Describe a sphere. Name the planets in the solar system. Explain how the planets orbit the Sun. Explain how night and day occur. Understand that the Moon orbits the Earth not the Sun. Describe some features of the planets. Place the planets in the solar system in the correct order. Understand that day and night is due to rotation of the Earth.
WJEC Accreditation Life Skills **The WJEC entry pathway will be trialled academic year 22/23.** **Each credit earned is**	**UK** WJEC Unit 6350 E2/E3 Exploring Shakespeare (3 credits)	**Journeys** WJEC Unit 6125 E2/E3 Planning a journey (1 credit) WJEC Unit 6068 E1 Developing community (5 credits)	**Planet Earth** WJEC unit 6102 E2/E3 Environmental awareness (2 credits)	**Maps** WJEC unit 6079 E1 Engaging with the world around you (objects) (1 credit)	**WW1** WJEC unit 6079 E1 Engaging with the world around you (events) (1 credit)	**Space and the Universe** WJEC Unit 6127 E2/3 Preparing for work experience. (3 credits)

approximately equivalent to one hour of learning which will be embedded into the Impacts pathway curriculum with explicit reference made to recording evidence for future accreditation.		WJEC Unit 6069 E1 Travel within the community: going places (3 credits)				

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

	Link to National Curriculum: Using technology safely	**Link to National Curriculum:** Hardware & Software Components in a Computer System and how they communicate with one another	trustworthiness, design and usability.	**Link to National Curriculum:** Design and develop modular programs	of different applications across different devices.	**Link to National Curriculum:** Creative projects that involve combining the use of different applications across different devices.

Trinity College London: Arts Award **NC Year: KS4** **PA Stage: N/A – pupils work towards assessment outcomes specific to the accreditation**	. The Bronze Arts Award is organised into 4 parts. The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have. Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/their experience/s. Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with. The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools. Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at contrasting times.					
Personal Development	**Health and Wellbeing** Recognising role models and managing peer influence 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.	**Living in the Wider World** Rights and responsibilities in the community Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying, harassment how to respond and how to support others.	**Relationships** Online safety and digital literacy 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 sexting.	**Health and Wellbeing** Physical and mental health and wellbeing, including body image, diet and exercise Recognising attitudes towards mental health Challenging myths and stigma. Strategies for daily wellbeing and how to	**Relationships** Introduction to sexuality and consent Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing consent.	**Living in the Wider World** Human rights and justice, democracy and politics Recognising basic human rights and differentiating between want and need. Understanding of how the British political system works and the processes involved.

				manage emotions		

P.E.	**Survival, Gymfinity and Hockey** **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. **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. **Hockey** Pupils will learn to consistently apply effective attacking skills, applying decision making in	**Handball, Basketball, Health Related Exercise and OAA** **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. **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**	**Swimming, Survival 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. **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. **Tag-Rugby** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game	**Football, 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	**Gymfinity, Swimming and Badminton** **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. **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 **Badminton** Pupils will refine their ability to execute certain	**Rounders, Cricket, Athletics and Tennis** **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 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

	order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.	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. **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	situations, adapting them when necessary.	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** 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.	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.	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. **Tennis/Pickleball** 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 techniques and apply them in competitive games.

Enrichment Activities		Kent Association for the Blind Workshop		KS4 Arts Trip – Gallery and a Theatre Show in London		

Year 9 Long Term Curriculum Plan 2022/23

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
English **Content (skills and knowledge)** **NC KS3 PA Stage 3-7**	**Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet).** Shakespeare historical, culture and social context and plays (tragedy genre). **KS3 National Curriculum links:** **Reading:** Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context;	**Goodnight Mr Tom by Michelle Magorian** Contemporary prose – drama genre. WW2 setting, focusing on relationships. **KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.	**Ghost Boys: Jewell Parker Rhodes** Contemporary prose – drama genre. American gun culture – theme of prejudice and discrimination. **KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.	**Classic Literature** Seminal world literature – fictional extracts. Genre foci changes weekly: horror, sci-fi, drama, fantasy, adventure. **KS3 National Curriculum links:** **Reading:** high quality literature (Inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer's purpose; understanding language and structure; studying plot, setting and	**A Monster Calls by Patrick Ness** Contemporary prose – fantasy/ drama genre. Theme: death and family/ relationships. **KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and	**Completion of A Monster Calls Term 5** **AQA English Language Year 9 Assessment unit** Summative assessment unit, following the AQA English Language pathway. **KS3 National Curriculum links:** **Reading:** read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence

	understanding language (Inc. figurative); studying plot, setting and characterisation; understanding the work of dramatists and stagecraft; using literary terminology. **Writing:** formal expository; imaginative writing (Inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: creative writing (rhyming couplets, meters, rhythm, schemes/ patterns) and Shakespeare's sonnets.	**Writing:** formal expository; imaginative writing (Inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Alternative Unit for lower ability:** War Horse abridged: Michael Morpurgo or War Games: Michael Foreman Same descriptors apply as above for main unit. **Extension unit: Wilfred Owen's World War One poetry** **KS3 National Curriculum links:**	**Writing:** formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Black Lives Matter' by 'George the Poet' or 'Strange Fruit' by Billie Holliday. **Enrichment Opportunities** Cross curricular links – PSHE, Culture-Gun/gang Geography	characterisation; making critical comparisons. **Writing:** formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: Week 5 Drama – Havisham by C. Duffy. **Enrichment Opportunities** Reading for pleasure. Extension of fictional extracts. Use of the library	characterisation; understanding the work of dramatists and stagecraft. **Writing:** formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Alternative unit for lower ability pupils:** Wonder by RJ Palachio Same descriptors apply as above for main unit. **Poetry Link**: 'I am an Island' by Simon and Garfunkel. **Enrichment Opportunities** Theatre trip	from texts; analysing figurative language and text structure; making critical comparisons. **Writing:** writing for purpose (to describe, to narrate, to inform, to 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. **Enrichment Opportunities** See Term 5 enrichment opportunities for text.

	Enrichment Opportunities Trip to the Globe Theatre or touring company. Cross curricular links – History- Elizabethan	**Reading:** seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (Inc. figurative); studying plot, setting and characterisation; using literary terminology. **Writing:** summary/ precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices. **Enrichment Opportunities** Cross curricular links – History WW2 Trip to Ypres to see trenches.			Cross curricular links – PSHE – death and grief	

Maths **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/division. Pupils will apply this to topics such as enlargement; proportion; using maps and decimals. Pupils will learn about scale ratios, and apply this to ratio problems, beginning with concrete and pictorial problems and extending to using ratio within abstract problems.	**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 Beliefs	**Bower Values Tolerance Morals and rules** What Is stereotyping? Understand the meanings of prejudice and discrimination. Why do people suffer? Multi-cultural UK and rights and responsibilities. Start to explore extremism.	**Who are Hindus and Sikhs?** Identify India and be familiar with India on the globe. To know facts and culture of India and Henna designs. Understand what Karma is and explore how Hindus worship in the Mandir.	**Buddhist's beliefs** Explore the four noble truths in detail. To know Buddha's enlightenment and What is the eighth fold path. Take part and experience Meditation and well-being ideas.	**What it means to be Jewish** Understand why Jewish people and young people celebrate and have Bar and Bat Mitzvahs. Recognise a synagogue and identify items inside of a synagogue.	**Muslim Traditions** What is Ramadan and the Sawn (the fourth Pillar). Who was Muhammed? What does the Quran actually say and have a greater understanding of the Quran and the Hadith?	**The nature of Christians** What is the Trinity? Understand the relationships between people and the Trinity and the nature of God. Revisit the church and who was Jesus. Start to look at the Bible and Jesus's miracles.
Science	**Genetics and Evolution (9A)** This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival.	**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	**Plants (9B)** This unit looks at photosynthesis and aerobic respiration in plants in more detail, and then considers plant adaptations. The products we get from plants are then looked at, before studying farming	**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	**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	**Waves and the electromagnetic spectrum (ENTRY/GCSE physics topic 2)** Pupils will look at waves, the properties of them and how to calculate speed. This will build on previous learning

	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).	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.	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.	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 is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal	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	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.

				decomposition reactions		
P.E. **This is an overview of the PE programme of study but there be small variations on the timing of each topic**	**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 previously, and more complex techniques added e.g., lay-up and guarding **Handball** Recap any previous skills learnt and move onto more complex techniques and game play. **Swimming** Developing competence in the water and stroke	**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. **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. **Basketball** Recap of skills learnt previously, and more complex techniques	**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. **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. **Cycling**	**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** 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 **Health Related Exercise** The unit of work will consolidate pupils	**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. **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.	**Cycling** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **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. **A - Cricket:** The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent,

	technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability **A - Badminton:** Recap of skills learnt previously and more complex techniques and rules. **B - Health Based Fitness:** A range of activities that aim to improve general fitness of pupils	added e.g., set shot and guarding **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. **A - Rugby:** Recap of skills learnt previously and more complex techniques and rules. **B - Netball:** Basic skills introduction into the different rules and techniques required for Netball.	Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **A - Table Tennis:** Introduction into the techniques and control required to play a variety of games including singles and doubles. **B - Rugby:** Recap of skills learnt previously and more complex techniques and rules.	understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **A - 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. **B - Hockey:** Recap any previous skills learnt and move onto more complex techniques and game play.	**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. **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. **A - Netball:** Basic skills introduction into the different rules and techniques required for Netball. **B - Volleyball:** Introduction into the basic skills and techniques of Volleyball (Dig, Set and Spike)	confident and expert in their techniques and apply them in competitive games. **B - Rounders/Softball** 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.

Drama **Content (skills and knowledge)** **NC Year KS3 BGS Drama Framework Stage 4-5**	**Commedia Del Arte** To explore the genre of Commedia Del Arte. Pupils will explore the history of CDA and key character types (e.g. Master and Servant, Capitan, The Fool). Pupils will develop skills in improvisation by creating short Commedia skits. Pupils will look at modern examples of comedy and link to the CDA format/characters (e.g. Fawlty Towers). Pupils will begin to use subject specific language when adding parts to a performance. Pupils will begin to gain confidence when performing and demonstrate an awareness of the audience.	**Refugees** To understand the difficulties and struggles of a refugee and an asylum seeker. Pupils will work in small groups to look at immigration, war, refugees. Pupils will analyse various media sources such as video, newspaper articles and blogs and gain an understanding of storytelling within the media. Pupils will play roles linked to a village being taken over by soldiers and discuss escape plans whilst having to make difficult decisions. The unit will culminate with pupils writing a monologue based on the story of a refugee. Pupils will	**Fairy tales** To explore fairy tales and how these can be changed and manipulated to suit different themes. Pupils will learn about characters and adaptation. Pupils will look at a range of fairy tales but focus on Goldilocks. Pupils will develop an understanding of how a court room works and take on different roles in a court case based around the story of Goldilocks. Pupils will work in a group to create a performance using the performance space effectively. **Enrichment Opportunities**	**Devising** To explore using drama techniques to help us devise from a stimulus. Development of devising skills. Pupils will link all taught skills to create a piece of drama based on a chosen stimulus. Pupils will plan, script and perform a short piece of drama of their choosing in small groups. Pupils will begin to perform confidently, showing awareness of space and audience. Pupils will start to link dramatic techniques in their performances. **Enrichment Opportunities**	**Macbeth** To embed knowledge of Shakespeare and his plays whilst looking at the history of theatre. Pupils will put together a short production based on the story of Macbeth. Pupils will look into the history of Elizabethan theatre embedding learning from English. Pupils will explore themes of the play and link to British Values. Pupils will support each other to create a group performance and begin to use written evaluation using drama vocabulary. **Enrichment Opportunities**	**Soap Opera** To explore conventions in a key genre in modern culture. To develop skills in characterisation. Pupils will learn the conventions of Soap Operas. Pupils will look at common themes, character types and storylines. Pupils will create short scenes based on stimuli drawn from existing Soap Operas. Pupils will work in groups to create a performance using the performance space effectively Pupils will begin to identify how their performance has impacted the piece of work.

	Enrichment Opportunities **SMSC** To develop an understanding of theatre history to enable them to identify and interpret key ideas in modern drama/media. Drama Club	be able to perform their monologue or make an audio recording using voice effectively to convey meaning. **Enrichment Opportunities** **SMSC** Awareness of worldwide struggles Community awareness Tolerance. Language barriers Drama Club Xmas Performance	**SMSC** Understanding of morals, both in life and in storytelling and how these morals can change as the drama changes. To gain an understanding of how a Court Room works and the roles of people that work in it. Drama Club	**SMSC** Group work Linking skills Listening to others Working collaboratively Drama Club Easter Performance	**SMSC** Understanding of right and wrong Exploration of revenge History and British values through story and language Drama Club	**Enrichment Opportunities** **SMSC** To explore key issues in modern life and explore the ways the media presents them. To work together on an extended group project Drama Club
D and T	Night light Softwoods-Hardwoods • Joining Techniques • Wood joints • Vac forming-H.I.P.S • LDR project • Assessment	Bespoke Christmas Present Extended materials knowledge • Smart materials • Key words • Drawing skills-graphics • CAD-CAM-3D printing • Christmas project • Unit assessment	Utility Holder Isometric drawing • 1-2pt perspective • Amplified knowledge of wood joints-joining techniques • Tool box project	Pewter keyring • Pewter casting • CAD-2D design-Illustrator • Metals & Alloy knowledge • Health & Safety • Unit assessment Learners engage in a metals-based project	Ergonomics • Controller holder • Head phone holder • Self & peer assessment A mixed media unit focussing skills and knowledge learnt throughout KS3	Portable Speaker • System & Control components • Electrical inputs • Key words • Speaker project • CAD-prodesktop-Photoshop

	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	Knowledge of resistant materials is developed over the term whilst graphical content is expanded upon. Aspects of design requirements are also embedded into learning	• 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	looking at developing a pewter cast keyring Health & Safety	Learners can adapt implement their own design brief as long as it is fit for purpose	• 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
PSHE Citizenship	**Living in the Wider World** Understanding different careers and future aspirations. Awareness of the different employment sectors	**Relationships** Peer influence, healthy and unhealthy relationships, assertiveness, risk and gang crime. How to distinguish between healthy and	**Health and Wellbeing** Families and parenting. Conflict, resolution and the dangers of running away from home. Managing change and loss.	**Health and Wellbeing** Managing peer pressure. Assessing the risk of drug and alcohol abuse.	**Relationships** Revisiting relationships and sex education including healthy relationships and consent. Recognising healthy and unhealthy relationships.	**Living in the wider world** Tackling racism, homophobia, transphobia and religious discrimination.

	and the jobs and careers within them. Recognising own skills and linking them to different jobs and careers. Use of job explorer data base for labour market information.	unhealthy friendships. How to assess risk and manage influences, including online. Manage risk in relation to gangs. Legal and physical risk of carrying a knife. **Enrichment Opportunities** Magistrate Workshop Fearless Workshop	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 assertively. **Enrichment Opportunities** **Careers Evening**	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.	Recognising how the portrayal of relationships in the media and pornography can affect expectations of intimate relationships. How to access and manage risks of sending, sharing or passing sexual images.	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.
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 inter-related 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/actions. 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** **Overview:** Pupils will look at how we use online services to collaborate (instant messaging, chat, forums, wikis, email etc.). They will learn how to stay safe in	**3D Design - Sketch up** **Overview:** Pupils will be introduced to the concept of CAD (Computer Aided Design) through the use of Computer Aided Design. Small items will be created	**Presentation 4 - Web design** **Overview:** Pupils will learn about how website development, the use of HTML code. They will learn some CSS code used for style and layout of webpages, and some	**Data 5 - Databases** **Overview:** Pupils will learn how we can now manipulate and use data with Databases and why and when this is a better use compared to spreadsheets.	**Algorithms 3 - Thinking like a computer scientist 2** **Overview:** Pupils will be introduced to several key algorithms that reflect computational thinking and compare alternative	**Programming 7- Python** **Overview:** Pupils will be introduced to the textual programming language Python. They will learn more about variables, loops, if statements, functions and arrays.

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

	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** 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. **Enrichment Opportunities**	**Graffiti** An exploration of materials and links to prior knowledge with Typography. Investigating mark making and colour through the use of different media and techniques. **Enrichment Opportunities** Look at images of London.	**Portraiture** 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. **Enrichment Opportunities**	**Environmental Art** Explore how artists use the environment to create artworks explore creating artworks outdoors and using unusual materials. Collect imagery and reflect on findings. **Enrichment Opportunities** Forrest school	**Conceptual Art** An exploration to the artworks of Michael Craig Martin. Understanding the ideas and processes of creating works and using techniques such as image transfers to create multiple pieces with the same imagery. Understanding the term Conceptual Art. **Enrichment Opportunities**	**Abstract expressionism** A deep exploration into expression and looking at Jackson Pollocks work. Thinking about how to communicate emotion through abstract artworks using a variety of materials and techniques. **Enrichment Opportunities**

	Cultural link to Mexican holiday	Discussion is it vandalism?	Links to image and identity.		Aspire curriculum link filling a brief External Art competitions.	Link to emotion.
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 others	Improving and advancing cooking skills. Preparing and cooking meals for others
Global Learning	**PACA - Geography** 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	**PACA - History** NC: challenges for Europe and the wider world 1901 to the present day know and understand aspects of the history of the wider world 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	**Tahiti - Geography** 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	**Tahiti - 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 written narratives and analyses know and understand aspects	**Auvergne-Rhônes-Alpes - Geography** 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	**Auvergne-Rhônes-Alpes - History** NC: challenges for Europe and the wider world 1901 to the present day know and understand aspects of the history of the wider world, understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse

	geography of a region **Human and physical geography** understand, through 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, hydrology and glaciation **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,	historically-valid questions and create their own structured accounts, including written narratives and analyses Origins of carnival The region during WW2 Cultural awareness - food Paul Cézanne **Enrichment Opportunities** Cross-curricular: Food/ Art	geography of a region **Human and physical geography** understand, through 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 and quaternary sectors; and the use of natural resources **Geographical skills and fieldwork** build on their knowledge of globes, maps and atlases and	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	human and physical geography of a region **Human and physical geography** understand, through 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 and quaternary sectors; and the use of natural resources **Geographical skills and fieldwork** build on their knowledge of globes,	trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses The region during WW2 Lumière Brothers Festival of lights Food – specialities **Enrichment Opportunities** Cross-curricular: Food/ Art

	maps and atlases and apply and develop this knowledge routinely in the classroom Departments, cities, weather and landscape Mountain formation and glaciation Rivers features Sectors of the economy Tourism **Enrichment Opportunities** Cross-curricular: Food/ Art		apply and develop this knowledge routinely in the classroom Cities, landscape and weather Wildlife Tourism **Enrichment Opportunities** Cross-curricular: Food/ Art		maps and atlases and apply and develop this knowledge routinely in the classroom Cities, landscape and weather Wildlife Tourism Winter sports **Enrichment Opportunities** Cross-curricular: Food/ Art	

Bower Grove School
Together we Inspire & Achieve

Year 10 Long Term Curriculum Plan 2022/23

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
English **Entry Level Content (skills and knowledge)** **NC KS4 PA Stage 4-8**	**An Inspector Calls by J.B Priestley** Seminal world literature – 'whodunnit' themed play. GCSE and Entry level pathways KS4 **National Curriculum links:** **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	**A Woman in Black by Susan Hill** Seminal world literature – gothic horror prose and contemporary play. GSCE and Entry Level pathways KS4 **National Curriculum links:** **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,	**Step Up to English: Component One: Media Campaigns (practice unit)** Non-fiction – media texts, focusing on analysis of purpose and effect. GCSE pathway KS4 **National Curriculum links:** **Reading:** reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion; identifying	**Of Mice and Men by John Steinbeck** Seminal world literature – American prose, drama genre. GSCE and Entry Level pathways KS4 **National Curriculum links:** **Reading:** high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information;	**Step up to English: Component One** See applicable units for academic year (2021-22). Entry Level and GCSE pathways (Silver and Gold) **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	**Step up to English: Component One** See applicable units for academic year (2021-22). Entry Level and GCSE pathways (Silver and Gold) **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;

	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, 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	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	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. **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	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.	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,	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 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.

	in order to generate 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 responding in a variety of different contexts, both formal 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. **AO9:** Use spoken English effectively in speeches and presentations.	
Year 10 GCSE Content (skills and knowledge) **NC KS4 PA Stage 4-8**	**An Inspector Calls by J.B Priestley** Seminal world literature – 'whodunnit' themed play. GCSE and Entry level pathways KS4 **National Curriculum links:**	**A Woman in Black by Susan Hill** Seminal world literature – gothic horror prose and contemporary play. GSCE and Entry Level pathways KS4 **National Curriculum links:**	**Introduction to Media – GCSE** Non-fiction – media texts, focusing on analysis of purpose and effect. Entry Level pathway KS4 **National Curriculum links:**	**Of Mice and Men by John Steinbeck** Seminal world literature – American prose, drama genre. GSCE and Entry Level pathways KS4 **National Curriculum links:**	**Step up to English: Component One** See applicable units for academic year (2021-22). Entry Level and GCSE pathways (Silver and Gold) **AQA: Step up to English Assessment Objectives:**	**Step up to English: Component One** See applicable units for academic year (2021-22). Entry Level and GCSE pathways (Silver and Gold) **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts.

	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 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, journalism 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.	**Reading:** high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing 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	**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 adapting tone, style and register for different forms, purposes and	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 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.

	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. **Enrichment Opportunities** Theatre trip Cross curricular links - History	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. **Enrichment Opportunities** Theatre Trip	**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 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	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 speeches and presentations.	**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 speeches and presentations. **Extension unit: Stone Cold by Robert Swindells** Entry level pathway **National Curriculum links:** **Reading:** 21st century text; reading for pleasure; summarising and synthesising

				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 organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. **Enrichment Opportunities** Cross curricular links- History/Geography – 1930s/40s America		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, 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.

						Enrichment Opportunities Porchlight Cross curricular links- PSHE Homelessness/charity
Maths **Entry Level & Functional Skills Level 1 Content (skills and knowledge)** **Majority will be working within NC Years: 3-6** **PA Stages: 3-6**	**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.

Maths **GCSE Foundation Content (skills and knowledge)** **Majority will be working within NC Years: 5-8** **PA Stages: 5-8**	**Number & Place Value** Pupils will solve problems with multiples and factors; calculate with BIDMAS; and extend their rounding skills to include rounding with decimal places and then significant figures.	**Calculation** Pupils will develop written methods for addition, subtraction, multiplication and division with whole numbers and decimals. Pupils will develop calculator skills and begin to calculate with powers. Pupils will develop their understanding of simplifying algebraic expressions (including multiplying out brackets).	**Proportional Reasoning** Pupils will demonstrate increased competence at calculating with fractions in a variety of contexts, including probability. Pupils will also learn about relating fractions and ratio.	**Money** Pupils will calculate with money, and use language such as credit/debit; turnover/profit. They will learn about increasing and decreasing amounts by a percentage; solving proportion problems (including 'best buy problems) and calculating interest.	**Algebra** Pupils will learn about distance time calculations and graphs and solve problems related to speed, extending to density and pressure calculations. Pupils will then extend their understanding of sequences continuing sequences given the nth term, and (for some pupils) working out the nth term of a sequence. Pupils will finish the term consolidating their understanding of coordinates and learning to draw and understand linear graphs.	**Geometry & Measure** Pupils will build their confidence working with formulae as they learn about finding the area and perimeter of various shapes. Pupils will learn about converting metric and imperial units of measure, including using scales and construction.
Year 10 GCSE Higher Content (skills and knowledge)	GCSE Higher tier: Unit 1 - Non-calculator methods Solving more complex problems without a calculator. Unit 2 - Types of number and Sequences	GCSE Higher tier: Unit 1 - Representing solutions of equations and inequalities Pupils will recognise and sketch linear graphs. They will factorise and solve quadratic equations	GCSE Higher tier: Unit 1 - Ratios and fractions Pupils will relate their understanding of ratios and fractions to real-life problems such as compound measurements &	GCSE Higher tier: Unit 1 - Percentages & Interest Pupils will learn to apply understanding of percentages to more complex problems, including growth and decay	GCSE Higher tier: Unit 1 - Gradients & Lines Pupils will plot and understand linear graphs, using the form y=mx+c to identify parallel and perpendicular lines.	GCSE Higher tier: Unit 1 - Angles and bearings; Pupils will interpret and using bearings. They will apply their knowledge of Pythagoras' theorem and simple

NC Years: 9-11 **PA Stages: 9-11**	Calculating HCF and LCM through prime factorisation; learning about surds and finding the formula for a quadratic sequence.	and solve linear & quadratic inequalities. Unit 2 - Simultaneous equations Pupils will learn about solving simultaneous equations.	comparing areas or volumes. Unit 2 - Collecting, representing and interpreting data. Pupils will develop their understanding of statistics including: measures of location and spread; representing data on histograms, box plots and scatter graphs; sampling techniques and applying statistics to populations.	problems, and work with general iterative processes. Unit 2 - Indices & Roots Pupils will learn to calculate with roots; integer and fractional indices. They will estimate powers and roots and use standard form.	Unit 2 - Non-linear graphs Pupils will learn to sketch non-linear graphs such as quadratic, cubic, reciprocal graphs and exponential graphs. Unit 3 - Probability Pupils will learn to calculate probabilities to predict the likelihood of future events occurring. They will also calculate and interpret conditional probabilities.	trigonometric ratios to solve angle problems. Unit 2 - Working with Circles Pupils will learn to complete and understand a range of circle calculations including arc lengths and surface areas/volumes of spheres, pyramids and cones. Pupils will be introduced to four of the circle theorems.
World Beliefs	**Bower Values Tolerance Morals and rules** To explore and explain the history of discrimination. Have an understanding and view of tolerance and equality. Analyse Cultural appropriation.	**Who are Hindus and 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	**Buddhist's beliefs** 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	**What it means to be 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 world.	**Muslim Traditions** 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 to see the Ka'bah.	**The nature of Christians** Discover how to read a bible and use the bible code. Explore the many books within the bible. Leadership in church and women in Christianity.

	Identify Human rights. Recognise equality with Religion and sexuality.	why he is important to Hindus. Analyse and explore the Guru Granth Sahib.	Theravada and Mahayana Buddhists. Take part and experience Meditation and well-being activities.	Explore the history of Judaism.		
Science	**KS4 Combined Science** **C1a States of matter, atomic structure, periodic table, and bonding** 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.	**KS4 Combined Science** **B1a Genetics, evolution, and co-ordination** This unit recaps ideas from KS3 about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection, Charles Darwin, and selective breeding.	**KS4 Combined Science** **B1b Health, disease, and the development of medicines** Pupils will look at pathogens, how diseases are spread and how the body responds to invasion, including the immune response and how antibiotic resistance occurs. This builds on the content learnt in the KS3 topic unicellular organisms	**KS4 Combined** **P1a Forces and Motion** 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).	**KS4 Combined Science** **C1b Separation techniques, acids, and alkalis.** Pupil look at what mixtures are and different ways to separate mixtures including filtration, evaporation, distillation, and chromatography. The unit will then move on to pupils recapping acids and alkalis from year 7 as well as look at how salts are made and the reactivity series	**KS4 Combined Science** **B2a Plants and Ecosystems** Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants and other relationship in an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.
P.E.	**<u>Entry Level</u>** Pupils to start their Entry level	**<u>Entry Level</u>** Pupils to continue their Entry Level	**<u>Entry Level</u>** Pupils to continue their Entry Level	**<u>Entry Level</u>** Pupils to continue their Entry Level	**<u>Entry Level</u>** Pupils to continue their Entry Level	**<u>Entry Level</u>** Pupils to continue their Entry Level accreditation

This is an overview of the PE programme of study but there be small variations on the timing of each topic	accreditation which is 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.	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 **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 **Basketball (Entry Level)** Pupils now go into depth on gameplay. Key skills recapped	accreditation which is 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	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 **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 **Badminton (Entry Level)** Pupils now recap techniques of shots	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 **Swimming** Developing competence in the water and stroke technique. Distance	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 **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

	<u>Circuit Training (Entry Level)</u> 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.	from previous years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.	tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.	and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.	badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability	
PSHE Citizenship	**Health and Wellbeing** Mental health and ill health and tackling stigma. Safeguarding health. Recognising how to manage challenges during adolescence. Strategies to promote mental health and emotional wellbeing. Evaluating the portrayal of mental health in the media. Understanding the signs of emotional or	**Relationships** Revisiting internet safety. Understanding the risks associated with social media and recognising exploitation. Recognising how social media may distort, miss-represent or target information in order to influence beliefs and opinions. Managing conflicting views and misleading information.	**Relationships** Tackling relationship myths and expectations. Parenting and pregnancy and revisiting consent. Evaluating readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Myths and misconceptions relating to pregnancy, contraception and	**Health and Wellbeing** Exploring Influence: Evaluating the impact of drugs, gangs and the media Recognising the effects of drugs and alcohol on individual's personal safety, families and wider communities. Strategies to keep self and others safe in situations that	**Living in the Wider World** Independent living skills and the consequences of debt and gambling. Exploration of the cost of living independently and what financial help may be available. Recognising various payment methods and evaluation of each. Prevention and management of debt.	**Living in the Wider World** Enterprise Project Role of Entrepreneurs in society Plan, prepare and carry out an Enterprise project to raise funds for leavers activities Enrichment Opportunities Long Sole Church Volunteering Opportunity

	mental ill-health and how to access support and treatment.	How to recognise and respond to extremism and radicalisation Enrichment Opportunities Magistrate Workshop Fearless Workshop: Radicalisation and Exploitation	consent. Recognising effective use of condoms and consequences of unprotected sex. Exploration of the physical, emotional and financial role of a parent. Enrichment Opportunities Sexual Health Nurse Workshop Careers Evening?	involve substance use. Managing peer influence in relation to substances, gangs and crime. Exit strategies for pressurised or dangerous situations and how to seek help for substance use and addiction. Enrichment Opportunities Reform, Restore, Respect Assembly	Recognition of links between gambling and micro transactions in gaming. Enrichment Opportunities Santander Workshop IAG Careers Interviews	BGS Alumni Workshop
Careers	**Careers** Transition to key stage 4 Recognising learning styles, strengths and setting goals for the future.	**Careers** Identifying the range of 16+ provision and the routes into them Identifying access to traineeships, apprenticeships, 6th form, college and specialist provision.	**Careers** Exploration of job families and the relationship with future careers and STEM subjects Use of Job Explorer Database (JED) to access labour market information	**Careers** Preparation for work experience. Interview techniques, employment opportunities and travel training options.	**Careers** Evaluation of work experience and readiness for work Different methods of job searching, application form practice. **Enrichment Opportunities**	**Careers** Planning and carrying out an enterprise project **Enrichment Opportunities** Long Sole Church Volunteering Opportunity BGS Alumni Workshop

					External Work Experience Placements IAG Careers Interviews	
Computing **Entry Level**	**Presentation Software (Entry Level)** Overview: This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations. Pupils will start the unit by looking at copyright constraints on IT Users. 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 included in a portfolio. **Link to National Curriculum:** Develop their capability, creativity and knowledge in information technology		**Using mobile devices (Entry Level)** Overview: This unit is designed to enable the learner to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device. Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance of a mobile device and device settings. Pupils will create a presentation identifying the different applications available on a mobile device. Pupils will keep a log of how they use a mobile device and the methods they use to keep data secure. They will create a leaflet explaining copyright and other things you need to consider when transferring and sharing information – security, personal information. **Link to National Curriculum:**		**Audio and video software (Entry Level)** Overview: This unit is designed to enable the learner to use a range of basic video software tools and techniques appropriately to record and edit straightforward video sequences. Pupils will start the unit by looking at copyright constraints on using others content. 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 to create a video sequence. Finally, they will play and present their completed video sequence using an appropriate device. **Link to National Curriculum:** Develop their capability, creativity and knowledge in digital technology	

		Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	
Computing **GCSE**	**Presentation Software (Level 1)** Overview: This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations. Pupils will start the unit by looking at copyright constraints on IT Users. 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 the basic and advanced requirements needed to be included. **Link to National Curriculum:** Develop their capability, creativity and knowledge in information technology	**Using mobile devices (Level 1)** Overview: This unit is designed to enable the learner to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device. Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance of a mobile device. Pupils will identify for different users when you would adjust device settings and what you would change. Pupils will create a presentation identifying the different applications available on a mobile device and demonstrate how to use some of these for given purposes. Pupils will keep a log of how they use a mobile device and the methods they use to keep data secure. In this they need to identify factors that can affect performance and how they can maintain this. Pupils will create a leaflet explaining copyright and other things you need to consider when transferring and sharing information – security, personal information. Finally, they will identify different types of secure	**Video software (Level 1)** Overview: This unit is designed to enable the learner to use a range of basic video software tools and techniques appropriately to record and edit straightforward video sequences. Pupils will start the unit by looking at copyright constraints and the effect of copyright law on producing video content. 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 video editing software, they will combine and edit their content to create a video sequence. Throughout pupils will keep an annotated scrapbook of how they captured video sequences, still images and audio content for their video. Finally, they Play and present your completed sequence using an appropriate device. The candidate should be able to: play and present video sequences **Link to National Curriculum:** Develop their capability, creativity and knowledge 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.			
Drama **Entry Level WJEC CMAP Content (skills and knowledge)** **NC Year KS4** **PA Stage N/A**	**Exploring Film Genres** Pupils will be able to develop a deeper understanding of the term 'genre'. Specifically focussing on themes within different film genres. Pupils will look at a range of genres identifying conventions such as setting, characters and events. Pupils will present their ideas for a film and create a product or presentation linked to their film, such as a poster or DVD case.	**Exploring Advertising** 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 adverts of their own. Pupils will be introduced to planning techniques appropriate to the medium chosen	**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.	**Graphic Design** 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.	**Creating a Print Media Product** 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.

		(e.g. print, TV), such as mindmaps, mock-ups, storyboards etc. Pupils will be able to plan both print & TV adverts.				
Cooking	Encouraging independent cooking and making choices.	Encouraging independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.
Arts Award	The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have. Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s. Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with. The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools. Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at contrasting times. **Enrichment Opportunities**					

	KS4 Arts Trip – Gallery and a Theatre Show in London

Bower Grove School
Together we Inspire & Achieve

Year 11 Long Term Curriculum Plan 2022/23

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
English **Content Entry Level (skills and knowledge)** **NC KS4 PA Stage 4-11**	**The Canterville Ghost by Oscar Wilde** Graphic novel – seminal world literature (gothic horror genre). Entry Level pathway **National Curriculum Links:** **Reading:** English heritage text; 19th century literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot,	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22). Entry Level pathway **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	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22). Entry Level pathway **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.	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22). Entry Level pathway **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.	**Step up to English – Completion of all outstanding units for submission** See applicable units for academic year (2021-22). Entry Level pathway **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	

	characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses. **Writing:** adapting writing for purpose (to explain, to describe, to respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. **Alternative text: Sweeney Todd** – same KS4 descriptors apply as above unit.	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,	**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	**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	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, 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 speeches and presentations.	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 speeches and presentations.	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 speeches and presentations. **Alternative text for Entry Level Pathway: Ian McEwan's Daydreamers.**	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 speeches and presentations. **Alternative 'Project Based' Unit for Entry Level Pathway: Inspirational Figures**	
Year 11 Content GCSE	**Step Up to English Gold Award – Component One and Two**	**Step up to English Silver/ Gold Award - Component Two**	**AQA Paper 1 – Introduction to the Unit**	**AQA Paper 2 – Introduction to the Unit**	**AQA Paper 1 and 2 revision unit**	

(skills and knowledge) **NC KS4 PA Stage 4-11**	See applicable units for academic year (2021-22). GCSE pathway **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.	See applicable units for academic year (2021-22). GCSE pathway **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.	Part A – reading (retrieval, language analysis, structural, analysis and critical evaluation). Part B – creative writing (description and storytelling). GCSE pathway **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	Part A – reading (retrieval, summary, language analysis, comparison). Part B – creative writing (non-fiction). GCSE pathway **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 **AO3:** Compare writers' ideas and perspectives, as well as how these are	Amalgamation of Term 3 and 4 – see set skills coverage. **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 terminology to support their views **AO3:** Compare writers' ideas and perspectives, as well as how these are	[redacted]

	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. **AO8:** Listen and respond	**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. **AO8:** Listen and respond appropriately to	**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	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.	

	appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations. **Enrichment Opportunities** Cross curricular links – History Theatre	spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations. **Spoken Language Endorsement – GCSE formal presentation** 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 •	for clarity, purpose and effect, with accurate spelling and punctuation.			

		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 Content Entry Level & Functional Skills Level 1 (skills and knowledge) **Majority will be working within NC Years: 4-7 PA Stages: 4-7**	**Measure** Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.	**Statistics** Pupils will learn about reading, drawing and solving problems related to a variety of graphs and tables, including pictograms, bar graphs, tally charts and frequency tables. They will also plan and collect data. 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.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 1-4 (place value, calculation, proportion and money). Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 5-7 (time, measure and shape). Pupils taking the functional skills level 1 will complete extension units in: volume; square numbers and probability.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of component 8 (statistics). Once their portfolio of evidence is complete, they will work at 'real-life' functional Maths activities. Pupils taking the functional skills level 1 examinations will be revising for this.	**Revision & Exams** Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.

			to calculations using fractions and decimals.			
Maths Content GCSE Foundation (skills and knowledge) **Majority will be working within NC Years: 5-11** **PA Stages: 5-11**	**Geometry** Pupils will learn about transforming shapes on co-ordinate paper. They will build on their angle knowledge to solve more complex angle problems and calculate with angles.	**Statistics** Pupils will plan, collect and learn to analyse statistics, interpreting and drawing scatter graphs and pie charts. Pupils will compare data by looking at averages. Pupils will learn about calculating the probability of two events occurring: using tree diagrams and calculating probabilities from Venn diagrams.	**Pythagoras & Algebra** Pupils will learn about Pythagoras' theorem and use it to solve problems. Pupils will learn about solving more complex equations, including simultaneous equations. Some pupils may reinforce key skills such as multiplying and dividing fractions; listing outcomes and reading two-way tables.	**Trigonometry & Powers** Pupils will extend their understanding of simplifying algebraic expressions, to include using powers. Pupils will learn about writing numbers in standard form and have the opportunity to develop their understanding of trigonometry. Some pupils may reinforce key skills such as calculating with whole and decimal numbers; generating sequences; proportion and using ratios.	**Geometry, Algebra & Revision** Pupils will be revising for their examinations, with additional learning for some pupils in quadratic equations and non-linear graphs.	**Revision & Exams** Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.
Maths Content GCSE Foundation	Unit 1 – Congruence, similarity and enlargement Pupils will learn to transform shapes.	Unit 1 – Expanding and factorising Pupils will further develop skills in factorising and	Unit 1 – Trigonometry Pupils will revise and extend their understanding of	Unit 1 – Algebraic reasoning Pupils will apply their understanding of algebra to	Unit 1 – Show that. Pupils will develop skills in mathematical communication. Unit 2 – Revision	Pupils will revise for and complete any remaining examinations and will then work at functional

(skills and knowledge) **NC Years: 10-11 (Higher)** **PA Stages: 10-12**	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.	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.	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 understanding of geometry to increasingly more complex problems.	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.	Pupils will be revising for their examinations.	Maths skills and activities.
World Beliefs	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	
Science	**GCSE/Further Entry Level**	**GCSE/Further Entry Level**	**GCSE/Further Entry Level**	**GCSE/Further Entry Level**	**GCSE/Entry Level**	**GCSE Revision Consolidation**

	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 an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.	**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 C1a where pupils learnt about elements in the periodic table. Pupils will look at chemical reactions and the properties of elements in different	**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 split into useful components together with the effects of burning fuels on the environment. Pupils will learn about the early	**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**	**Space Recap Topic:** Pupils will complete a final topic that explores the key components of the Solar System.

		groups of the periodic table as well as endothermic and exothermic reactions. They will investigate the factors that affect the rates of reactions.	atmosphere, how it has evolved and the tests the different common gases.			
P.E. **This is an overview of the PE programme of study but there be small variations on the timing of each topic**	**<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **<u>Swimming</u>** 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	**<u>Entry Level</u>** 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	**<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling. **<u>Swimming</u>** 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	**<u>Entry Level</u>** 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	**<u>Entry Level</u>** 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 **<u>Golf (offsite)</u>** Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully	**<u>Entry Level</u>** 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 **<u>Golf (offsite)</u>** 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

					established. Principles of safety **<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **<u>Swimming</u>** 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	**<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **<u>Swimming</u>** 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
PSHE Citizenship	**Careers** Understanding the college application process and plans beyond school Exploring post 16 provision. Identifying routes related to career pathways. Writing a personal statement and CV	**Careers** Preparation for work experience week Work experience week evaluation and review Completion of personal statements and CV's Enrichment Opportunities	**Careers** Health, safety and security in and out of the workplace and independent travel arrangements Understanding driver responsibilities and pedestrian safety. Legislation of HASAWA, COSHH and RIDDOR.	**Relationships** Revisiting sexual health, consent and the consequences of unprotected sex. How to challenge harassment, exploitative and abusive relationships and how to access support. Recalling knowledge of STI's	**Relationships** Families, parental responsibilities, pregnancy, marriage and changing relationships Recognising changing 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)	External Work Experience Placements	First Aid revisited Revisit Personal statements and CV's.	and contraceptive methods. Enrichment Opportunities Sexual Health Nurse Workshop Fearless Workshop: County Lines Reform, Restore, Respect Assembly	Fertility changes and variations. Adoption and fostering.	
Computing **Entry Level**	Improving productivity using IT (Level 3) Overview: This unit is designed to enable pupils to plan the use of an IT system for a purpose and use an IT system to complete a planned task. They will review their own use of IT during the Unit. Pupils will plan the use of appropriate systems and software to meet requirements of a task. They will identify legal and other constraints affecting the use of the IT system and software. Pupils will use IT systems and software to complete their solution for a given task, using preset routines (wizards) to improve productivity. They will review the outcome of the completed task and identify the strengths of the IT systems and software used for this		Completion of Earlier Units or Internet Safety for IT Users (level 1) Overview: This unit is designed to enable pupils to identify day-to-day security risks and safeguard against day to day ones, this includes using simple methods to protect software and personal data. Pupils look at the laws and guidelines that affect the use of IT Pupils will start the unit by understanding the risks that can exist when using the Internet, including safety and privacy of personal data, data security and system performance and integrity. They will learn about how to safeguard themselves and others when		

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

	preset routines (wizards) to improve productivity. They will review the outcome of the completed task making sure they meet 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	Pupils will learn about legal constraints, guidelines and procedures which apply when working online. **Link to National Curriculum:** Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	[redacted]
Art award Pupils are encouraged to effectively develop ideas through personal investigations	Year 11 pupils will develop an understanding of what it takes to be an artist. There will be three 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. 2. **Working with artists –** Pupils will experience a variety of workshops or sessions with a visiting artist to learn something new and work with someone in the industry. 3. **Artrepreneur Showcase –** Pupils will work together to plan an event which showcases work from the creative subjects across the school. Pupils will be responsible for all aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event. **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 preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Food Hygiene Certificate exam	Practical cooking