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.

<u>Implementation</u>

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

KS 1 and 2 Phonics – Little Wandle Letters and Sounds is an effective scheme to teaching reading, spelling and writing. It promotes pupil's engagement in learning through teacher energy and enthusiasm, high levels of interaction between teachers and children, focuses on praise and encouragement and builds on and celebrating success.

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

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

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

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

Impact

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

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

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



Frogs Long Term Curriculum Plan 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	Castles and dragons	Rainforest	Fragile Earth
			than five minutes			
	Children will	Children will think	Children will think	Children will explore	This topic will	children will build
	think about	about how Bonfire	and discuss	the castles built by the	introduce children	their knowledge of
Curriculum Intent	themselves and	Night is celebrated	different artists	Normans. They will	to rainforests	oceans and seas
"The Why"	the different	today. They will	such as	find out about the	around the world.	around the world.
	parts of their	think and talk about	Kandinsky,	features of 'motte and	They will learn	They will begin to
	bodies. They will	their own Bonfire	Matisse, Jackson	bailey' and 'keep and	what they are,	understand the
	learn about how	Night experiences.	Pollock Vincent	bailey' castles and	where they are,	different
	certain parts of	Listening to firework	Van Gogh and	identify their strengths	what they contain	environments these
	their work and	sounds and	Henri Rousseau.	and weaknesses. They	and who lives	represent and how
	why. They will	discussing and	They will	will start to identify the	there. Along the	they affect life on
	look in detail	describing the	maintain	importance castles	way they will	land as well as at sea.
	about their ears,	sounds they make.	attention and	played in securing	develop their skills	They will develop
	eyes and teeth.	Children will recap	participate	Norman rule in Britain.	by writing reports,	their geographical
	They will think	who Guy Fawkes	actively in	Children will explore	creating their own	skills and build up
	and talk about	was and why he and	collaborative	medieval castles that	rainforests, and	their knowledge of
	their diet and	his co-conspirators	conversations,	were built when the	becoming David	food chains,
	how they need a	plotted to blow up	staying on topic	Normans were no	Attenborough!	exploration, and
	balanced healthy	the Houses of	and initiating and	longer ruling Britain.	Learn about the	evolution.
	diet to survive	Parliament. They will	responding to	They will compare and	food resources	Learn about the
	and grow and the	then learn about the	comments. Use	contrast a variety of	available in the	fascinating
	importance of	events of 5th	spoken language	medieval castles,	rainforest for the	underwater world of
	hygiene and	November 1605 and	to develop	focusing on the	creatures and	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 lavers 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	Children will recap	They will observe	design criteria. The	simple search	creatures living
	knowledge of	and learn some key	landscapes and	children will build	engines and select	within the reef. To
	history and	facts about the	look at shadows	structures, exploring	information	make comparisons
	communicate it	London. They will	and use of tone.	how they can be made	appropriate to the	between the Pacific
	in a variety of	locate the London	They will begin to	stronger, stiffer and	task. Explore the	Ocean and the
	ways. They will	on a map and	apply colour to	more stable. The	habitats specific to	Atlantic Ocean and
	explore the	identify the aspects	produce a range	children will develop	the rainforest. To	analyse their
	school grounds	of London. They will	of marks – dots,	an understand of a	identify the	similarities and
	and compare this	find out information	dashes, stripes	traditional tale based	characteristics of	differences; To use
	and its	about aspects such	etc Begin to	on the story of St	amphibians. Know	simple geographical
	surrounding area	as area, life	identify and recall	George and the	that some reptiles	vocabulary.
	to the place	expectancy and	some details from	Dragon. Thorough	use camouflage to	To analyse how
	where they live.	population. They will	the past. To	discussion they will	hide themselves.	important the food
		look at key	maintain	begin to analyse and		chain is for survival of
		landmarks of	attention and	evaluate the stories		a species; To explore
		London. Children	participate	truth and outcome.		the species at each
		will think and talk to	actively in	Using Zog as story they		stage of the Pacific
		compare this	collaborative	will begin to develop		Ocean food chain.
		information to	conversations,	their understanding of		Explore further the
		another capital city.	staying on topic	adjectives and how to		habitat of the Great
		They will explore	and initiating and	up level their		Barrier Reef.
		how fire engines and	responding to	sentences. They will		Understand how
		brigade have	comments.	begin to create their		species depend on
		changed over the		own story based on		each other for
		years		creating their own		survival.
				dragon to write about.		
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Literature:	Literature:	Literature	Literature	Literature	Literature
	Beegu	Room on a broom	Spot	Zog	I can only draw	Commotion in the
	We are all	The which makes a	Information	non-fiction text	worms	ocean
	different	fancy broom	books, pictures	castle books.	Rumble in the	Google Earth
	Elmer	Christmas story	and PowerPoints	Easter story	jungle	5 facts about the
		Non-fiction text:	on artist			Pacific Ocean –

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

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

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

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

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

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

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

history and

variety of ways.

Select form their knowledge of communicate it in a

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

Use basic geographical vocabulary to refer

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

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.

use simple fieldwork and

		Geography:			observational skills	
		Place knowledge			to study the	
		Understand			geography of their	
		geographical			school and its	
		similarities and			grounds and the	
		differences through			physical features of	
		studying the human			its surrounding	
		and physical			environment.	
		geography of a			-use aerial	
		small area of the			photographs and	
		United Kingdom			plan perspectives to	
		and a small area in			recognise	
		a contrasting non-			landmarks and basic	
		European country.			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	Living in the wider	Relationships	Health and	Living in the Wider	Relationships	Health and
Development	world	Recognise and	wellbeing	World	Recognise risky or	Wellbeing
	Respect for self and	manage emotions	How to manage	Different groups in	negative	What is means to
	others and the	within self and a	risks to physical	the community	relationships	be healthy?

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

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

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

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



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

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

Maths	Number and Place value	Multiplication and division	Money	Measurement Length & height Weight & volume	Position & direction	Properties of shape
Maths		<u>-</u>	Share and feedback on reports Grammar Using the Prefix 'un-'		the recount Create a fact file on chosen animal Grammar Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and' Position &	•
	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	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	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	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	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	Extended noun phrases Use extended noun phrases to create a slogan Revise, edit and evaluate their brochure text Creative writing Grammar Imperative Verbs

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

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

Money Recognising coins Recognising notes

Counting in coins

Recognising coins Recognising notes Counting in coins

Statistics

interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.

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

compare, describe

and solve practical

Fractions recognise, find and name a half as one

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

Time

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

Mass and Capacity

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

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

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

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

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

Personal	Citizenship and key	Living in the wider	Relationships	Health and well	Living in the wider	Relationships
Development	skills	world	P8	being	world	Stage 1
	Pupils communicate	P8.	Shows some	P8	Stage 1	Can recognise the
	feelings and ideas in	Knows that money	consideration	Express hygiene	Can identify areas	feelings of
	simple phrases	needs to be kept	towards others	needs to adult	for personal	themselves and
	P8	safe and to wait for	Gets enjoyment	Understand	development	others and can
	Pupils choose,	the change	from playing with	stranger danger,	Participate in a mini	explain in simple
	initiate and follow	Chooses an item in	others	common dangers	enterprise using	terms how others
	through new tasks	a shop	Expresses feelings	Understands a	basic money	may feel
	and self-selected	Crosses quiet roads	and views	healthy diet (sc	handling skills	
	activities	to visit	P9	nutrition p8)	Describe how	Can recognise
	Be able to show	neighbourhood	Shows concern for	Knows own address	money is obtained	different
	awareness of how	with support	others [for	P9	Recognise they are	behaviours that can
	to join in different	They treat living	example, through	Recognises aspects	responsible for	be
	situations. They	things and their	facial expressions,	of personal hygiene	themselves and	helpful/unhelpful,
	understand agreed	environment with	gestures or tone of	e.g. when to wash	others within any	kind/unkind and
	codes of behaviour	care and concern	voice, and	hands	working	give examples how
	which helps groups	(sc cells and	sympathy for others	Understands	environment	behaviour affects
	work together.	organisation p4,	in distress and offer	poisons, not to talk	Recognise meaning	others.
	Be able to join in a	geo P5)	comfort].	to strangers,	of common hazard	Identify what makes
	range of activities in	They understand	Recognises when	unhealthy diets,	sign	them feel pleased
	1:1 situation and in	the need for laws	people are being	need for sleep and	Estimates roughly	or cross and
	small or large	and the	unkind	benefits of exercise	what different kinds	describe what
	groups	consequences of no	Name some	(sc nutrition p8, PE	of money might buy	happens inside and
	P9	laws	important people in	stage 1)	State what	outside of the body
	Makes purposeful	They understand	their life (state how	Stage 1	jobs/responsibilities	Can identify their
	relationships with	agreed codes of	they should care for	Know which food	does my teacher or	special people
	others in group	behaviour which	one another)	they like	I have in the	(family, friends, and
	activities and	help groups of	Knows a range of	Ask for help	classroom	carers) and what
	attempt to	people work	feelings	appropriately,	Can explain what	makes them special
	negotiate with	together, and they	Make purposeful	Can talk about how	'rules' mean and	Makes purposeful;
	them [for example,	support each other	relationships with	exercise and sleep	how they help all of	relationships with
	if other pupils wish	in behaving	others in group	affect the body (sc	us	others in group

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

		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	Who are Hindus	Buddhist's beliefs	What it means to	Muslims and	The nature of
	Tolerance Morals	and Sikhs?		be Jewish	traditions.	Christians
	and rules		To know how			
		To explore the	Buddhist's	To explore God as a	Islam creation story	To explore God as a
	What are the main	Hindu creation of	celebrate New year	creator according		creator according to
	British Values?	the universe.	in Japan	to the Jewish faith.	To know that	the Christian faith.
	M/hat is N/mitus!	To lead the state of	To overland with a	To lead that law a	Muslims attend	To overland Cody's
	What is Mutual	To know that there	To explore who	To know that Jews	Jumu'ah at a	To explore God's
	respect?	is no creation story in the Sikh faith	Buddha was and why he is important	attend Shabbat services at the	mosque on Fridays.	creation of Adam and Eve.
	How can we be	instead it is based	to Buddhists.	Synagogue on the	To explore the use	and Lve.
	respectful of	on the teachings of		Sabbath, Friday	of a prayer mat and	To explore what
	others?	the ten Gurus.	To know how	evening through to	compass.	happens at a
			Buddhist's attend	Saturday.		Christian Wedding.
	How does this help	To explore what	Uposatha days at		Look at Wudu and	
	our friendships?	happens in a Hindu and Sikh wedding.	the temple.	To explore the rituals of Shabbat,	how to keep clean.	
	Exploring difference		To know how	lighting candles and		
	in friendships.		Buddhists practice Meditation and	having 3 meals.		
	How does this help		chanting in their	To how Jewish		
	us to be a good		daily lives.	people celebrate		
	citizen			the festival of		
				Hanukkah		

PE	Gymnastics and	Gymnastics and	Dodgeball and OAA	Attack v Defence	Athletics and	Athletics and
	Core Skills	Dance		and Hockey	Tennis	Cricket
	(Throwing and		Dodgeball			
	Catching)	Gymnastics	The unit of work	Attack v Defence	Athletics	Athletics
		(Pathways)	will explore how to	The unit of work	The unit of work will	The unit of work
	Gymnastics	The unit of work	apply the principles	will challenge pupils	explore how we can	will explore how we
	(Linking)	will challenge pupils	of attack vs defence	to create simple	use our bodies to	can use our bodies
	The unit of work	to explore different	in dodgeball. Pupils	defending and	run as fast as	to run as fast as
	will challenge pupils	ways that they can	will develop an	attacking tactics,	possible, exploring	possible, exploring
	to explore different	link movements	understanding of	while continuing to	the correct	the correct
	ways that they can	and balances	when, where and	develop an	technique	technique
	link movements and	together while	why we need to	understanding of	individually and	individually and
	balances together.	travelling along a	dodge, throw, catch	the transition from	within teams. Pupils	within teams. Pupils
	Pupils will apply	variety of	and change	defence to attack.	will also begin to	will also begin to
	'champion	pathways. Pupils	direction during a	Pupils will apply	examine how to	examine how to
	gymnastics' and be	will apply	game.	these tactics as a	jump as far as	jump as far as
	able to perform a	'champion	OAA (Problem	team into games.	possible and	possible and
	sequence on	gymnastics' and be	Solving)	Hockey	compare throwing	compare throwing
	apparatus focused	able to perform a	The unit of work	The unit of work	accurately with	accurately with
	on; jumps, rolls and	sequence on	will explore what	will explore how to	throwing for	throwing for
	balances.	apparatus while	makes an effective	apply the principles	distance.	distance.
	Core Skills	travelling along a	team through	of attack vs	Tennis	Cricket
	(Throwing and	chosen pathway.	different problem-	defence, with a	The unit of work will	The unit of work
	Catching)	Dance (Wild	solving challenges.	particular focus on	explore how to	will explore how to
	The unit of work	animals)	Throughout the	passing and moving	apply the principles	apply the principles
	will challenge pupils	The unit of work	unit, there will be a	and dribbling.	of attack vs defence	of attack vs defence
	to apply their	will challenge pupils	focus on pupils	Pupils will learn	in order to win a	in a cricket context.
	understanding of	to respond to	developing skills	how to keep	game of tennis.	Pupils will learn
	underarm and	different stimuli	essential to working	possession and	Pupils will	how to utilise
	overarm throwing	being able to	within a team.	eventually score in	understand where	fielding skills to
	to beat their	sustain characters		order to win a	and why we	keep the batter's
	opponents. Pupils	to add drama and		modified game.	throw/hit the ball	score as low as
	will further extend	emotion to the			on the court and be	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	Focus	- Pupils will explore	- This unit will be	- In these sessions	- This unit focusses
	will explore the	- Throughout time	various different	focussed around	will be looking at	on getting pupils to
	cultural significance	at Bower Grove	musical tools like	learning and	the jungle book. We	use their bodies to
	behind djembe	pupils will	melody, harmony,	experimenting with	will learn how to	make sounds and
	drumming and how	experience playing	chords and	the pentatonic	sing and play along	rhythms. They will
	it is used in many	and experimenting	accompaniment	scale. Pupils will	to 'the Bare	follow games which
	African countries.	with a range of	through using	experience	Necessities' and	involve combining
	Pupils will learn	instruments. For	tuned pipes called	composing,	make our own	different actions
	about the different	this unit pupils will	boom whackers.	improvisation,	jungle sound story	and timbres to
	striking techniques	start to learn how		instrumental	combining jungle	represent a drum
	as well as the	to play the ocarina.	NC - Play and	performing/singing	noises and jungle	kit. Pupils will
	methods that are	Pupils will learn	perform in solo and	and song writing.	style music. We	develop their score
	used to create	about breath	ensemble contexts,	There will also be	explore timbre,	reading skills whilst
	rhythms (call and	control, and finger	using their voices	opportunities for	pitch, dynamics and	playing along with
	response,	technique. At the	and playing musical	pupils to develop	texture and how we	popular pieces of
	improvisation and	end of the unit	instruments with	there listening	can use these to	music using body
	combining	pupils will learn a	increasing	skills. Pupils will	represent	percussion.
	ostinatos). Pupils	Christmas song on	accuracy, fluency,	learn songs that use	animals/the	
	will have the	the Ocarina	control and	the pentatonic	weather/jungle	NC - use and
	opportunity to		expression. use	scale and will be	noises etc. Pupils	understand staff
	create their own	NC - Play and	and understand	contributing	will be exposed to	and other musical
	rhythmic ostinatos	perform in solo and	staff and other	towards a whole	listening,	notations.
	and will get to lead	ensemble contexts,	musical notations	class song based	composing and	Improvise and
	the group in call	using their voices		around dragons.	performing tasks	compose music for
	and response and	and playing musical		Pupils will be	throughout the	a range of purposes
	rhythmic games.	instruments with		writing melodic	unit.	using the inter-
		increasing		phrases using the		related
	NC - Play and	accuracy, fluency,		pentatonic scale	NC - Improvise and	dimensions of
	perform in solo and	control and		that will provide	compose music for	music.
	ensemble contexts,	expression. use		the melody for the	a range of purposes	
		and understand		song.		

	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 interrelated dimensions of music.	using the inter- related dimensions of music.	
Enrichment Opportunities	Recreating a British landmark through DT.	Visit from Father Christmas.	Fossil finding.	Visit to a famous landmark.	Fact find trip to a local wild area/forest.	Italian cooking- Pizza making.



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

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

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

			and the Property of the			
		61 1111	multiplication and	minutes including	categories by	
		Show addition of	division by using	quarter past, to the	quantity.	
		two numbers can	materials, arrays	hour and		
		be done in any	repeated addition	draw the hands on	Ask and answer	
		order and	and mental maths.	a clock face to	questions about	
		subtraction cannot.		show these times.	totalling and	
					comparing	
		Recognise and use			categorical data.	
		the inverse				
		relationship.				
Science	Electricity	States of matter	Living things and	Sounds	Animals, including	Inventions
	Identify common	Compare and group	their habitats	Identify how	humans	Famous inventions
	appliances that run on	materials together,	Recognise that	sounds are made	Describe the	that made the
	electricity.	according to	living things can be	associating some	simple functions of	world a better
		whether they are	grouped in a	of them with	the basic parts of	place.
	Construct a simple series	solids, liquids or	variety of ways.	something	the digestive	
	electrical circuit,	gases.		vibration.	system in humans.	Design and create
	including cells, wires,		Explore and use			an invention to
	bulbs, switches and	Observe that some	classification keys	Recognise that	Identify the	help and improve
	buzzers.	materials change	to help group,	vibrations from a	different types of	lives.
	Identify whether or not a	state when they are	identify and name	sound travel	teeth in humans	
	lamp will light in a simple	heated or cooled,	a variety of living	through a medium	and their simple	
	series circuit based on	and measure or	things in their local	to the ear.	function.	
	whether or not the lamp	research the	and wider	Find patterns		
	is part of a complete	temperature at	environment.	between the pitch	Construct and	
	loop with a battery.	which this happens		of a sound and	interpret a variety	
	,	in degrees Celsius.	Recognise that	features of the	of food chains,	
	Recognise that a switch		environments can	object that	identifying	
		Identify the part			, ,	
				1		
				Find patterns	•	
		•	_ =	· ·	1. 21.	
	, ,					
	opens and closes a circuit and associate this with whether or not a lamp lights in a sample series circuit.	Identify the part played by evaporation and condensation in the water cycle and	change and that this can sometimes pose dangers to living things.	produced it. Find patterns between the volume of a sound	producers, predators and prey.	

c ir n c	Recognise some common conductors and nsulators, 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.		
in Company of the com	Dsing Computers Safely 2: E-Safety & Using the nternet 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 sechnology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identifying now to report concerns. Pupils will move on to earning about how to effectively search the nternet using a search engine and how to read the results page.	DTP 1 – Simple publisher 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.	Data 1- Spreadsheets and Graphing 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	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).	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.	Programming 2 – Simple Programming using Block Coding 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	Strand:	Strand:	Strand:	
& Information	Information	Information	Information	Strand:
Technology	Technology	Technology	Technology	Computer Science

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

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

Handball

effective tactics.

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

						national curriculum Key Stage 2 programme of study.
Enrichment Opportunities	Visit local city (Canterbury city) visit the cathedral.	Science experiments using materials.	Trip to local park to observe living things in their environment.	Romans day: Pupils able to dress like romans and have a whole day experiences 'Roman' based activities.	Trip to wildwoods to observe animals' habitats.	Church trip to explore Christianity.



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

		The Pied Piper of		A collection of		Odysseus
		Hamelin		poems by Roger	Aesop's Fables	
		Christmas play		McGough		
English/ Literacy	continuing to read and	Preparing plays to	Reading books that	Learning a wider	Increasing their	Drawing inferences
	discuss an increasingly	read aloud and to	are structured in	range of poetry by	familiarity with a	such as inferring
	wide range of fiction,	perform, showing	different ways and	heart	wide range of	characters'
	Identifying and	understanding	reading for a range	Preparing poems	books, including	feelings, thoughts
	discussing themes and	through intonation,	of purposes	and plays to read	myths, legends and	and motives from
	conventions in and	tone and volume		aloud and to	traditional stories,	their actions, and
	across a wide range of	so that the		perform, showing	modern fiction,	justifying
	writing	meaning is clear to		understanding	fiction from our	inferences with
		an audience		through intonation,	literary heritage,	evidence
				tone and volume	and books from	Predicting what
				so that the	other cultures and	might happen from
				meaning is clear to	traditions	details stated and
				an audience		implied
Maths	Place Value	Addition &	Mass, capacity &	Money	Length, height &	Statistics
	S2 Count in steps of 2, 3,	Subtraction	temperature		perimeter	St 2
	and 5 from 0, and in tens	continued	St 2	S2: Recognises and	St 2	interpret and
	from any number,	Multiplication &	choose and use	uses symbols for	choose and use	construct simple
	forward and backward.	Division	appropriate	pounds and pence;	appropriate	pictograms, tally
	Recognise the place	St 2	standard units to	combines amounts	standard units to	charts, block
	value of each digit in a	recall and use	estimate and	to make a	estimate and	diagrams and
	two / three-digit number	multiplication and	measure mass	particular value.	measure	simple tables, ask
	(hundreds, tens, ones).	division facts for	(kg/g);	Finds different	length/height in	and answer simple
	Compare and order	the 2, 5 and 10	temperature (°C);	combinations of	any direction	questions by
	numbers from 0 up to	multiplication	capacity (litres/ml)	coins that equal	(m/cm);	counting the
	100; use <, > and = signs.	tables, including	to the nearest	the same amounts	temperature (°C);	number of objects
	Read and write numbers	recognising odd	appropriate unit,	of money. Solves	to the nearest	in each category
	to at least 100 in	and even numbers	using scales,	simple problems in	appropriate unit,	and sorting the
	numerals and in words.	and calculate	thermometers and	a practical context	using rulers, scales,	categories by
	اممو مینامید معمام	mathematical	moncuring voccols	involving addition	and compare and	auantity ack and
	Use place value and	mathematical	measuring vessels and compare and	and subtraction of	order lengths, and	quantity ask 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 be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction

tables and write them using the multiplication (x), 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

multiplication and

division within the

multiplication

order mass, volume/capacity and record the results using >, < and =

St 3
measure, compare,
add and subtract:
mass (kg/g);
volume/capacity
(I/mI)
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, 21 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 =

measure, compare,

add and subtract:

St 3

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 threequarter turns (clockwise and anticlockwise).

about totalling and comparing categorical data. St 3 interpret and present data using bar charts, pictograms and tables solve onestep 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 24hour 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 nonunit 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, 75+ 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	Forces (Physics) S3 - compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others	Earth & Space (Physics) S5 - Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth.	Animals including humans (Biology) S3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Living things and their habitats (Biology) S4 - Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living	Properties and changes of materials (Chemistry) S4 - Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and	

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

	YOU GET"), page	Strand:		
Strand: Digital Lite	racy orientation and	Information		
& Computer Science	ce refresh their	Technology		
	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			

Topic	Geography	<u>History</u>	Geography	History	Geography	<u>History</u>
Global Learning	Geographical skills	Tudors	Mexico	Aztecs Study	Equator,	Ancient Greeks
(History,	and fieldwork:	Henry VIII wives	Geography Place	A non-European	hemispheres,	Ancient Greece – a
Geography,	Use the eight points		knowledge:	society that	tropics, poles &	study of Greek life
Modern Foreign	of a compass, four	A local history	Understand	provides contrasts	time	and achievements
Languages)	and six-figure grid	study:	geographical	with British history.	Locational	and their influence
Art	references, symbols	A study of an aspect	similarities and		knowledge:	on the western
DT	and key (including	of history or a site	differences through	Art/Design		world
	the use of	dating from a	the study of human	Aztec art –	identify the position	
	Ordnance Survey	period beyond 1066	and physical	Create a headdress	and significance of	Geographical skills:
	maps) to build their	that is significant in	geography of a	Weaving	latitude, longitude,	Use maps, atlases,
	knowledge of the	the locality.	region within North	Masks	Equator, Northern	globes and
	United Kingdom		or South America		Hemisphere,	digital/computer
	and the wider world				Southern	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 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	Living in the wider world	Relationships Recognise and	Health and Well Being	Relationships Marriage and civil	Health and Well Being
	Understand why and how rules and laws are made and	Respecting diversity and equality in different cultures	provide management strategies for a	What is meant by a healthy lifestyle	partnerships Bullying and discrimination	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	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	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
	actions Rights and responsibility in the home and school		relationships			
World Beliefs	Talk about the 5 British Values? Why do we have rules?	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs.	To know about the sacred book the Tipitaka and know why it is important to Buddhists.	To know who Abraham was and why he is important to Jews. To know who	Look at the five pillars of Islam and their names and meanings.	To know who Moses was and why he is important to Christians. To know that
	Identify rules, laws and responsibilities within school. What are the laws outside of school?	To name the five Ks To know who Guru Nanak was and why he is important to Sikhs	To know that Buddhists live by the five morals.	Moses was and why he is important to Jews. To explore the Torah and know	To explore the Holy Qur'an and know why this is important to Muslims. To know about the	Christians follow the rules of the Ten Commandments. To explore the Holy Bible and know why
	How does following laws make us a good citizen? Explore how Parliament and			why it is important to Jews. To explore Hebrew writing and the alphabet.	festival of Ashura and why it is important to Muslims.	it is important to Christians. To know who Jesus' disciples were and why they are

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

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



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

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

St 3

measure, compare, add and subtract: mass (kg/g); volume/capacity (I/mI)
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

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).

St 3

comparing categorical data. St 3 interpret and present data using bar charts. pictograms and tables solve onestep 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 dav. St 3 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24hour 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 nonunit 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, 75+ 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	S3 - compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others	Earth & Space (Physics) S5 - Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.	Animals including humans (Biology) S3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and	Living things and their habitats (Biology) S4 - Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Properties and changes of materials (Chemistry) S4 - Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. S5 - Compare and group together everyday materials on the basis of their	

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
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including pulleys are allow a sr force to his greater elements. Computing Overview	nd gears, maller nave a iffect.	Overview:	Overview:		Overview:
Pupils will the "Thin Know" E-series "Pl Share" an undertak activities the them presented -Identify manipula pressuris threateni behaviou -Respond they thin is trying to manipula pressure threaten -Understarights onli respect the othersTake me	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	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.	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.	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		Strand:	
footprint.		Computer Science	
-Get help from an			
appropriate source			
if they need it.			
Pupils will go on to			
learning about			
other threats to			
using technology			
safely: malware and			
plagiarism.			
Strand: Digital			
Literacy			

Topic	Geography	<u>History</u>	Geography	<u>History</u>	Geography	<u>History</u>
Global Learning	Geographical skills	Tudors	Mexico	Aztecs Study	Equator,	Ancient Greeks
(History,	and fieldwork:	Henry VIII wives	Geography Place	A non-European	hemispheres,	Ancient Greece – a
Geography,	Use the eight points		knowledge:	society that	tropics, poles &	study of Greek life
Modern Foreign	of a compass, four	A local history	Understand	provides contrasts	time	and achievements
Languages)	and six-figure grid	study:	geographical	with British history.	Locational	and their influence
Art	references, symbols	A study of an aspect	similarities and		knowledge:	on the western
DT	and key (including	of history or a site	differences through	Art/Design		world
	the use of	dating from a	the study of human	Aztec art –	identify the position	
	Ordnance Survey	period beyond 1066	and physical	Create a headdress	and significance of	Geographical skills:
	maps) to build their	that is significant in	geography of a	Weaving	latitude, longitude,	Use maps, atlases,
	knowledge of the	the locality.	region within North	Masks	Equator, Northern	globes and
	United Kingdom		or South America		Hemisphere,	digital/computer
	and the wider world	PA S5 ordering			Southern	mapping to locate
		given events on a	Art/Design		Hemisphere, the	countries and
	Art/Design	detailed timeline	Following a recipe		Tropics of Cancer	describe features
		that relate to the			and Capricorn,	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	Living in the wider world Respecting diversity and equality in different cultures Respecting and protecting the	Relationships Recognise and provide management strategies for a wide range of emotions	Health and Well Being What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental	Relationships Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in	Health and Well Being Managing change including transition, puberty Making informed choices on health
	different rules are	environment	Recognise what constitute a healthy	well being	relationships and how to get help	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 problemsolving 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 interrelated 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

NC - play and perform in solo and ensemble contexts,

SO.

- 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.

understand a wide range of highquality live and recorded music drawn from different traditions and from

NC - appreciate and

- 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 interrelated

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



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

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

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

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

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

		1	1			
				24hr analogue	ones, tenths and	
				(and digital)	hundredths	
				clocks, incl.	Round decimals	
				Romen Numerals	with one decimal	
				with increasing	place to the	
				accuracy to the	nearest whole	
				nearest minute.	number	
				Know the		
				number of secs		
				in minute, hours		
				in day, days in		
				month/year.		
				Record and		
				compare time &		
				the duration of		
				events		
Science	Evolution and	Living Things	<u>Light</u>	<u>Electricity</u>	Animals Including	Scientists and Inventors
	<u>Inheritance</u>	and Their			Humans	
		and men			<u> </u>	
	Working	<u>Habitats</u>	Working	Working	Working	Working Scientifically
	Scientifically		Working Scientifically	Working Scientifically	Working Scientifically	Use a range of equipment, including
	Scientifically Identify	<u> Habitats</u>	_	_	Working Scientifically Use results to draw	
	Scientifically	Habitats Working	Scientifically	Scientifically	Working Scientifically Use results to draw simple conclusions,	Use a range of equipment, including
	Scientifically Identify	Habitats Working Scientifically Gather, record	Scientifically Set up simple	Scientifically Set up simple	Working Scientifically Use results to draw simple conclusions, make predictions	Use a range of equipment, including thermometers Recording findings using simple scientific language, keys, bar charts, and tables
	Scientifically Identify differences, similarities or changes related	Habitats Working Scientifically Gather, record and classify data	Scientifically Set up simple practical enquiries, comparative and	Scientifically Set up simple practical enquiries, comparative and	Working Scientifically Use results to draw simple conclusions, make predictions for new values	Use a range of equipment, including thermometers Recording findings using simple scientific
	Scientifically Identify differences, similarities or changes related to simple	Habitats Working Scientifically Gather, record and classify data in a variety of	Scientifically Set up simple practical enquiries, comparative and fair tests	Scientifically Set up simple practical enquiries, comparative and fair tests	Working Scientifically Use results to draw simple conclusions, make predictions	Use a range of equipment, including thermometers Recording findings using simple scientific language, keys, bar charts, and tables
	Scientifically Identify differences, similarities or changes related to simple scientific ideas	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings	Working Scientifically Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use	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
	Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in Make	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple	Working Scientifically Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of	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
	Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in Make systematic and	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific	Working Scientifically Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of scientific enquiries	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
	Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in Make systematic and careful	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language,	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language,	Working Scientifically Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of	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
	Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and use different	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in Make systematic and careful observations	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings,	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings,	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	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
	Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and	Habitats Working Scientifically Gather, record and classify data in a variety of ways to help in Make systematic and careful	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language,	Scientifically Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language,	Working Scientifically Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of scientific enquiries	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

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

	I	1		
Evolution fact	explain that	Associate the		
file	objects are seen	brightness of a		
Whale	because they	lamp or the		
adaptation (non-	give out or	volume of a		
chronological	reflect light into	buzzer with the		
report)	the eye	number and		
. ,	Explain that we	voltage of cells		
	see things	used in the		
	because light	circuit		
	travels from light	Compare and		
	sources to	give reasons for		
	objects, to our	variations in how		
	eyes	components		
	Explain why	function		
	shadows have	Use recognised		
	the same shape	symbols when		
	as the objects	representing a		
	that cast them.	simple circuit in		
	that east them.	a diagram		
		a ulagiaili		

Computing	Using Computers safely 4: E- Safety Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in thisIdentify signs of manipulative, pressurising or threatening behaviour onlineRespond safely if they think someone is trying to manipulate, pressure or threaten themUnderstand their rights online, and	Data 3: Spreadsheets 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	Creating Digital Artefacts 2 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	Hardware and software 2 - 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	Algorithms 1 – Solving real world problems 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:	Programming 4 Overview: Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete a project at the end of involving them designing, writing and a program that accomplishes specific goals. Strand: Computer Science
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respect those of	Computer Science	
others.	Sampara salana	
-Take measures		
to control their		
privacy and		
digital footprint.		
-Get help from		
an appropriate		
source if they		
need it.		
Describe will be an		
Pupils will go on		
to learning about		
other threats to		
using technology		
safely: malware		
and plagiarism .		
Strand: Digital		
Literacy		

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

	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	of dress and lifestyle. DT-Circuit	event in WW2 History. Art-Landscapes (WW2)	persuasive piece on reduce, reuse and recycle. Art/DT – Planets Pupils to create papier-
			Pupils to research Aboriginal art, including dot paintings and natural art. Pupils to create an Aboriginal mask using Aboriginal symbols.	Building Pupils to select tools, techniques and materials to construct a circuit/ create a product. Instruction writing (DT)	Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.	mache planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.
			River fact file			
Personal	<u>Relationships</u>	Health and	<u>Living in The</u>	Relationships	Health and	Living in The Wider
Development	<u>1</u>	Wellbeing	Wider World	<u>2</u>	Wellbeing	<u>World</u>
	Recognise and provide	<u>1</u>	1		<u>2</u>	<u>2</u>
	management strategies	What is meant by a	Hada at a della	Bullying and		Hadamia dha waxa waxa
	for a wide range of emotions, demonstrate	healthy lifestyle. Making informed	Understand why and how rules	discrimination. Recognising risky	Managing change	Understand how resources are allocated in different
	the use of the strategies	choices on health and	and laws are	behaviours in	including	ways and how economic
	by.	recognising sources of	made and how	relationships and	transition and	choices affect others.
	,	help.	they are	how to get help).	puberty.	33
	Make/accept constructive	·	enforced. Know		,	Know why people may
	suggestion.	Washes and dries hair	why different	Appropriate	Know physical	volunteer to do things for
	Takes part in games with	with help &	rules are needed	touch/greetings	similarities and	their community & the
	rules	understands the	for different	for different	differences	different contributions
		importance.	situations and	people.		

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

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

			Jataka and how			
			these help			
			Buddhists today			
			understand right			
			and wrong.			
PE	Gymnastics and Hockey	Dance and Tag-Rugby	OAA and Netball	Basketball and	Pickleball and	Athletics and Rounders
	Gymnastics	Dance (James Bond)	OAA (Problem	Handball	Cricket	Athletics
	(Counterbalance and	The unit of work will	Solving and	Basketball	Pickleball	The unit of work will
	Counter Tension)	be based around the	Orienteering)	The unit of work	Pupils will learn	challenge pupils to apply
	The unit of work will	theme of James Bond.	The unit of work	will develop	to consistently	their knowledge,
	focus on exploring	Pupils will have the	will consolidate	pupils' ability to	apply effective	understanding and skills
	Counterbalance and	opportunity to have	pupil's ability to	apply the	shot techniques,	into a series of
	Counter Tension balances	their own inputs and	apply effective	principles of	applying	competitions. Pupils will
	on the floor and on	ideas added into the	teamwork	attack vs	decision making	experience competition
	apparatus. Pupils will	dance and then listen	through different	defence, with a	as to which shot	across all the different
	create sequences by	to feedback from	problem-solving	particular focus	to make and	areas of athletics that they
	consistently applying flow	other peers and	challenges.	on creating	where to aim in	have explored. Pupils will
	and challenging their	change routine based	Throughout the	simple attacking	order to socre a	have to work hard
	creativity. Pupils will	on feedback received.	unit, there will	tactics in order	point. Pupils will	individually to apply the
	focus on the various ways	Tag-Rugby	be a focus on	to move the ball	create, apply	correct technique as well
	they can construct the	The unit of work will	pupils' ability to	up the court,	and evaluate	as collaborating in teams.
	sequence and link the	develop pupils' ability	lead others,	creating an	tactics in singles	Rounders
	balances with	to apply the principles	applying skills	attack that	and doubles	The unit of work will
	movements.	of attack vs defence.	essential to	results in a	games.	develop pupils' ability to
	Hockey	Pupils will combine	working within a	shooting	Cricket	apply the principles of
	The unit of work will	passing and moving to	team as well as	opportunity.	Pupils will	attack vs defence, with a
	develop pupils' ability to	develop ways of	create, evaluate	Handball	consolidate	particular focus on the
	apply the principles of	creating space to beat	and adapt	The unit of work	their	concept of batting. Pupils
	attack vs defence, with a	an opponent to score	tactics.	will challenge	knowledge,	will continue to develop
	particular focus on	a try. Pupils will also	Netball	pupils to apply	understanding	and apply a variety of
	creating simple attacking	develop tagging and to	The unit of work	their prior	and ability to	fielding skills such as
	tactics in order to move	explore different ways	will develop	learning of	effectively apply	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.
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Music	- This unit builds on	- For this unit	- This term	- As this term is usually
	students' melody writing	pupils will be	pupils will be	interrupted by many
	skills and gets them to	listening to	taking a	transitional activities
	think about how to create	classical music	focussed look at	pupils have the
	their desired sounds	and interpreting	a piece of	opportunity to experience
	through music. It will	musical	classical music	some of the many
	develop their knowledge	representations	provided by the	different units they will be
	of the orchestra and the	within the music.	BBC's 10 pieces,	doing in KS3. The lessons
	instrumental families,	They will be	Carl Orff's	will recap many of the
	their qualities and	moving to music	'Carmina	skills learnt in KS1 & 2 but
	sounds. They will learn	to demonstrate	Burana'. They	allow pupils experience
	how to compose music	understanding	will be exploring	them at a more
	for a specific mood and	and	both the music	sophisticated level.
	how to compose	internalisation of	and the words	
	contrasting melodic	musical	and the images	NC - play and perform in
	ideas.	elements. They	they portray.	solo and ensemble
		will be creating	Pupils will	contexts, using their
	NC - improvise and	their own	ultimately be	voices and playing
	compose music for a	carnival of the	working	musical instruments with
	range of purposes using	animals and will	towards a full	increasing accuracy,
	the inter-related	use the musical	class ensemble	fluency, control and
	dimensions of music.	elements to	performance of	expression.
		represent	'Carmina	Listen with attention to
		different animals	Burana' and this	detail and recall sounds
		in their carnival.	will be achieved	with increasing aural
		This unit will	my studying	memory. Use and
		allow pupils to	ostinato,	understand staff and
		explore the	drones, melody,	other musical notations.
		elements and be	instruments of	Develop an
		creative. They	the orchestra	understanding of the
		will also be	and more.	history of music.
		looking at		
		melody writing.		

			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	



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Heading	Marvellous Me and	Toy Story	Frozen Planet	Brave Explorers	Emergency!	Fantastic
	Where I Belong					Creatures
Curriculum	Key Questions: How	Key Questions: Which	Key	Key Questions:	Key Questions:	Key Questions:
Intent	does my body help me?	are better -the toys my	Questions: What	What are the	How can I stay	What fantastic
	Where do I belong?	grandparents played with or the ones we	are good ways of keeping warm?	names of some famous explorers	safe? Who are the emergency	creatures live near me?
	Pupils will be learning	have today?	Where in the world	and what did they	services and how	What fantastic
	about what makes them		are the coldest	discover? What can	can they help	creatures might
	unique. The focus will be	Pupils will be learning	places?	I discover in my	me?	live in space?
	on their interests but	about how toys have		local area?		
	also their emotions and	changed over the	Pupils will			Pupils will study a
	what they	years. They will play	investigate places	Pupils will be	Pupils will focus on	range of creatures
	like/dislike. Our science	with a range of	that are cold – the	learning about	the importance of	from aliens to
	focus will be 'the human	different toys and	polar regions, the	different explorers	the emergency	minibeasts.
	body and senses'.	evaluate them. The	weather and the	from history and	services, their role	They will
	As part of thinking about	pupils will also	animals that live	modern day. They	and how they are	investigate a range
	themselves they are also	investigate toys around	there including how	will be investigating	accessed. They will	of alien stories and
	going to investigate the	the world, which will	they cope with the	the weather around	hopefully have a	create their own
	school and local area.	link to developing their	cold	the world and in	visit from the	within art.
	How we communicate	awareness of the world	temperatures. As	their local area.	emergency	Science will focus
	with each other and how	we live. As part of their	part of Science,	Pupils will continue	services who will	on minibeasts and
	this has changed over	DT, they will make	they will investigate	to work on their	develop their	their habitats and
	the years will also form	wheeled vehicles.	freezing and	understanding of	understanding of	we will go
	part of the topic.	Literacy will focus on	melting and	countries and	how to stay safe.	exploring – pond
	Team building exercises	stories that incorporate	materials that can	continents of the	They will study	dipping and
	will support learning as	toys and will use the	help us keep	world from the	states of matter in	minibeast
	they learn to become	'Toy Story films' and	warm. This will	previous term,	Science.	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.
		Curri	culum Implementatio	n		
Core Texts	Literature: The Squirrels who Squabbled – Rachel Bright Town Mouse and Country Mouse- Traditional Tale Incredible Me –	Literature: The Way Back Home — Short Film Literacy Shed The Lost Toy Museum by The Old Toy Room — Twinkl Original Toy Story Movies	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	Literature Journey - Aaron Becker Great Adventurers – Alistair Humphries Lost and Found – Oliver Jeffers. Class Reader: Explorer by	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	Literature Aliens in Underpants Here comes the Aliens – Colin McNaughton We're off to look for Aliens – Colin
	Class Reader: The Exploding Life of Scarlett Fife – Maz	Class Reader: The Peculiar Toy Factory	Class Reader: The Polar Bear	Katherine Rundell	Bradman Class Reader: The Eighteenth	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	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	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.	Changes of State Use terms such as melting and freezing. Understand what happens when something gets hot. How can we stay safe? Working	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	Scientifically	Working Scientifically	Scientifically	Asking simple questions and

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

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

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

			Explore different materials			
Personal	Living in the wider	Living in the wider	Relationships	Health and Well	Relationships	Health and Well
Development	world	world	Recognise and	Being	Marriage and civil	Being
	Understand why and	Respecting diversity	provide	What is meant by a	partnerships	Managing change
	how rules and laws are	and equality in	management	healthy lifestyle	Bullying and	including
	made and how they are	different cultures	strategies for a	How to maintain	discrimination	transition, puberty
	enforced Why different	Respecting and	wide range of	and manage risks to	Recognising risky	Making informed
	rules are needed for	protecting the	emotions	physical, mental	behaviours in	choices on health
	different situations	environment	Recognise what	well being	relationships and	and recognising
	Respect for self and	Understand different	constitute a healthy	Identify ways to	how to get help	sources of help
	others and to	concepts concerning	relationship with	keep physically safe	Recognising the	Internet safety
	importance of	money	friends and family,	on the playground	danger of peer	
	responsible behaviours		develop skills to		pressure	
	and actions		form these			
	Rights and responsibility		Recognise risky and			
	in the home and school		negative			
			relationships			
World Beliefs	What is a rule?	Introduce a Sikh way of	Introduce being a	Introduce being	Introduce being a	Introduce being a
		life.	Buddhist.	Jewish.	Muslim.	Christian.
	What does "being					
	British" mean?	Introduce being a	Learn to identify	Learn that Jews	To know that	To know that
		Hindu.	buddha and know	believe in one God.	Muslim 's worship	Christians worship
	What are the British		why he is important		in a Mosque.	in a Church.
	values and what do we	Learn how Hindu's and	to Buddhists.	To know that Jew's		
	do in my class to follow	Sikh's celebrate the		worship in a	To know that	To know that
	them?	Diwali festival.	To know that	Synagogue.	Muslims believe in	Christians believe
			Buddhist's regard a		one God in Islam –	in God the Father.
	Who are my friends?		temple as a special		Allah identified in	
			place.		written form.	
			Lagra hav			
			Learn how			
			Buddhists celebrate			

			the New Year in			
			China.			
PE	Gymnastics and Core	Gymnastics and Dance	Dodgeball and OAA	Attack v Defence	Athletics and	Athletics and
	Skills (Throwing and	Gymnastics (Pathways)	Dodgeball	and Hockey	Tennis	Cricket
	Catching)	The unit of work will	The unit of work	Attack v Defence	Athletics	Athletics
	Gymnastics (Linking)	challenge pupils to	will explore how to	The unit of work will	The unit of work	The unit of work
	The unit of work will	explore different ways	apply the principles	challenge pupils to	will explore how	will explore how
	challenge pupils to	that they can link	of attack vs defence	create simple	we can use our	we can use our
	explore different ways	movements and	in dodgeball. Pupils	defending and	bodies to run as	bodies to run as
	that they can link	balances together	will develop an	attacking tactics,	fast as possible,	fast as possible,
	movements and	while travelling along a	understanding of	while continuing to	exploring the	exploring the
	balances together. Pupils	variety of pathways.	when, where and	develop an	correct technique	correct technique
	will apply 'champion	Pupils will apply	why we need to	understanding of	individually and	individually and
	gymnastics' and be able	'champion gymnastics'	dodge, throw, catch	the transition from	within teams.	within teams.
	to perform a sequence	and be able to perform	and change	defence to attack.	Pupils will also	Pupils will also
	on apparatus focused	a sequence on	direction during a	Pupils will apply	begin to examine	begin to examine
	on; jumps, rolls and	apparatus while	game.	these tactics as a	how to jump as far	how to jump as far
	balances.	travelling along a	OAA (Problem	team into games.	as possible and	as possible and
	Core Skills (Throwing	chosen pathway.	Solving)	Hockey	compare throwing	compare throwing
	and Catching)	Dance (Wild animals)	The unit of work	The unit of work will	accurately with	accurately with
	The unit of work will	The unit of work will	will explore what	explore how to	throwing for	throwing for
	challenge pupils to apply	challenge pupils to	makes an effective	apply the principles	distance.	distance.
	their understanding of	respond to different	team through	of attack vs	Tennis	Cricket
	underarm and overarm	stimuli being able to	different problem-	defence, with a	The unit of work	The unit of work
	throwing to beat their	sustain characters to	solving challenges.	particular focus on	will explore how	will explore how to
	opponents. Pupils will	add drama and	Throughout the	passing and moving	to apply the	apply the
	further extend their	emotion to the dance.	unit, there will be a	and dribbling. Pupils	principles of attack	principles of attack
	understanding of why	Pupils will bring	focus on pupils	will learn how to	vs defence in	vs defence in a
	we need to be accurate	together the	developing skills	keep possession	order to win a	cricket context.
	when we throw an	choreography to create	essential to	and eventually	game of tennis.	Pupils will learn
	object for someone to	a final performance in	working within a	score in order to	Pupils will	how to utilise
	catch. Pupils will learn	groups.	team.	win a modified	understand where	fielding skills to
				game.	and why we	keep the batter's

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

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



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

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

	Organising	Children will plan,	Discussing writing	Children to create	
Children to plan	paragraphs around	write and edit their	similar to that	a dragon shape	Children to write their
and write a poem	a theme	own story.	which they are	poem that	own narrative using the
using their senses	In narratives,		planning to write	describes their	Harry Potter genre.
based on the	creating settings,	Writing NC	in order to	invented dragon.	
poem 'Autumn is	characters and		understand and	Children to write a	Writing NC
Here'	plot	Discussing writing	learn from its	description of a	
		similar to that which	structure,	Viking God or	Organising paragraphs
Writing NC	In non-narrative	they are planning to	vocabulary and	Goddess using	around a theme
	material, using	write in order to	grammar	descriptive	
Extending the	simple	understand and learn		vocabulary.	In narratives, creating
range of sentences	organisational	from its structure,	Organising		settings, characters and
with more than	devices	vocabulary and	paragraphs around	Children to write a	plot
one clause by		grammar	a theme	descriptive piece	
using a wider	Proof-read for			based on a setting	In non-narrative
range of	spelling and	Organising paragraphs	In narratives,	from a Viking	material, using simple
conjunctions,	punctuation errors	around a theme	creating settings,	myth.	organisational devices
including when, if,			characters and		
because, although	Reading NC	In narratives, creating	plot	Children to write a	Read aloud their own
		settings, characters		chronological	writing, to a group or the
Organising	Increasing their	and plot	In non-narrative	report based on	whole class, using
paragraphs around	familiarity with a		material, using	one of the Viking	appropriate intonation
a theme	wide range of	In non-narrative	simple	Gods or	and controlling the tone
	books, including	material, using simple	organisational	Goddesses.	and volume so that the
In narratives,	fairy stories, myths	organisational devices	devices		meaning is clear
creating settings,	and legends, and	- 6 16 10		Children to write	
characters and	retelling some of	Proof-read for spelling	Proof-read for	their own Viking	Choosing nouns or
plot	these orally	and punctuation errors	spelling and	myth using the	pronouns appropriately
		- "	punctuation errors	features of the	for clarity and cohesion
In non-narrative	Checking that the	Reading NC	Dandala dubat	original myths.	and to avoid repetition
material, using	text makes sense	The second section of the section of th	Read aloud their		11-1
simple	to them,	Increasing their	own writing, to a	Maritin - NO	Using conjunctions,
	discussing their	familiarity with a wide	group or the	Writing NC	adverbs and prepositions

organisational	understanding and	range of books,	whole class, using		to express time and
devices	explaining the	including fairy stories,	appropriate	Organising	cause
	meaning of words	myths and legends,	intonation and	paragraphs around	
Proof-read for	in context.	and retelling some of	controlling the	a theme	Using fronted adverbials
spelling and		these orally.	tone and volume		
punctuation errors	Handwriting NC		so that the	Proposing changes	Using commas after
		Checking that the text	meaning is clear	to grammar and	fronted adverbials
Reading NC	Increase the	makes sense to them,		vocabulary to	
	legibility,	discussing their	Reading NC	improve	Reading NC
Recognising some	consistency and	understanding and		consistency,	
different forms of	quality of their	explaining the meaning	Reading books	including the	Discussing words and
poetry	handwriting	of words in context.	that are structured	accurate use of	phrases that capture the
			in different ways	pronouns in	reader's interest and
Listening to and			and reading for a	sentences	imagination
discussing a wide			range of purposes		
range of fiction,				Extending the	Identifying how
poetry, plays, non-			Increasing their	range of sentences	language, structure, and
fiction and			familiarity with a	with more than	presentation contribute
reference books or			wide range of	one clause by	to meaning
textbooks			books, including	using a wider	
			fairy stories, myths	range of	Handwriting
			and legends, and	conjunctions,	
			retelling some of	including when, if,	Increase the legibility,
			these orally	because, although	consistency and quality
			Handruitina NG	Danding NC	of their handwriting
			Handwriting NC	Reading NC	
			Increase the	Increasing their	
			legibility,	familiarity with a	
			consistency and	wide range of	
			quality of their	books, including	
			handwriting	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. Recognising some different forms of poetry	
Maths	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
	Place Value	<u>Calculations</u>	Multiplication/Division	<u>Measure</u>		<u>Shape</u>
NC Year 3/4 PA Stage 3/4	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	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	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	Measure in metres. Convert between cm and m. Compare, add, and subtract lengths. Work out the perimeter of a shape.	Fractions Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators. Recognise and show, using diagrams,	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
	and order	addition and subtraction.	problems in which n	<u>Fractions</u>	equivalent fractions with	angles make a half-turn, 3 make three-quarters of

numbers up to		objects are connected	Count up and	small	a turn and 4 a complete
1000.	Multiplication and	to m objects.	down in tenths;	denominators.	turn; identify whether
	<u>division</u>		recognise that		angles are greater than
Identify, represen	t		tenths arise from	Add and subtract	or less than a right angle.
and estimate	Recall and use	Money	dividing an object	fractions with the	
numbers using	multiplication and	Convert between	into 10 equal parts	same denominator	Identify horizontal and
different	division facts for	pounds and pence.	and in dividing	within one whole.	vertical lines and pairs of
representations.	the 3, 4 and 8	pourus and pones.	one-digit numbers		perpendicular and
	multiplication	Add money using a	or quantities by 10.	Compare and	parallel lines.
Read and write	tables.	formal written method.	10.	order unit	
numbers up to		Tormar writterr metrioa.		fractions, and	Measure
1000 in numerals	Write and	Subtract money using a	Recognise, find	fractions with the	Measure, compare, add
and in words.	calculate	formal written method.	and write fractions	same	and subtract mass.
	mathematical	Tormar written method.	of a discrete set of	denominators.	
Solve number	statements for	Find shange from a	objects: unit		Measure, compare, add
problems and	multiplication and	Find change from a given amount.	fractions and non- unit fractions with	Solve problems	and subtract capacity.
practical problem		given amount.	small	that involve	
involving these	multiplication tables that they	Chatiatian	denominators.	fractions.	Read temperature.
ideas	know, including	<u>Statistics</u>			Redu temperature.
	for two-digit	Interpret and present	Van A	<u>Time</u>	Voor 4
Calculations	numbers times	data using bar charts, pictograms, and tables.	Year 4	Tell and write the	Year 4
	one-digit numbers,	pictograms, and tables.	Fractions and	time from an	<u>Statistics</u>
Add and subtract	using mental and		<u>Decimals</u>	analogue clock,	Interpret and present
numbers mentally	progressing to	Solve one-step and		including using	discrete and continuous
including: a three	formal written	two-step questions	Recognise and	Roman numerals	data using appropriate graphical methods,
digit number and	methods.	using information	write decimal	from I to XII, and	including bar charts and
ones, a three-diginumber and tens,		presented in scaled bar	equivalents of any number of tenths	12-hour and 24-	time graphs.
a three-digit	Year 4	charts and pictograms and tables.	or hundreds.	hour clocks.	9. aba.
number and		מווע נמטוכט.	or nunarcus.		Solvo comparison sum
hundreds.	<u>Measure</u>		Recognise and	Estimate and read	Solve comparison, sum and difference problems
1131131133		Year 4	write decimal	time with	using information
			write decimal		442

A	Add and subtract	Convert between	Multiplication/division	equivalents	increasing	presented in bar charts,
nı	numbers with up	different units of	Recognise and use	$\frac{1}{1}$, $\frac{1}{2}$, $\frac{3}{4}$	accuracy to the	pictograms, tables and
to	o three digits,	measure [for	factor pairs and	to 4 , 2 , 4	nearest minute;	other graphs.
us	ising formal	example,	commutativity in		record and	
	vritten methods	kilometre to	mental calculations.	Find the effect of	compare time in	Shape
	of columnar	metre, hour to		dividing a one- or	terms of seconds,	Describe positions on a
	ddition and	minute]	Multiply two-digit and	two-digit number	minutes and	2-D grid as coordinates
SU	ubtraction.		three-digit numbers by	by 10 and 100,	hours; use	in the first quadrant.
		Measure and	a one-digit number	identifying the	vocabulary such as	m the mot quadrant
Ye	ear 4	calculate the	using formal written	value of the digits	o'clock, am/pm,	
Pl	Place Value	perimeter of a	layout.	in the answer as	morning,	Describe movements
		rectilinear figure	ia you c	ones, tenths and hundredths.	afternoon, noon	between positions as
Co	Count in multiples	(including squares)		nunareaths.	and midnight.	translations of a given
	of 6, 7, 9, 25 and	in centimetres and	Solve problems			unit to the left/right and
	.000.	metres.	involving multiplying		Know the number	up/down.
			and adding, including		of seconds in a	
Fi	ind 1000 more or		using the distributive		minute and the	Plot specified points and
	ess than a given	Multiplication and	law to multiply two-		number of days in	draw sides to complete a
	number.	Division	digit numbers by 1 digit, integer scaling		each month, year	given polygon.
		DIVISION	problems and harder		and leap year.	
	Count backwards		correspondence			
	hrough zero to	Recall	problems such as n		Compare	
	nclude negative	multiplication and	objects are connected		durations of	
	numbers.	division facts for	to m objects.		events.	
111	idilibers.	multiplication				
D	Pocognico the	tables up to 12 × 12.	A			
	Recognise the place value of	14.	<u>Area</u>		Voor 4	
	each digit in a		Work out the area of a		Year 4	
	our-digit number	Use place value,	shape by counting the		<u>Decimals</u>	
	thousands,	known and	squares.		Round decimals	
	undreds, tens,	derived facts to			with 1 decimal	
	ind ones).	multiply and			place to the	
al al	31.23,.	divide mentally,				

Order and	including	Compare area in	nearest whole	
compare numbers	multiplying by 0	shapes.	number	
beyond 1000.	and 1; dividing by			
	1; multiplying	Fractions	Compare numbers	
Identify, represent	together 3	Recognise and show,	with the same	
and estimate	numbers	using diagrams,	number of decimal	
numbers using		families of common	places up to 2	
different		equivalent fractions.	decimal places.	
representations.			decimal places.	
Round any		Count up and down in	Solve simple	
number to the		hundredths; recognise	measure and	
nearest 10, 100 or		that hundredths arise	money problems	
1000.		when dividing an	involving fractions	
		object by 100 and dividing tenths by 10.	and decimals to 2	
Solve number and		dividing tenths by 10.	decimal places.	
practical problems				
that involve all of		Solve problems	<u>Time</u>	
the above and		involving increasingly	Read, write and	
with increasingly		harder fractions to	convert time	
large positive		calculate quantities,	between analogue	
numbers.		and fractions to divide	and digital 12- and	
		quantities, including	24-hour clocks.	
Read Roman		non-unit fractions		
numerals to 100 (I		where the answer is a	Solve problems	
to C) and know		whole number.	involving	
that over time, the			converting from	
numeral system		Add and subtract	hours to minutes,	
changed to include		fractions with the same	minutes to	
the concept of		denominator.	seconds, years to	
zero and place			months, weeks to	
value.			days.	

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

the digestive	solids, liquids or	Construct a simple	identify that	roots, stem/trunk,	Recognise that
system.	gases	series electrical circuit,	humans have	leaves and flowers	vibrations from sounds
Explore the teeth and the functions of the different	Observe that some materials change	identifying and naming its basic parts, including cells, wires, bulbs, switches and	skeletons for support, protection and movement by	Explore the requirements of	travel through a medium to the ear
teeth.	state when they are heated or cooled, and	buzzers	identifying and explaining the	plants for life and growth (air, light, water, nutrients	Find patterns between the pitch of a sound and features of the object
Explore the food chains for humans.	measure or research the	Identify whether or not a lamp will light in a	bones shown in x-rays.	from soil, and room to grow) and	that produced it
Working scientifically Asking relevant	temperature at which this happens in	simple series circuit, based on whether or not the lamp is part of	Compare and group together different kinds of	how they vary from plant to plant	Find patterns between the volume of a sound and the strength of the
questions and using different types of scientific	degrees Celsius (°C)	a complete loop with a battery	rocks on the basis of their appearance and	Investigate the way in which water is	vibrations that produced it
enquiries to answer them	Identify the part played by	Recognise that a switch opens and closes a	simple physical properties;	transported within plants	Recognise that sounds get fainter as the
Setting up simple practical enquiries,	evaporation and condensation in the water cycle and associate the	circuit and associate this with whether or not a lamp lights in a simple series circuit	describe in simple terms how fossils are formed when things that have	Explore the part that flowers play	distance from the sound source increases
comparative and fair tests	rate of evaporation with	·	lived are trapped within rock by	in the life cycle of flowering plants,	Working Scientifically
Making systematic	temperature	Recognise some common conductors and insulators, and	exploring William Smith's principle	including pollination, seed formation and	Asking relevant questions and using
and careful observations and, where	Working scientifically	associate metals with being good conductors	of fossil succession.	seed dispersal	different types of scientific enquiries to answer them
appropriate, taking accurate	Asking relevant questions and	Working Scientifically	To identify changes related to	Working Scientifically	
measurements	using different types of scientific	TOTKING SCIENTINGARY	scientific ideas by	•	Gathering, recording, classifying and

using standard	enquiries to	Identifying differences,	finding out about	Making systematic	presenting data in a
units, using a	answer them	similarities or changes	inventions from all	and careful	variety of ways to help in
range of		related to simple	over the world.	observations	answering questions
equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	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	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	Gathering, recording, classifying and 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
	•	•	•	•	117

	Valuin's discovery
	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	Communication	How computers	Algorithms and	Data and	Data and	Algorithms and
	and e-safety	<u>work</u>	programming	<u>Information</u>	<u>Information</u>	Programming
NC Year 4						
PA Stage 3/4	To use search	Understand	Design, write and	Select, use and	Select, use and	Design, write and debug
	engines effectively	computer	debug programs that	combine a variety	combine a variety	programs that
	and be discerning	networks including	accomplish specific	of software	of software	accomplish specific
	in evaluating	the internet; how	goals, including	(including internet	(including internet	goals, including
	digital content.	they can provide	controlling or	services) on a	services) on a	controlling or simulating
		multiple services,	simulating physical	range of digital	range of digital	physical systems; solve
	Understand	such as the World	systems; solve	devices to design	devices to design	problems by
	computer	Wide Web; and	problems by	and create a range	and create a range	decomposing them into
	networks including	the opportunities	decomposing them	of programs,	of programs,	smaller parts.
	the internet; how	they offer for	into smaller parts.	systems and	systems and	
	they can provide	communication		content that	content that	Use technology safely,
	multiple services,	and collaboration.	Use logical reasoning	accomplish given	accomplish given	respectfully and
	such as the world		to explain how some	goals, including	goals, including	responsibly; recognise
	wide web; and the		simple algorithms work	collecting,	collecting,	acceptable/unacceptable
	opportunities they		and to detect and	analysing,	analysing,	behaviour; identify a
	offer for		correct errors in	evaluating and	evaluating and	range of ways to report
	communication		algorithms and	presenting data	presenting data	concerns about content
	and collaboration		programs.	and information.	and information.	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	America
					Punishment	
	To apply Place Value	To develop their	To develop writing	To develop skills of	Children will	Children to use the
	and Calculation	calculations and	of a range of genres	time, fractions and	perform verses	skills taught in
Curriculum	knowledge to	measurement skills	and integrating skills	decimals to enable	from 'The	standalone SPaG
Intent	approach reasoning	to enable them to	taught in English	children to apply	Highwayman' to	lessons within their
"The Why"	questions.	apply their new	across the	these to real life	develop their oral	writing to enhance the
	To develop the	and existing	curriculum.	situations.	performance skills	quality.
	children's scientific	knowledge to real	To develop	To develop	(focusing on the	Children to recognise
	language.	life problems.	children's ability to	children's	volume/tone/pitch	the impact of diet,
	To develop a deeper	To develop	identify similarities	gathering,).	exercise, drugs and
	understanding of	children's ability to	and differences	recording,	To develop a	lifestyle have on their
	British and World	work as part of a	related to scientific	classifying and	deeper	bodies.
	History.	group.	ideas and processes.	presenting data.	understanding of	Develop an awareness
	Children to challenge	To develop the	Develop their	Understand the	British and World	of hazards/dangers
	themselves and set	skills for using an	understanding of	importance of	History.	and how to keep
	goals to achieve	atlas, globe and	money and how	positive thinking	Children to	themselves and others
	throughout the	Google maps.	budgeting is	and recognising	develop an	safe inside and outside
	academic year.	Children to	important.	and managing	understanding	the school
		develop their		uncomfortable	democracy.	environment.
		understanding of		feelings.		
		the role they play				
		within society.				
	Implementation	Implementation	Implementation	Implementation	Implementation	Implementation
Core Text	Myth - Theseus and	Zoo	Letters from a	I Was	Highway Man	The Fantastic Flying
	the Minotaur		Lighthouse –	ThereTitanic		Books of Mr Morris
			recount			Lessmore.

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

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

	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	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
NC Year 5/6 PA Stage 5/6	Place Value Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	Measure Calculate the perimeter of shapes. Calculate the area of shapes.	Multiplication/Division Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	Fractions, Decimals and Percentages Read and write decimal numbers as fractions.	Decimals Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place	Shape 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	Multiplication and	Recognise and use	Recognise and use	Read, write, order,	shape has not
backwards in steps of	<u>Division</u>	square numbers and	thousandths and	and compare	changed.
powers of 10 for any		cube numbers, and	relate them to	numbers with up	
given number up to 1,000,000	Identify multiples and factors, including finding all	the notation for squared (²) and cubed (³)	tenths, hundredths, and decimal	to 3 decimal places.	Measure Convert between different units of
Dackwards with	factor pairs of a number, and common factors of 2 numbers.	Solve problems involving multiplication and	Recognise the per cent symbol (%)	Solve problems involving number up to 3 decimal places.	metric measure [for example, kilometre and metre; centimetre and metre; centimetre
positive and negative whole numbers, including through 0	Know and use the vocabulary of	division, including using their knowledge of factors	and understand that per cent relates to 'number	Shape Identify 3-D	and millimetre; gram and kilogram; litre and millilitre]
Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and	prime numbers, prime factors, and composite (non- prime) numbers.	and multiples, squares, and cubes. Solve problems involving addition,	of parts per 100', and write percentages as a fraction with denominator 100,	shapes, including cubes and other cuboids, from 2-D representations.	Understand and use approximate equivalences between metric units and
Solve number problems and practical problems.	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	subtraction, multiplication and division and a combination of these, including understanding the	and as a decimal fraction. Solve problems which require knowing percentage and	Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles.	common imperial units such as inches, pounds, and pints. Measure and calculate the perimeter of
Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written	meaning of the equal's sign. Solve problems involving	decimal equivalents $ \frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5} $ and those fractions	Draw given angles, and measure them in degrees (°)	composite rectilinear shapes in centimetres and metres. Calculate and compare
<u>Calculations</u>	method, including long multiplication	multiplication and division, including scaling by simple	with a denominator of a	Identify:	the area of rectangles (including squares),

Add and subtract	for two-digit	fractions and	multiple of 10 or	Angles at a point	including using
whole numbers with	numbers.	problems involving	25.	and 1 whole turn	standard units, square
more than 4 digits,		simple rates.		(total 360°)	centimetres (cm²) and
including using formal	Multiply and divide		Year 6		square metres (m²),
written methods	numbers mentally,	Fractions	Measure	Angles at a point	and estimate the area
(columnar addition	drawing upon	Compare and order	Solve problems	on a straight line	of irregular shapes.
and subtraction)	known facts.	fractions whose	involving the	and half a turn	
	Milo Will Iddes.	denominators are all	calculation and	(total 180°)	Estimate volume [for
Add and subtract		multiples of the	conversion of units	(00000 = 00)	example, using 1 cm ³
numbers mentally	Divide numbers up	same number.	of measure, using		blocks to build cuboids
with increasingly large	to 4 digits by a		decimal notation	Other multiples of	(including cubes)] and
numbers.	one-digit number	Idantifi, managa and	up to 3 decimal	90°	capacity [for example,
	using the formal written method of	Identify, name, and write equivalent	places where		using water]
Use rounding to check	short division and	fractions of a given	appropriate.	Use the properties	
answers to	interpret	fraction,		of rectangles to	Solve problems
calculations and	remainders	represented visually,	Use, read, write,	deduce related	involving converting
determine, in the	appropriately for	including tenths and	and convert	facts and find	between units of time.
context of a problem,	the context.	hundredths.	between standard	missing lengths	
levels of accuracy.			units, converting	and angles.	
,	Voor C		measurements of		Use all four operations
Solve addition and	Year 6	Recognise mixed	length, mass,	Distinguish	to solve problems
	Calculations	numbers and	volume, and time	between regular	involving measure [for
subtraction multi-step problems in contexts,	Identify common	improper fractions and convert from	from a smaller unit	and irregular	example, length, mass,
deciding which	factors, common	one form to the	of measure to a	polygons based on	volume, money] using decimal notation,
operations and	multiples, and	other and write	larger unit, and	reasoning about	including scaling.
methods to use and	prime numbers.	mathematical	vice versa, using	equal sides and	including scaling.
why.		statements > 1 as a	decimal notation	angles.	_
wily.	Use their	mixed number.	to up to 3 decimal		<u>Year 6</u>
	knowledge of the	mixed fidiliber.	places.	Year 6	<u>Investigations</u>
<u>Statistics</u>	order of operations			Statistics	
Solve comparison,	to carry out	Add and subtract		Interpret and	Using the learning
sum and difference	calculations	fractions with the		construct pie	from Key Stage 2
				'	

problems using	involving the 4	same denominator,	Convert between	charts and line	children apply their
information	operations.	and denominators	miles and	graphs and use	knowledge to a range
presented in a line		that are multiples of	kilometres.	these to solve	of investigations.
graph.	Solve addition and	the same number.		problems.	
	subtraction multi-		Recognise that		
Complete, read and	step problems in	Multiply proper	shapes with the	Calculate and	
interpret information		fractions and mixed	same areas can	interpret the mean	
in tables, including	which operations	numbers by whole	have different	as an average.	
timetables.	and methods to	numbers, supported	perimeters and		
	use and why.	by materials and	vice versa.	Shape	
Year 6		diagrams.		Describe positions	
Place Value	Solve problems		Recognise when it	on the full	
Read, write, order,	involving addition,	Year 6	is possible to use	coordinate grid (all	
and compare	subtraction,	Decimals and	formulae for area	4 quadrants)	
numbers up to	multiplication, and	<u>Percentages</u>	and volume of		
10,000,000 and	division.	Identify the value of	shapes.	Draw and translate	
determine the value		each digit in	Calculate the area	simple shapes on	
of each digit.	Use estimation to	numbers given to 3	of parallelograms	the coordinate	
	check answers to	decimal places and	and triangles.	plane and reflect	
Round any whole	calculations and	multiply and divide		them in the axes.	
number to a require		numbers by 10, 100	Calculate,		
degree of accuracy	context of a	and 1,000 giving	estimate, and		
acgree or accuracy	problem, an	answers up to 3	compare volume of	Consolidation of	
	appropriate degree	decimal places.	cubes and cuboids	previous learning.	
Use negative number	rs of accuracy.		using standard		
in context, and		Multiply one-digit	units, including		
calculate intervals		numbers with up to	cubic centimetres		
across 0	<u>Fractions</u>	2 decimal places by	(cm³) and cubic		
	Use common	whole numbers	metres (m³), and		
Solve number and	factors to simplify		extending to other		
practical problems	fractions; use		units.		
	iractions, use				

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.	common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1 Add and subtract	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.	Ratio Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.	
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,	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.	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	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	

Science	Year 5/6	<u>Year 5/6</u>	<u>Year 5/6</u>	<u>Year 5/6</u>	Year 5/6	<u>Year 5/6</u>
				Living Things and	Animals Including	Scientists and
NC Year 5/6	Forces and magnets	Germs and	<u>Light</u>	Their Habitats	<u>Humans</u>	<u>Inventors</u>
PA Stage		<u>Organisms</u>				
3/4/5/6	Explain that		Recognise that light	To describe the life	To identify and	
	unsupported objects	Recall different	appears to travel in	process of	name the main	To report and present
	fall towards the Earth	types of microbes.	straight lines	reproduction in	parts of the human	findings from
	because of the force			some plants and	circulatory system	enquiries, including
	of gravity acting	Understand where	Use the idea that	animals by	by recalling prior	causal relationships, in
	between the Earth	microbes are	light travels in	exploring sexual	knowledge of	oral and written forms
	and the falling object	found.	straight lines to	reproduction in	systems in the	such as displays and
			explain that objects	plants.	human body	other presentations in
	Identify the effects of	Understand what	are seen because			the context of Stephen
	air resistance, water	the cause of mould	they give out or	To describe the life	To describe the	Hawking and his
	resistance and	on food is	reflect light into the	process of	functions of the	findings on black holes
	friction, that act		eye	reproduction in	heart, blood	
	between moving	Investigate yeast.		some plants and	vessels and blood	To give reasons for
	surfaces		Explain that we see	animals by	by investigating	classifying plants and
		Explain why decay	things because light	exploring sexual	how the different	animals based on
	Recognise that some	caused by micro-	travels from light	reproduction in	parts of the	specific characteristics
	mechanisms,	organisms is useful	sources to our eyes	plants.	circulatory system	in the context of Libbie
	including levers,		or from light sources		work.	Hyman's work on
	pulleys and gears,	Working	to objects and then	To describe the life		classifying vertebrates
	allow a smaller force	scientifically	to our eyes	cycle of a mammal	To describe the	and invertebrates.
	to have a greater	Asking relevant		by exploring the	ways in which	
	effect.	questions and		life cycles of	nutrients and	To recognise the
		using different	Use the idea that	mammals in	water are	impact of diet,
	Working scientifically	types of scientific	light travels in	different habitats.	transported within	exercise, drugs and
	Asking relevant	enquiries to	straight lines to		animals, including	lifestyle on the way
	questions and using	answer them	explain why	To describe the life	humans	their bodies function in
	different types of		shadows have the	process of		the context of
			same shape as the	reproduction in		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
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				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	Communication and	How computers	Algorithms and	Data and	Data and	Algorithms and
	<u>e-safety</u>	<u>work</u>	programming	<u>Information</u>	<u>Information</u>	<u>Programming</u>
NC Year 3/4						
PA Stage 3/4	To use search engines	Understand	Design, write and	Select, use and	Select, use and	Design, write and
	effectively and be	computer	debug programs	combine a variety	combine a variety	debug programs that
	discerning in	networks including	that accomplish	of software	of software	accomplish specific
	evaluating digital	the internet; how	specific goals,	(including internet	(including internet	goals, including
	content.	they can provide	including controlling	services) on a	services) on a	controlling or
		multiple services,	or simulating	range of digital	range of digital	simulating physical
	Understand computer	such as the World	physical systems;	devices to design	devices to design	systems; solve
	networks including	Wide Web; and the	solve problems by	and create a range	and create a range	problems by
	the internet; how	opportunities they	decomposing them	of programs,	of programs,	decomposing them
	they can provide	offer for	into smaller parts.	systems and	systems and	into smaller parts.
	multiple services,	communication		content that	content that	
	such as the world	and collaboration.	Use logical	accomplish given	accomplish given	Use technology safely,
	wide web; and the		reasoning to explain	goals, including	goals, including	respectfully and
	opportunities they		how some simple	collecting,	collecting,	responsibly; recognise
	offer for		algorithms work and	analysing,	analysing,	acceptable/unaccepta
	communication and		to detect and	evaluating and	evaluating and	ble behaviour; identify
	collaboration		correct errors in	presenting data	presenting data	a range of ways to
			algorithms and	and information.	and information.	report concerns about
			programs.			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	Boy 87: Ele Fountain	Escape from Pompeii	Survival stories (Ice	The Harder they	The Boy in Striped	Completion of The Boy
			Trap: Shackleton's	Fall: Bali Rai	Pyjamas: John Boyne	in Striped Pyjamas Term
Content	Contemporary prose,	Non-fiction source	journey to the South			5
(skills	refugee themed text.	material, first-person	Pole)	Contemporary	Seminal world	
and		chronology, diary form.		prose, homeless and	literature.	AQA English Language
knowled	KS3 National		Non-fiction,	poverty themed	Contemporary prose,	Year 7 Assessment unit
ge)	Curriculum links:	KS3 National Curriculum	biographical study.	text.	Holocaust themed.	
		links:				Summative assessment
NC KS3	Reading: high quality		KS3 National	KS3 National	KS3 National	unit, following the AQA
PA Stage	contemporary	Reading: non-fiction	Curriculum links:	Curriculum links:	Curriculum links:	English Language
2-4	literature (fiction –	(historical); learning new				pathway.
	real-life drama);	vocabulary; inference;	Reading: non-fiction,	Reading: high	Reading: high quality	
	learning new	retrieval of evidence;	biographical, recount	quality	contemporary	KS3 National Curriculum
	vocabulary; inference/	understanding language	form; learning new	contemporary	literature (fiction –	links:
	deduction; retrieval of	linked to purpose and	vocabulary; inference;	literature (fiction –	historical drama);	
	evidence; exploration	audience; studying plot	retrieval of evidence;	drama); non-fiction;	seminal world	Reading: read a wide
	of context;	and setting; using	understanding	learning new	literature; learning	range of fiction/ non-
	understanding	literary terminology.	language; studying	vocabulary;	new vocabulary;	fiction texts; studying
	language; studying plot,		plot and setting;	inference; retrieval	inference; retrieval of	different forms and
	setting and	Writing: imaginative	understanding	of evidence;	evidence; exploration	authors; learning new
	characterisation; using	writing (diary writing);	purpose and	understanding	of context;	vocabulary; making
	literary terminology.	non-narrative forms	audience; making	language; studying	understanding	inferences; referring to
		(instructional); applying	critical comparisons.	plot, setting and	language; studying	evidence from texts;
	Writing: formal	new vocabulary;		characterisation.	plot, setting and	analysing figurative
	expository; imaginative	planning effectively;			characterisation;	language and text

using Standard English; Writing: imaginative making critical structure; making critical writing; non-narrative Writing: imaginative extending KS1/2 forms (diaries/ letters); writing; non-narrative writing; noncomparisons (Anne comparisons. summary/ precis; grammar appendices. forms such as formal narrative forms; Frank diary extracts). letters/ diaries/ applying new summary/ precis; Writing: writing for vocabulary; planning Poetry Link: Pompeii by speeches/ applying new Writing: formal purpose (to describe, to William Dix (1848). narrate, to inform, to effectively; using instructions; vocabulary; planning expository; non-Standard English; summary/ precis; effectively; using persuade); formal narrative forms such extending KS1/2 *Lyrics from Pompeii by applying new Standard English: as informal letters/ expository; narrative and grammar appendices; Bastille included within vocabulary; planning extending KS1/2 diaries; summary/ imaginative writing; supporting ideas with MTP. effectively; using precis; applying new range of narrative/ nongrammar evidence. Standard English; appendices. vocabulary; planning narrative texts; **Enrichment** extending KS1/2 effectively; drafting summarising and Poetry Link: 'Clown Alternative text for **Opportunities** grammar appendices. and editing; using organising material; lower ability: When Punk' by S. Standard English; supporting ideas with Jessie Came Across The Cross-curricular links to Alternative text for Armitage. extending KS1/2 factual evidence: Sea/ The Arrival Same History and Geography. lower ability: The planning, drafting and grammar appendices. Mini 'Arts and Craft' Arctic Star by Tom **Enrichment** editing; Appendix 1 descriptors apply as project: mosaic design. Poetry Link: 'Refugee reinforced: grammar, above for main unit. Palmer. **Opportunities** VR trip to Pompeii. Blues' by WH Auden. punctuation and spelling. Poetry Link: 'We Poetry Link: 'Do Not Porchlight Visit Refugee' by B. Go Gentle into that Bali Rai (author visit) **Enrichment Enrichment** Cross curricular link Zephaniah. Good Night' by D. **Opportunities Opportunities** Thomas. to PSHE **Enrichment** Cross curricular link to See Term 5 enrichment opportunities for text. **Opportunities** Enrichment History. **Opportunities VR** opportunities Cross-curricular links to Geography and PSHE Cross-curricular links to Geography/History Potential visit to

Shackleton Exhibition VR trip to Antarctic

Maths	Base 10 Numbers
	Saying reading, writing,
Content	comparing, rounding
(skills	and interpreting
and	increasingly larger
knowled	numbers;
ge)	Calculating with
	money;
Majority	Introduction to
will be	percentages;
working	Baseline assessments;
within	Practise learning,
NC	recalling and using
Years: 3	number facts through
- 5	personalised activities
PA	
Stages: 3	
- 5	

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

of equipment and 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 (71)

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 makeup of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements, and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.

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 overvie w of the PE program me of study but there may be small variation s 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

Gvmfinity

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	Introduction to Drama	Movement	Taking on a Character	Script Writing	Exploring Emotion	The Theatre – The Bigger Picture
Content (skills and knowled ge)	To develop pupils' confidence in Drama allowing for opportunities to work imaginatively alone, in	To begin to develop pupils' ability to use movement within a dramatic performance.	To begin to recognise the need for context to emotion in order to portray believable characters. Pupils use Superheroes to	To develop 'scenes' through dramatic performances and script writing.	To develop the use of emotion in their performances. Pupils will link previous taught skills to develop their	To develop an understanding of the history of the theatre.

NC Year KS3 BGS Drama Framew ork 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 preprepared 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

portray different

characters.

language effectively to

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 eachothers 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.

Enrichm ent Opportu nities	SMSC Developing imagination and exploring ways of organising presenting ideas Drama Club	SMSC To develop an understanding of how non verbal communication can have an impact on how we present ideas. Drama Club Xmas Performance	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	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	Health and Wellbeing	Living in the Wider	Relationships	Living in the Wider	Health and Wellbeing	Relationships
(skills		World		World		
and	Transition to secondary		Managing puberty		Personal and road	Introduction to
knowled	school	Introduction to careers	and personal hygiene	Independent living	safety and the role of	relationships and sexual
ge)	Diet, exercise and	Challenging career	How to manage	focussing on money	the emergency	health education
	making healthy choices.	stereotypes and raising	physical and	management	services	Relationships: families,
NC Year	Managing the	aspirations	emotional changes	Recognition of coins	Personal safety	romance and friendship.
5-7	challenges of moving to	Identifying a broad range	during puberty	and notes.	strategies and travel	Recognising different
PA Stage	secondary school	of careers and the	Understanding	Saving, spending and	safety, e.g. road, rail	families.
2-4	Identifying and	abilities and qualities	personal hygiene.	budgeting.	and water.	How to establish and
	expressing emotions in	required.	How to recognise and	Online gaming	Responding in an	manage friendships.
	a constructive way.	Challenging common	respond to	transactions.	emergency situation	Recognising qualities and
	Recognising healthy	career stereotypes and	inappropriate and		and basic first aid.	behaviours relating to
	options for wellbeing	identifying future	unwanted contact	Enrichment		different types of
		aspirations.	and how to access	Opportunities	Enrichment	positive relationships.
			help and support.		Opportunities	
	Enrichment			Santander		
	Opportunities			Workshop	PCSO workshop	
	Magnetiles Coffee					
	Macmillan Coffee					
Music	Morning Cake Sale Musical Futures:	British Folk Tradition/	Film Music	Music from the	Theme and Variation	Samba
iviusic	Classroom Groove	Seasonal Focus	FIIIII IVIUSIC	Indian Subcontinent	Theme and variation	Samba
	Classicolli Gloove	Seasonal Locus	- Music Tech	indian Subcontinent	- Classical	- World Music
	- Contemporary	- World Music	Widdle reen	- World Music	Clussicul	VVOITA IVIASIC
	Contemporary	VV OTTA TVTASTE	- This unit on Film	VVOITA TVIASIE	- This unit is focussed	- Pupils will develop
	- This unit is based	- Pupils will explore the	Music allows pupils to	- This unit allows	around the	understanding of rhythm
	around resources	folk traditions of Great	use music technology	pupils the	development and	through collaborative
	obtained from the	Britain from storytelling	to create music to fit	opportunity to	extension of musical	rhythmic games as well
	Musical Futures	and murder ballads to	a film clip. Pupils will	experience an often-	ideas using the inter-	as whole class and group
	ideology. Pupils will	community tune	explore how the inter-	unfamiliar sound	related dimensions of	practice and
	build grooves around	sessions. Pupils will learn	related dimensions of	world through	music. Pupils will	performance of
	contemporary pieces of	songs and instrumentals	music can be used to	listening,	learn and perform	percussive Samba music.
		O				1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

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

	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.	Typography and Pattern	Natural Form	Formal Elements	Self-portraits	Bugs
	oncets and canes.	Investigate typography	Explore and	To gain a better	Develop accurate	Pupils will explore the
	Experience some of the	and exploring how it can	experiment with	understanding of the	proportions and scale	theme of Bugs through a
	main elements of Art	be used within art	observational drawing	Elements of Art.	through self-	mixture of mediums and
	(tone and colour)	culture looking at a	developing a stronger		portraiture. They will	techniques both 3D and
	understanding how to		understanding of key		build on their	2D. Practicing their

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

Geographical skills 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 recognise patterns

To develop map/ atlas/skills 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	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	
	Rochester Castle		



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

diarias), applying pay:	Muiting formal		narticipating in	procise applying same	figurative language
diaries); applying new	Writing: formal	144.11	participating in	precis; applying new	figurative language
knowledge (of grammar,	expository;	Writing: formal	structured talks;	vocabulary;	and text structure;
vocabulary, text structure);	imaginative writing;	expository;	summarising	planning effectively;	making critical
planning, drafting and	non-narrative	imaginative writing;	verbally; building on	using Standard	comparisons.
editing; amending	forms; applying new	non-narrative	other's	English; extending	
vocabulary and grammar	vocabulary;	forms; applying new	contributions; notes	KS1/2 grammar	Writing: writing for
to improve coherence and	planning effectively;	vocabulary;	for talks and	appendices.	purpose (to
effect; extending KS1/2	using Standard	planning effectively;	presentations;	Alternative text for	describe, to narrate,
grammar appendices.	English; extending	using Standard	recognising the	lower ability: The	to inform, to
	KS1/2 grammar	English; extending	difference between	Savage by David	persuade); formal
Poetry Link: writing 'What	appendices.	KS1/2 grammar	the written and	Almond. Same	expository;
am I?' riddles – creative		appendices.	spoken word.	descriptors apply as	narrative and
writing task.	Poetry Link:			above for main unit.	imaginative writing;
	'Another Night	Poetry Link: 'The	Poetry Link: 'A Case		range of narrative/
Enrichment Opportunities	Before Christmas'	Lady of Shallot' by	of Murder' by V.	Poetry Link: 'The	non-narrative texts;
	by C. Duffy.	A. Tennyson.	Scannell.	Angel' or 'London'	summarising and
Film – The Greatest				by W. Blake.	organising material;
Showman	Enrichment	Enrichment	Enrichment		supporting ideas
Cross curricular links -	Opportunities	Opportunities	Opportunities	Enrichment	with factual
history				Opportunities	evidence; planning,
	Potential theatre	Cross curricular	Cross curricular		drafting and editing;
	trip and Dicken's	links – Global	links – Geography,	Cross curricular	Appendix 1
	trip to Rochester for	Learning – cultural	history	links – RE, PSHE,	reinforced:
	context.	Trips to explore	Environmental	Cooking – Chinese	grammar,
	Cross curricular link	local myths	issues	Food	punctuation and
	– Victorian	,	Debate Club		spelling.
			Links to the School		1 0
			Council		Enrichment
					Opportunities
1					1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
					See Term 5
					ו אכב ובווווא

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

	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	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.
			facts throughout the year.			
World	Bower Values	Who are Hindus	Buddhist's beliefs	What it means to	Muslim Traditions	The nature of
Beliefs	Tolerance Morals and	and Sikhs?		be Jewish		Christians
	rules	NAME OF THE	Understand the life		Writing your name	
	l	What is the	of the Buddha and	Gain Knowledge of	in Arabic and	To explore what is
	Understand Morals and	Gurdwara?	how it changed.	the Jewish food	understand the	means to be a
	morality. Understand	To know and label	Mada ala al-las	laws and recognise	difference to	Christian.
	stigma and discrimination	the Gurdwara.	Understand what	Kosher and Trief	writing in our	Laali akiidai
	Look of Naultioultural	Lindouston d	enlightenment is.	foods.	school.	Look at why
	Look at Multicultural Britain.	Understand reincarnation and	To know and look at	Look at the Seder	Understanding the	Christians pray and
	Britain.	the Sikh beliefs.	the four noble	plate and the	Understanding the five pillars mainly	what they use.
		the sikii beliefs.	truths and the	significance of	Salat the second	How Christians pray
		Look into detail the	relationship with	Passover.	pillar (prayer 5	and where can they
		Hindu God Ganesh	suffering.	1 4330 VC1.	times a day) and	pray and worship.
		and create your	Surrering.		relating them to	pray and worship.
		own Hindu god.			your own culture	
					and way of life.	
Science	Food and Nutrition (8A)	Fluids (8I)	The Periodic table	Breathing and	Energy transfers	Earth and Space
	This unit looks at the main	This unit looks at	(8F)	respiration (8C)	(8K)	(8L)
	components in the human	changes of state,	This unit aims to	This unit covers gas	This unit looks at	
	diet and why they are	and then goes on to	develop students'	exchange in humans	energy transfers by	

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

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	Story Telling	Body Language/Gesture	Use of Voice	Physical Theatre	Tension	Theatre in Education
Content	To further develop key		To equip pupils with	To begin to explore	To explore through	:-
(skills and	drama skills with a specific	To further develop	the tools to use,	physical theatre	different stimuli	To explore TIE as a
knowledge)	emphasis on body language/physical theatre.	key drama skills with a specific	manipulate and change their voice	using pupils' bodies to portray	how tension is created on stage by	genre and come up with their own TIE
	ianguage/physical theatre.	emphasis on body	to perform	characters and	actors for an	Performance.
NC Year KS3		language.	to perioriii	characters and	audience.	. c.romanec.

BGS Drama	Pupils will continue to		characters with	forms based on 'The		Pupils will develop a
Framework	develop skills such as	Pupils will develop	more depth.	Wild One'.	Pupils will work	theatre machine
Stage 3-4	script writing,	an understanding of	·		through a range of	based on the
	improvisation, use of voice	how to use their	Pupils will learn to	Pupils will work in	activities designed	manufacture of
	and emotion to portray	bodies to create	use their voice in	small and whole	to explore how	cigarettes, thus
	characters. Pupils will	different forms and	different ways for	class groups to	tension is used in	developing their use
	explore a range of classic	to portray different	dramatic effect.	develop team work	theatre and film.	of physical theatre
	myths and stories and use	characters and	Pupils will use their	in order to create a	Pupils will explore	and movement.
	these as a basis for their	emotions through	voice to portray	whole class	the use of sound to	Pupils will develop a
	work. Pupils will begin to	scripted and	different characters	performance.	create tension.	whole class piece of
	offer ideas during group	improvised scenes.	and emotions	Pupils will develop	Pupils will develop	theatre based on
	work. Pupils will create	Pupils will explore	through a range of	communication	scripts of their own	the journey of a
	characters and use voice,	characterisation	scripted activities.	skills and be given	using tension at	cigarette from
	movement and gesture.	with a focus on	Pupils will develop	opportunities to	relevant points	manufacture to the
		movement and	skills in using their	evaluate	through use of	dangers. Pupils will
	Enrichment Opportunities	gesture. Pupils will	voice to create a	performance and	voice, emotion and	look at a range of
		begin to hold the	range of characters.	suggest	sound. Pupils will	social issues and
	SMSC	attention of the	Pupils will discuss	improvements.	look at stage	incorporate these
	To explore stories and	audience when	what was good	Pupils will create a	directions to	into performances.
	myths from other cultures	performing. Pieces	about a	whole class piece	effectively add	Pupils will create a
	and to develop group skills	of work will have a	performance and	that has a clear	tension in script	whole class piece
		beginning, middle	give constructive	beginning, middle	writing. Pupils will	that has a clear
	Drama Club	and end.	feedback to others.	and end. Pupils will	begin to make	beginning, middle
				begin to show	comparisons	and end. Pupils will
		Enrichment	Enrichment	awareness of the	between their own	begin to show
		Opportunities	Opportunities	audience when	work and the work	awareness of the
				performing.	of others.	audience when
		SMSC	SMSC			performing.
		Developing	Use of voice in	Enrichment	Enrichment	
		imagination and	situations pupils	Opportunities	Opportunities	Enrichment
	1	exploring ways of	may find			Opportunities
	1	organising	themselves in.	SMSC	SMSC	
		presenting ideas.			Group work.	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	 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 	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 developmen t Surface developmen t 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 developmen ts Structures Ficture frames Spaghetti bridge team comp Assessment Team building exercise with netsstructures are at the core of the learning. Learners to work in groups and produce outcomes which gain knowledge into	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	develop a	corporate		forces-motion-	throughout KS3 in
	xmas/optional light	led/buzzer hand	identity project		structures and how	order to develop a
	Arrias/ optional light	steady game	with CAD-CAM		to listen and work a	product of their
		Steady Barrie	being utilised		s a team	choice looking at
			within the unit.		3 a team	the skills they have
			Links with maths			learnt. Production
			re surface			techniques are also
			developments			embedded along
			are utilised and			with CAD-CAM
			rendering			production
			techniques			techniques both in
			including CAD			and out of the
			will be explored			workshop
			Will be explored			Workshop
PSHE	Health and Wellbeing	Living in the Wider	Relationships	Health and	Relationships	Living in the Wider
Citizenship		World	·	Wellbeing	•	World
	Recognising role models		Online safety and		Introduction to	
	and managing peer	Rights and	digital literacy	Physical and mental	sexuality and	Human rights and
	influence	responsibilities in	Managing online	health and	consent	justice, democracy
	Identifying personal	the community	friendships. Using	wellbeing, including	Revisiting the	and politics
	strengths and areas for	Recognising	social media sites	body image, diet	physical and	Recognising basic
	development. Recognising	different groups	safely.	and exercise	emotional effects of	human rights and
	how role models can make	that we belong to	Identifying the signs	Recognising	puberty.	differentiating
	a positive and negative	and the	and effects of	attitudes towards	Qualities of positive,	between want and
	impact on others.	expectations within	online bullying and	mental health	healthy	need.
	Recognising alcohol and	them.	how to respond.	Challenging myths	relationships.	Understanding of
	drug misuse in society.	Signs and effects of	Role of CEOP	and stigma.	Understanding	how the British
		bullying,	Identifying fake	Strategies for daily	gender identity and	political system
		harassment how to	news, hoaxes and	wellbeing and how	sexual orientation	works and the
		respond and how to	scams. Laws around	to manage	and introducing	processes involved.
		support others.	sexting.	emotions	consent.	

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

	fluently and with accuracy	NC – listen with	adding effects and	music its distinctive	NC – improvise and	will explore how
	and expression	increasing	more.	sound.	compose; and	effective use of
		discrimination to a			extend and develop	texture and
		wide range of	NC – learn to use	NC – improvise and	musical ideas by	structure can
		music from great	technology	compose; and	drawing on a range	enhance a piece of
		composers	appropriately to	extend and develop	of musical	music.
		and musicians. Use	have the	musical ideas by	structures, styles,	
		staff and other	opportunity to	drawing on a range	genres and	NC -extend and
		relevant notations	progress to the	of musical	traditions. identify	develop musical
		appropriately and	next level of	structures, styles,	and use the inter-	ideas. listen with
		accurately in a	musical excellence.	genres and	related dimensions	increasing
		range of		traditions. Develop	of music	discrimination to a
		musical styles,	Enrichment	a deepening	expressively and	wide range of
		genres and	Opportunities	understanding of	with increasing	music from great
		traditions		the music that they	sophistication,	composers
			A range of	perform and to	including use of	and musicians.
			accessible	which they	tonalities, different	
			technology used to	listen, and its	types of scales and	
			help compose and	history.	other musical	
			perform electronic		devices	
			music.	Enrichment		
				Opportunities	Enrichment	
					Opportunities	
				CC link with		
				geography	CC link with	
				(Caribbean/N&S	geography	
				Americas)	(Indonesia/Asia)	
Computing	Using Computers safely 6	Algorithms 2 -	Video Editing 2	Programming 6	Data 4 –	Hardware and
		Thinking like a	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	-6	Spreadsheets	Software 3 -
	Overview:	computer scientist	Overview:	Overview:		Computer
	Pupils will further learn	1	Pupils will learn	Pupils will learn	Overview:	Instructions,
	about how to stay safe	Overview:	about how to make	how abstraction,	_	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

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.

Pupils will look at

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		see them using the	bugs are errors in	Link to National	
	concerns.		skills taught.	code, how to find	Curriculum:	Through the use of
			_	and fix them.	Creative project	BBC Micro:Bits
			Link to National		including the	pupils will learn
			Curriculum:	Link to National	collecting and	some simple
			Undertake creative	Curriculum:	analysing data	Boolean logic used
			projects that	Programming	, 0	in circuits.
			involve the	languages		
			selecting, using and	00		Link to National
			combining multiple			Curriculum:
			applications across			Understand simple
			a range of devices			Boolean Logic
						Understand how
						instructions are
						stored and
						executed
						Binary numbers
						Billary Hambers
Art	Crazy Creatures	Crazy Creatures	Pop Art	Op Art	Kandinsky- Art and	Pointillism
	· ·	continued	•	•	Music	
	To consolidate drawing		An exploration into	An exploration into		Look at the work of
	skills, drawing from both	To continue to	the art movement	Op art and Optical	A deeper	Seurat and
	memory and observation.	consolidate drawing	"Pop Art"	illusions. Exploring a	exploration to	investigate
	Investigating mark making	skills, drawing from	researching Key	variety of artists	different art	pointillism,
	and texture through the	both memory and	artists including Roy	and recapping	materials	experimenting with
	use of different media and	observation.	Lichtenstein and	colour theory	experimenting with	ways of applying
	techniques.	Investigating mark	developing works	linking back to	the way they can	dots and mixing
		making and texture	influenced by	primary, secondary	use different	colour.
		through the use of	Lichtenstein using a	and tertiary colours	materials to create	Experience some of
		different media and	variety of different	as well as	different effects and	the main elements
		techniques. To draw	materials and	complementary and	linking art and	of Art (tone and
		on information	imagery to create	harmonious colours	music together to	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 Opportunitie s	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,	We plough the fields and scatter Weather and climate NC: Human and physical geography understand, the key processes in physical geography relating to weather	Age of Empire The Industrial Revolution, Colonisation and Slavery NC: Ideas, political power, industry and empire: Britain, 1745-1901: Britain as the first	Age of Empire Globalisation NC: Locational knowledge extend their locational knowledge and deepen their spatial awareness of the world's countries	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	999 Letsbe Avenue Geography of crime NC: human geography relating to: population and urbanisation Geographical skills and fieldwork interpret Ordnance Survey maps in the
	cause and consequence, similarity, difference and significance, and use them to make connections,	and climate, human geography relating to economic activity in the	industrial nation – the impact on society/ Britain's transatlantic slave	using maps of the world, key physical and human characteristics,	before 1066/ the development of Church, state and society in Britain	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 longterm timescales. Objectives: To understand the open field system To explain why Britain needed to grow more food To describe changes to agriculture To evaluate the effects of the changes to agriculture 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

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

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

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	Money Recognise and use	Time Compare and	Property of shape Identify and	Position & Direction	Mass, capacity & temperature	Fractions Recognise, find and
NC Year 2	symbols for pounds	sequence intervals	describe the	Order and arrange	Choose and use	name a half, a
PA Stage K9- S2	and pence; combine amounts to make a	of time Tell and write the	properties of 2-D shapes, including	combinations of mathematical	appropriate standard units to	quarter, a third, 2/4
	particular value.	time to the hour,	the number of sides	objects in patterns	estimate and	and ¾ Count up and down
	Find different	half and quarter		and sequences Use	measure mass	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	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 materia <u>l</u> s	numbers) 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

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 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 whether they are solids, liquids or gases Including their properties, including their process of resolventhe life process of reproduction in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are properties, including their process of reproduction in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are properties, including their process of reproduction in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are production in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are production in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are production in some plants and a bird Describe the life process of reproduction in some plants and animals whether they are production in some plants and a plant plant the place in puberty work scientifically to research gestation periods Record length and night and the apparent movement of the	mate	npare and group terials together, ording to	Compare and group together everyday materials on the	life cycles of a mammal, an amphibian, an	them with something vibrating.	Describe the changes as humans develop to old age	planets, relative to the sun in the solar system
in degrees Celsius (°C)	whet solid gases Observated heate and research temps whice in de	ether they are ds, liquids or es serve that some terials change te when they are ated or cooled, I measure or earch the apperature at ich this happens legrees Celsius	basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to	insect and a bird Describe the life process of reproduction in some plants and	Find patterns between the pitch of sound Find patterns between the volume of sound Recognise that sound decreases as	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	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

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

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

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

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

PE	
NC Y PA S	ear
FAS	tage

5/6 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

group. Pickleball/Tennis The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become

Penenden Heath.

Building on trust

problems, either

individually or as a

and developing

skills to solve

and strength the school. Working and strength create attacks that of each team and more competent, focused circuits in a team, building focused circuits result in a shooting tactically select confident and developing their on trust and developing their opportunity. Pupils players to play in expert in their own fitness. own fitness. will be able to positions that utilise developing skills to techniques and Handball solve problems, Tag-Rugby develop tactics for their skills. apply them in **Pupils will** either individually The unit of work both attacking and **Athletics** competitive games. The unit will build consistently apply will challenge pupils defending and or as a group effective passes, to apply their prior apply these on and embed applying decision learning of passing successfully within previous skills making as to which and moving, their teams. learnt in a variety of pass to make and learning how to track and field when in order to execute different events. Pupils will keep possession passes and become more and score. Pupils understanding competent, where, when they will create and confident and apply tactics in are used in a game. expert in their Pupils will be able games adapting techniques and them as the game to develop tactics apply them in situation changes. for both attacking competitive Hockey and defending and The unit of work situations. apply these will challenge pupils successfully within **Badminton** their team. to develop an The unit of work understanding of will challenge pupils Dance The unit of work the rules of hockey to apply their will enable pupils to understanding of and will start to take responsibility perform dances how to create space for officiating their using advanced to win a point. own games. Pupils dance techniques Pupils will refine will be able to within a range of their understanding develop tactics for dance styles and of when to apply both attacking and the forehand and forms. defending and backhand in a game

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

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

	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 interrelated 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.	
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Life skills	C&I: Active	C&I: Asking	C&I: Non -verbal	C&I: Conversational	C&I:	C&I: Social Use of
	Listening	Questions	communication	Skills	Communicating	Language
Teaching to targets	P&S Gross motor	P&S: Fine motor	P&S: Self-regulation	P&S: Sensory	with those	P&S: Revisit and
in C&I, P&S and	skills	skills	SEMH: Importance	exploration	unknown to us	review
SEMH (C&L	Balance,	SEMH: Raising self-	of diet and exercise	SEMH: Managing	P&S: Revisit and	SEMH: What is
embedded across	exploration and	esteem and	on well-being.	stress and anxiety –	review	ASD? Acronyms
the curriculum) x 4	movement	confidence. Helping		coping strategies.	SEMH: Managing	explained Managing
sessions weekly, 1 x	SEMH: What are	others and the			anger and conflict –	change – coping
explicit and	feelings? What is	power of gratitude.			coping strategies.	strategies.
specialist led to	happiness? How to					
whole class and 3x	learn social skills					
collaborative group	and build					
activities on	friendships.					
rotation.						
Life Skills Path	Classroom based:	Classroom based:	Classroom based:	Classroom based:	Classroom based:	Classroom based:
	Names, surnames,	Timetables, bus	environmental,	travel, packing,	Enterprise, group	Enterprise and
	initials, addresses,	journeys, road	recycling,	flight details,	work, planning a	transition
	phone numbers,	safety	sustainability,	passport, travel	project, resources,	Meeting new
	buying a stamp,		Fairtrade, carbon	documents, sun	timeframes,	people, building
	postcard home	Mixed group	footprint	safety water safety	budgets	confidence, bringing
		rotation:				project to fruition
	Mixed group	Home skills – taking	Mixed group	Mixed group	Mixed group	
	rotation:	care of clothes and	rotation:	rotation:	rotation:	Mixed group
	Home skills –	food preparation	Home skills – first	Home skills –	Home skills – home	rotation:
	shopping and food	Physical skills –	aid and food	personal hygiene	organisation and	Home skills –
	preparation	Dynamite Gym	preparation	and food	food preparation	budgeting and food
	Physical skills – dog	Community skills –	Physical skills –	preparation	Physical skills -	preparation
	walking	Harbleden care	bootcamp circuits	Physical skills – dog	Dynamite Gym	Physical skills –
	Community skills –	home	Community skills –	walking	Community skills –	bootcamp circuits
	allotment and	(Chairles and 1)	litter picking	Community skills –	Macmillan coffee	Community skills –
	gardening	(Christmas event)	/Educatel (1)	allotment and	morning event	stall at fete
	(11-11 2)		(Friendship event)	gardening		
	(Halloween event)					

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



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.

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

English KS4	Step Up to	Step up to English	AQA Paper 1 –	AQA Paper 2 –	AQA Paper 1 and 2	Year 9/10 as year
	English Silver	Silver Award -	Introduction to the	Introduction to	revision unit	11 pupils will have
	Award –	Component Two	Unit	the Unit	Amalgamation of	finished.
	Component One	Reading AO1: Read	Part A – reading	Part A – reading	Term 3 and 4 – see	AQA step up to
	and Two	and understand	(retrieval, language	(retrieval,	set skills coverage.	English sample
	Reading AO1:	texts. Identify and	analysis, structural,	summary,	Reading AO1: Read	unit: Detectives.
	Read and	interpret	analysis and critical	language	and understand	Reading AO1: Read
	understand texts.	information and	evaluation).	analysis,	texts. Identify and	and understand
	Identify and	ideas.	Part B – creative	comparison).	interpret explicit	texts. Identify and
	interpret	AO2: Explain and	writing (description	Part B – creative	and implicit	interpret
	information and	comment on writers	and storytelling).	writing (non-	information and	information and
	ideas.	use of language and	Reading AO1: Read	fiction).	ideas.	ideas.
	AO2: Explain and	structure for effect,	and understand	Reading AO1:	AO2: Explain and	AO2: Explain and
	comment on	using relevant	texts. Identify and	Read and	comment on writers	comment on writers
	writers use of	subject terminology	interpret	understand texts.	use of language and	use of language and
	language and	to support views.	information and	Identify and	structure for effect.	structure for effect,
	structure for		ideas.	interpret		using relevant
	effect, using	AO3: Compare	AO2: Explain and	information and		subject terminology
	relevant subject	writers' ideas	comment on writers	ideas.		to support views.
	terminology to		use of language and	AO2: Explain and		
	support views.		structure for effect.	comment on		AO3: Compare
				writers use of		writers' ideas and
	AO3: Compare			language and		perspectives.
	writers' ideas and			structure for		
	perspectives.			effect.		

	Money	Time	Properties of shape	Position &	Measurement	Measurement
	Recognising coins	Time (hours,	Recognise and name	direction	Weight & volume	Length & height
	Recognising	minutes, seconds)	common 2-D and 3-	Position,	Compare, describe	Compare, describe
	notes	sequence events in	D shapes, including:	direction and	and solve practical	and solve practical
	Counting in coins	chronological order	2-D shapes [for	movement,	problems for:	problems for:
	Addition and	using language for	example, rectangles	including whole,	Mass/weight,	lengths and heights
	subtraction using	example, before and	(including squares),	half, quarter and	capacity and	[for example,
	coins; giving	after, next, first,	circles and triangles]	three-quarter	volume, time [for	long/short,
	change	today, yesterday,		turns	example, quicker,	longer/shorter,
	Managing own	tomorrow, morning,	3-D shapes [for		slower, earlier,	tall/short,
	money	afternoon and	example, cuboids	Co=ordinates and	later]	double/half
Maths	Addition and	evening recognise	(including cubes),	pattern		
Year 9	subtraction	and use language	pyramids and	sequencing	Measure and begin	Measure and begin
	within 100	relating to dates,	spheres].	Addition and	to record the	to record the
NC Year 1-2		including days of the	Addition and	subtraction	following:	following: lengths
PA Stage 1-3		week, weeks, months	subtraction within	within 100	mass/weight	and heights
, and the second		and years	100	Multiplication	Addition and	Addition and
		Tell the time to the	Multiplication 10's	10's 5's 2's	subtraction within	subtraction within
		hour and half past	5's 2's		100	100
		the hour and draw			Multiplication 10's	Multiplication 10's
		the hands on a clock			5's 2's	5's 2's
		face to show these				
		times.				
		Addition and				
		subtraction within				
		100				
		Multiplication 10's				
		5's 2's				

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

	Electricity (Physics)	Sounds (Physics)	Plants (Biology)	Forces and	Animals, including	Inventions
	Identify common	Identify how sounds	Identify and describe	magnets	humans (Biology)	Famous
	appliances that run	are made associating	the functions of	(Physics)	Identify that	inventors/inventions
	on electricity	some of them with	different parts of	Compare how	animals, including	that made the world
	Construct a simple	something vibration.	flowering plants:	things move on	humans, need the	a better place.
	series electrical	Recognise that	roots, stem/trunk,	different surfaces	right types and	 The Wright
	circuit, including	vibrations from a	leaves and flowers	notice that some	amount of	brothers
	cells, wires, bulbs,	sound travel through	explore the	forces need	nutrition, and that	 Leonardo
	switches, and	a medium to the ear.	requirements of	contact between	they cannot make	Davinci
	buzzers.	Find patterns	plants for life and	two objects, but	their own food;	 Nikola Tesla
	Identify whether or	between the pitch of	growth (air, light,	magnetic forces	they get nutrition	Design and create
	not a lamp will light	a sound and features	water, nutrients from	can act at a	from what they eat	an invention to help
	in a simple series	of the object that	soil, and room to	distance	identify that	and improve lives.
	circuit based on	produced it.	grow) and how they	observe how	humans and some	Working
Science	whether or not the	Find patterns	vary from plant to	magnets attract	other animals have	Scientifically
Science	lamp is part of a	between the volume	plant	or repel each	skeletons and	To use scientific
NC Year 3- 4	complete loop with	of a sound and the	investigate the way	other and attract	muscles for	evidence from
PA Stage 1-3	a battery.	strength of the	in which water is	some materials	support, protection,	comparative tests to
1713146223	Recognise that a	vibrations that	transported within	and not others	and movement	support findings.
	switch opens and	produced it.	plants	Compare and	Working	To take accurate
	closes a circuit and	Recognise that	explore the part that	group together a	Scientifically	measurements using
	associate this with	sounds get fainter as	flowers play in the	variety of	Asking relevant	standard units and a
	whether or not a	the distance from the	life cycle of flowering	everyday	questions and using	range of equipment,
	lamp lights in a	sound source	plants, including	materials on the	different types of	including
	sample series	increases.	pollination, seed	basis of whether	scientific enquiries	thermometers.
	circuit.	Working	formation and seed	they are	to answer them	To identify changes
	Recognise some	Scientifically	dispersal.	attracted to a	Using	relating to simple
	common	Asking relevant	Working	magnet, and	straightforward	scientific ideas and
	conductors and	questions and using	Scientifically	identify some	scientific evidence	processes.
	insulators, and	different types of	Making careful	magnetic	to answer questions	Make careful
	associate metals	scientific enquiries to	observations	materials		observations.
	with being good	answer them				
	conductors.					

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

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

approximately	1	WJEC Unit 6069 E1		
equivalent to		Travel within the		
one hour of		community: going		
learning which		places (3 credits)		
will be				
embedded				
into the				
Impacts				
pathway				
curriculum				
with explicit				
reference				
made to				
recording				
evidence for				
future				
accreditation.				

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

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

Trinity College	The Bronze Arts Aws	ard is organised into 4 pa	nrtc					
London: Arts								
Award		The Bronze Arts Award is organised into 4 parts.						
Awaru	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							
NC Voon KCA	pupils may have.					lha wa autua alika		
NC Year: KS4		e arts as an audience mo	-	rience a least one liv	e performance and will	be required to		
PA Stage: N/A	· ·	on this/their experience	•	hadaadaa ka K	N - 21 211 h 11	and all takens		
– pupils work	-	n' is a research project b						
towards		sen person and will pres			oice. This could be a pr	esentation, an		
assessment	,, ,	or any method that the p	•					
outcomes	· ·	D, is focussed around s	•		· ·			
specific to the		ow they will share their	_					
accreditation	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.							
B	tteetile e el	11 to the Martin	Balan's sale's s	III a dide a sad	Balaita adita	11 1		
Personal	Health and	Living in the Wider	Relationships	Health and	Relationships	Living in the Wider		
Development	Wellbeing	World	Online safety and	Wellbeing	Introduction to	World		
	Recognising role	Rights and	digital literacy	Physical and	sexuality and	Human rights and		
	models and	responsibilities in the	Managing online	mental health	consent	justice, democracy		
	managing peer	community	friendships. Using	and wellbeing,	Revisiting the	and politics		
	influence	Recognising different	social media sites	including body	physical and	Recognising basic		
	Identifying personal	groups that we	safely.	image, diet and	emotional effects of	human rights and		
	strengths and areas	belong to and the	Identifying the signs	exercise	puberty.	differentiating		
	for development.	expectations within	and effects of online	Recognising	Qualities of	between want and		
	Recognising how	them.	bullying and how to	attitudes towards	positive, healthy	need.		
	role models can	Signs and effects of	respond.	mental health	relationships.	Understanding of		
	make a positive and	bullying, harassment	Role of CEOP	Challenging	Understanding	how the British		
	negative impact on	how to respond and	Identifying fake	myths and	gender identity and	political system		
	others.	how to support	news, hoaxes and	stigma.	sexual orientation	works and the		
	Recognising alcohol	others.	scams. Laws around	Strategies for	and introducing	processes involved.		
	and drug misuse in		sexting.	daily wellbeing	consent.			
	society.			and how to				

		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.
			regain possession		

Enrichment	Kent Association for	KS4 Arts Trip –	
Activities	the Blind Workshop	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	Introduction to	Goodnight Mr Tom	Ghost Boys: Jewell	Classic Literature	A Monster Calls by	Completion of A
	William	by Michelle	Parker Rhodes		Patrick Ness	Monster Calls Term
Content	Shakespeare:	Magorian		Seminal world		5
(skills and	(Macbeth/ Romeo		Contemporary prose	literature – fictional	Contemporary prose	
knowledge)	and Juliet).	Contemporary prose	– drama genre.	extracts. Genre foci	fantasy/ drama	AQA English
		– drama genre. WW2	American gun culture	changes weekly:	genre. Theme: death	Language Year 9
	Shakespeare	setting, focusing on	– theme of prejudice	horror, sci-fi, drama,	and family/	Assessment unit
NC KS3	historical, culture	relationships.	and discrimination.	fantasy, adventure.	relationships.	
PA Stage 3-	and social context					Summative
7	and plays (tragedy	KS3 National	KS3 National	KS3 National	KS3 National	assessment unit,
	genre).	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	following the AQA
						English Language
		Reading: high quality	Reading: high quality	Reading: high quality	Reading: high quality	pathway.
		contemporary	contemporary	literature (Inc. pre-	contemporary	
	KS3 National	literature (fiction –	literature (fiction –	1914 prose); seminal	literature (fiction –	
	Curriculum links:	real-life drama);	real-life drama);	world literature;	real-life drama);	KS3 National
		learning new	learning new	learning new	learning new	Curriculum links:
	Reading:	vocabulary;	vocabulary;	vocabulary;	vocabulary;	
	Shakespeare (two	inference; retrieval	inference; retrieval	inference; retrieval	inference; retrieval	Reading: read a wide
	plays); seminal world	of evidence;	of evidence;	of evidence;	of evidence;	range of fiction/ non-
	literature; learning	exploration of	exploration of	exploration of	exploration of	fiction texts; studying
	new vocabulary;	context;	context;	writer's purpose;	context;	different forms and
	inference; retrieval	understanding	understanding	understanding	understanding	authors; learning
	of evidence;	language; studying	language; studying	language and	language and	new vocabulary;
	exploration of	plot, setting and	plot, setting and	structure; studying	structure; studying	making inferences;
	context;	characterisation.	characterisation.	plot, setting and	plot, setting and	referring to evidence

understanding from texts; analysing characterisation; characterisation; language (Inc. Writing: formal Writing: formal making critical understanding the figurative language figurative); studying expository; expository; comparisons. work of dramatists and text structure; plot, setting and imaginative writing imaginative writing; and stagecraft. making critical characterisation; (Inc. letters, diaries); non-narrative forms: Writing: formal comparisons. Writing: formal understanding the non-narrative forms; summary/ precis; expository; work of dramatists summary/ precis; applying new summary/ precis: Writing: writing for expository: and stagecraft; using applying new vocabulary; planning applying new imaginative writing; purpose (to describe, literary terminology. vocabulary; planning effectively; using vocabulary; planning non-narrative forms; to narrate, to inform, effectively; using Standard English; effectively; using summary/ precis; to persuade); formal Writing: formal Standard English; extending KS1/2 Standard English; applying new expository; narrative expository; extending KS1/2 grammar extending KS1/2 vocabulary; planning and imaginative effectively; using writing; range of imaginative writing appendices. grammar grammar (Inc. poetry); nonappendices. Standard English; narrative/ nonappendices. Poetry Link: 'Black narrative forms such extending KS1/2 narrative texts; Lives Matter' by Poetry Link: Week 5 as letters/ diaries: Alternative Unit for grammar summarising and summary/ precis; lower ability: War 'George the Poet' or Drama – Havisham organising material; appendices. applying new Horse abridged: 'Strange Fruit' by by C. Duffy. supporting ideas with vocabulary; planning Michael Morpurgo or Billie Holliday. Alternative unit for factual evidence; effectively; drafting War Games: Michael Enrichment lower ability pupils: planning, drafting and editing; using Foreman Same **Enrichment Opportunities** Wonder by RJ and editing; Palachio Same Standard English; descriptors apply as **Opportunities** Appendix 1 Reading for pleasure. reinforced: grammar, extending KS1/2 descriptors apply as above for main unit. Extension of fictional above for main unit. punctuation and grammar Cross curricular links - PSHE. Cultureappendices. Extension unit: extracts. spelling. Wilfred Owen's Gun/gang Geography Poetry Link: 'I am an Use of the library Island' by Simon and Poetry Link: creative **World War One** Enrichment writing (rhyming poetry Garfunkel. **Opportunities** couplets, meters, rhythm, schemes/ **KS3 National Enrichment** See Term 5 enrichment patterns) and **Curriculum links: Opportunities** Shakespeare's opportunities for

sonnets.

text.

Theatre trip

	Reading: seminal		Cross curricular links	
Enrichment	world literature;		– PSHE – death and	
Opportunities	recognising poetry		grief	
	conventions; learning			
Trip to the Globe	new vocabulary;			
Theatre or touring	inference; retrieval			
company.	of evidence;			
Cross curricular links	understanding			
– History-	language (Inc.			
Elizabethan	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.			

Maths	Applying Calculation	Using Unknowns	Scales & Scaling	Calculating with	Algebra & Algebraic	Number & Algebra
	Skills	Pupils will develop	Pupils will learn	Fractions	Graphs	in Geometry
Content	Pupils will develop	their skills in solving	about the	Pupils will develop	Pupils will learn	Pupils will learn
(skills and	their calculation	problems involving	connections between	skills in calculating	about sequences and	about the
knowledge)	skills, rounding their	unknowns, such as	scaling and	with fractions,	relate this to linear	relationship
	answers as	missing parts of	multiplication/divisio	decimals and	graphs. Pupils will	between the
	appropriate. They	number sentences;	n. Pupils will apply	percentages. They	also develop their	diameter and the
Majority	will learn about	writing algebraic	this to topics such as	will learn to relate	understanding and	circumference of a
will be	BIDMAS and how this	expressions;	enlargement;	this with their	skills with negative	circle (pi) and begin
working	relates to scientific	substituting and	proportion;	knowledge of units	numbers; co-	to find the
within NC	and basic calculators,	solving equations;	using maps and	of measures. Pupils	ordinates;	circumference, and
Years: 4-7	extending to	finding unknowns in	decimals. Pupils will	will learn to apply	substitution and	possibly the area, of
PA Stages:	developing	time problems (e.g.	learn about scale	their understanding	conversion graphs.	a circle. Pupils will
4-7	knowledge of powers	the start time) and	ratios, and apply this	of fractions, decimals		develop their
	and roots.	finding missing	to ratio problems,	and percentages		understanding of 2D
		dimensions in area	beginning with	whilst also learning		shapes and their
		and volume	concrete and	about probability.		angle properties.
		problems.	pictorial problems			Pupils will learn
			and extending to			about constructing
			using ratio within			shapes accurately
			abstract problems.			and will be
						introduced to
						Pythagoras'
						theorem. Pupils
						demonstrating
						proficiency in these
						skills may learn
						about the tangent,
						then sine and cosine
						ratios in
						trigonometry.

World	Bower Values	Who are Hindus and	Buddhist's beliefs	What it means to be	Muslim Traditions	The nature of
Beliefs	Tolerance Morals	Sikhs?		Jewish		Christians
	and rules		Explore the four		What is Ramadan	
		Identify India and be	noble truths in detail.	Understand why	and the Sawn (the	What is the Trinity?
	What Is	familiar with India on		Jewish people and	fourth Pillar).	
	stereotyping?	the globe.	To know Buddha's	young people		Understand the
			enlightenment and	celebrate and have	Who was	relationships
	Understand the	To know facts and	What is the eighth	Bar and Bat	Muhammed?	between people and
	meanings of	culture of India and	fold path.	Mitzvahs.		the Trinity and the
	prejudice and	Henna designs.			What does the Quran	nature of God.
	discrimination.		Take part and	Recognise a	actually say and have	
		Understand what	experience	synagogue and	a greater	Revisit the church
	Why do people	Karma is and explore	Meditation and well-	identify items inside	understanding of the	and who was Jesus.
	suffer?	how Hindus worship	being ideas.	of a synagogue.	Quran and the	
	Multi-cultural UK and	in the Mandir.			Hadith?	Start to look at the
	rights and					Bible and Jesus's
	responsibilities.					miracles.
	Start to explore					
	extremism.					
Science	Genetics and	Forces and Motion	Plants (9B)	Force fields and	Reactivity (9F)	Waves and the
	Evolution (9A)	(91)	This unit looks at	electromagnets (9J)	This unit looks	electromagnetic
	This unit recaps ideas	This unit starts by	photosynthesis and	This unit starts by	metals, physical	spectrum
	about the causes of	revising some	aerobic	revising previous	changes, and gas	(ENTRY/GCSE
	variation and then	aspects of forces and	respiration in plants	work	pressure	physics topic 2)
	looks at inherited	their effects, energy	in more detail, and	on magnetic and	and then the	p//
	variation in more	stores and transfers.	then considers plant	gravitational fields,	reactivity series and	Pupils will look at
	detail. DNA is	It then looks at	adaptations. The	then introduces	a chemical method	waves, the
	introduced before	calculations of speed	products we get from	static electricity and	of preventing rusting	properties of them
	students consider	and relative speed,	plants are then	the idea of an	are	and how to calculate
	how inherited genes	and representing	looked at, before	electric field. Work	covered. Exothermic	speed. This will build
	can affect an	journeys on	studying farming	on current electricity	and endothermic	on previous learning
	organism's survival.	distance–time		is revised, and then	reactions	

The unit ends with	graphs. The final	methods and their	extended to look at	are introduced,	about sound and
coverage of natural	topics look at simple	problems.	resistance	followed by	light waves from KS3
selection.	machines (levers,		calculations and at	displacement	Pupils will then go
	ramps, and pulleys).	Force fields and	some uses of	reactions. The	onto the
Forces and Motion		electromagnets (9J)	electromagnets.	method of extraction	electromagnetic
(91)	States of matter,			of a metal	spectrum and study
	atomic structure,	This unit starts by	Reactivity (9F)	is related to its	their properties and
This unit starts by	periodic table	revising previous	This unit looks	position in the	uses and the
revising some		work on magnetic	metals, physical	reactivity series.	dangers.
aspects of forces and	Pupils will look at the	and gravitational	changes, and gas	Calculation of	Pupils will be
their effects, energy	atom and investigate	fields, then	pressure	percentage change is	introduced to
stores and transfers.	the information that	introduces static	and then the	related to	nuclear radiation
It then looks at	the periodic table	electricity and the	reactivity series and	oxidation and	types, half-life, and
calculations of speed	will tell us. It will	idea of an electric	a chemical method	thermal	the dangers.
and relative speed,	revisit ideas studied	field. Work on	of preventing rusting	decomposition	
and representing	in year 8 relating to	current electricity is	are	reactions	
journeys on	properties of	revised, and then	covered. Exothermic		
distance–time	elements and the	extended to look at	and endothermic		
graphs. The final	formation of	resistance	reactions		
topics look at simple	compounds.	calculations and at	are introduced,		
machines (levers,		some uses of	followed by		
ramps, and pulleys).		electromagnets.	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		
			uiciillai		

				decomposition		
				reactions		
P.E. This is an	Health Related Exercise The unit of work will	Survival Outdoor team games, map reading	Football The unit will build on and embed previous	Football The unit will build on and embed previous	Rounders The unit will build on and embed previous	Cycling Pupils attend Cyclopark, a British
overview of the PE programme of study but there be small variations on the timing of each topic	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	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,	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	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	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.	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,
	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	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	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.	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	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	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
	competence in the water and stroke	complex techniques	their own fitness. Cycling	The unit of work will consolidate pupils	situations.	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

<u>A - Rugby:</u> 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.

<u>B - Rugby:</u> 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.

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

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

	Learners develop		 Desk tidy 	looking at developing	Learners can adapt	• Unit
	skills and knowledge	Knowledge of	project	a pewter cast keyring	implement their own	assessment
	working LDR's	resistant materials is	• Unit	Health & Safety	design brief as long	
	combined vacuum	developed over the	assessment		as it is fit for purpose	Knowledge of
	forming in order to	term whilst graphical				systems and control
	create a housing for	content is expanded	A timber-based			is imparted with
	a night light. Aspects	upon. Aspects of	project forms the			focus practical tasks
	of CAD-CAM are	design requirements	basis of learning.			at the heart of
	displayed and	are also embedded	Wood joints-joining			learning. Learners
	utilised within the	into learning	techniques are used			develop a portable
	project for engraving		alongside drawing			speaker using their
	and cutting the		techniques in order			prior of knowledge of
	acrylic		realise design			tools, materials and
			intention			equipment within
			Learners will use a			the workshop
			mixture of joining			
			techniques in order			
			to manufacture a			
			product which			
			reflects their skills			
			base within the			
			workshop			
PSHE	Living in the Wider	Relationships	Health and	Health and	Relationships	Living in the wider
Citizenship	World		Wellbeing	Wellbeing		world
		Peer influence,			Revisiting	
	Understanding	healthy and	Families and	Managing peer	relationships and sex	Tackling racism,
	different careers and	unhealthy	parenting. Conflict,	pressure.	education including	homophobia,
	future aspirations.	relationships,	resolution and the		healthy relationships	transphobia and
		assertiveness, risk	dangers of running	Assessing the risk of	and consent.	religious
	Awareness of the	and gang crime.	away from home.	drug and alcohol		discrimination.
	different			abuse.	Recognising healthy	
	employment sectors	How to distinguish	Managing change		and unhealthy	
		between healthy and	and loss.		relationships.	

	and the jobs and	unhealthy		Recognising the		How to manage
	careers within them.	friendships.	Identifying different	relationship between	Recognising how the	influences on beliefs
			types of families.	physical and mental	portrayal of	and decisions.
	Recognising own	How to assess risk		health. Balancing	relationships in the	
	skills and linking	and manage	Positive relationships	work, leisure,	media and	Awareness of how to
	them to different	influences, including	in the home and	exercise and sleep.	pornography can	develop self-worth
	jobs and careers.	online.	ways to reduce		affect expectations	and confidence.
			homelessness	Influences on body	of intimate	
	Use of job explorer	Manage risk in	amongst young	image and the ability	relationships.	Recognising and
	data base for labour	relation to gangs.	people. Conflict and	to make independent		challenging sexism,
	market information.		its causes in different	positive health	How to access and	homophobia,
		Legal and physical	contexts, e.g. with	choices.	manage risks of	biphobia, racism and
		risk of carrying a	family and friends.		sending, sharing or	religious
		knife.		Recognising social	passing sexual	discrimination.
			Managing	norms in relation to	images.	
		Enrichment	relationship and	drug and alcohol use		Recognition of The
		Opportunities	family changes.	and the legal and		Equality Act 2010.
				health risks in		
		Magistrate	How to recognise	relation to drug and		
		Workshop	passive, aggressive	alcohol use, including		
		Fearless Workshop	and assertive	addiction and		
			behaviour, and how	dependence.		
			to communicate			
			assertively.			
			Enrichment			
			Opportunities			
			Opportunities			
			Careers Evening			
Music	Minimalism	Club Dance Music	Samba Music Cont'd	The Blues	Live Lounge Part 1	Film Music
		/Seasonal Focus				
	- Classical				- Contemporary	

- Minimalism is an experimental subgenre of classical music. Pupils will experience and appraise music from famous minimalist composers such as Terry Riley, Steve Reich and Philip Glass. Pupils will develop their knowledge and application of melodic ostinatos and how we can extend these ideas to create authentic sounding minimalist pieces of music.
- NC play and perform confidently in a range of solo and ensemble contexts.
 Improvisation and composition to extend and develop musical ideas are skills required to

- Music Technology
- There are many links between modern dance/electronic music and minimalist music and these will be explored thoroughly throughout the unit. Pupils will use the knowledge gained in the previous unit to create their own electronic pieces of music using music technology. As well as using the sequencing techniques gained in the year 8-unit (introduction to sequencing) pupils will also be introduced to synthesis and sound manipulation.
- NC learn to use technology Appropriately to have the

- World Music

- Carrying on from

the Samba music

- pupils will have experienced in Year 7 this unit allows pupils to demonstrate the development of their musical learning. Pupils will be developing leadership skills as well as ensemble playing and compositional skills. In comparison to the year 7 unit this unit is based around pupil led learning giving them the opportunities to take ownership over their learning. This unit will allow pupils to develop their knowledge around cross rhythms and syncopation resulting in a much more sophisticated composition than in the previous unit.
- Jazz/Blues
- Students will learn about the origins and history of Blues music and its links to slavery and African and American culture. Students will develop their performing skills using the keyboards to play chords and melodies and will also work on their composing and arranging skills through improvising and creating their own arrangements of pieces in the blues style.
- NC improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Identify and use the interrelated dimensions of music

- This unit is based solely around performance and ensemble playing. Pupils have the opportunity to spend an extended period of time working on a group piece with the intention to perform in front of a live audience. Pupils have the choice to learn and rehearse a number of contemporary songs in a band style context.
- NC play and perform confidently in solo and ensemble contexts. Play instruments musically, fluently and with accuracy and expression.

- Programme Music
- Throughout the unit pupils will listen and appraise various pieces of music from films and will discuss how they suit the films they've been written for. Pupils will perform film music from different composers individually, in groups and as a class in order to experience playing the different compositional techniques. Pupils will apply these techniques to compose music for a film clip which reflects different moods/emotions/act ions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical

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

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

	Throughout it will be highlighted how to stay safe and use this respectfully, responsibly and securely.					
	Link to National Curriculum: Understanding a range of ways to use technology safely respectfully, responsibly and securely					
Art	An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	An exploration 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	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	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	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.	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
	Enrichment Opportunities	London.	Opportunities		Enrichment Opportunities	Opportunities

Cooking	Cultural link to Mexican holiday Learning to cook	Discussion is it vandalism? Learning to cook	Links to image and identity. Cooking meals on a	Cooking meals on a	Aspire curriculum link filling a brief External Art competitions.	Link to emotion. Improving and
	independently from a recipe.	independently from a recipe.	budget.	budget.	advancing cooking skills. Preparing and cooking meals for others	advancing cooking skills. Preparing and cooking meals for others
Global	PACA - Geography	PACA - History	Tahiti - Geography	Tahiti - History	Auvergne-Rhônes-	Auvergne-Rhônes-
Learning	NC: Locational	NC. shallowans for	NC: Locational	NC: understand	Alpes - Geography	Alpes - History
		NC: challenges for Europe and the			NC: Locational	NC, shallonges for
	knowledge extend their	wider world 1901 to	knowledge extend their	historical concepts		NC: challenges for
				such as continuity	knowledge extend their	Europe and the wider world 1901 to
	locational knowledge and deepen their	the present day know and	locational knowledge and deepen their	and change, cause and consequence,	locational knowledge	the present day
	spatial awareness of	understand aspects	spatial awareness of	similarity, difference	and deepen their	know and
	the world's countries	of the history of the	the world's countries	and significance, and	spatial awareness of	understand aspects
	using maps of the	wider world	using maps of the	use them to make	the world's countries	of the history of the
	world to focus on key	understand historical	world to focus on key	connections, draw	using maps of the	wider world,
	physical and human	concepts such as	physical and human	contrasts, analyse	world to focus on key	understand historical
	characteristics	continuity and	characteristics	trends, frame	physical and human	concepts such as
	Place Knowledge	change, cause and	Place Knowledge	historically-valid	characteristics	continuity and
	understand	consequence,	understand	questions and create	Place Knowledge	change, cause and
	geographical	similarity, difference	geographical	their own structured	understand	consequence,
	similarities,	and significance, and	similarities,	accounts, including	geographical	similarity, difference
	differences and links	use them to make	differences and links	written narratives	similarities,	and significance, and
	between places	connections, draw	between places	and analyses	differences and links	use them to make
	through the study of	contrasts, analyse	through the study of	know and	between places	connections, draw
	human and physical	trends, frame	human and physical	understand aspects	through the study of	contrasts, analyse

historically-valid of the history of the trends, frame geography of a human and physical geography of a historically-valid region questions and create wider world: geography of a region **Human and physical Human and physical** their own structured characteristic region questions and create **Human and physical** features of past nongeography accounts, including geography their own structured understand, through written narratives understand, through European societies; geography accounts, including the use of detailed the use of detailed achievements understand, through and analyses written narratives Origins of carnival and analyses place-based place-based Before the arrival of the use of detailed exemplars at a The region during exemplars at a the Europeans place-based The region during variety of scales, the WW2 variety of scales, the The arrival of the exemplars at a WW2 key processes in: Cultural awareness key processes in: Europeans variety of scales, the Lumière Brothers Festival of lights physical geography food physical geography Heiva Festival key processes in: relating to: plate Paul Cézanne relating to: plate Cultural awareness physical geography Food – specialities tectonics: tectonics; tattoos relating to: plate weathering, weather weathering, weather Enrichment Paul Gauguin Enrichment tectonics: **Opportunities** weathering, weather **Opportunities** and climate, and climate, and hydrology and **Enrichment** and climate, and hvdrology Cross-curricular: glaciation Cross-curricular: human geography **Opportunities** hvdrology Food/ Art human geography Food/ Art human geography relating to: relating to: population and Cross-curricular: relating to: population and urbanisation; Food/ Art population and urbanisation: international urbanisation: international development; international development; development; economic activity in economic activity in the primary, economic activity in the primary, secondary, tertiary the primary. secondary, tertiary and quaternary secondary, tertiary and quaternary sectors; and the use and quaternary sectors; and the use of natural resources sectors; and the use **Geographical skills** of natural resources of natural resources **Geographical skills** and fieldwork **Geographical skills** and fieldwork build on their and fieldwork knowledge of globes, build on their build on their knowledge of globes, maps and atlases and knowledge of globes,

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



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	An Inspector Calls by	A Woman in Black by	Step Up to English:	Of Mice and Men by	Step up to English:	Step up to English:
	J.B Priestley	Susan Hill	Component One:	John Steinbeck	Component One	Component One
Entry			Media Campaigns			
Level	Seminal world	Seminal world	(practice unit)	Seminal world	See applicable units	See applicable units for
Content	literature –	literature – gothic		literature –	for academic year	academic year (2021-22).
(skills	'whodunnit' themed	horror prose and	Non-fiction – media	American prose,	(2021-22).	
and	play.	contemporary play.	texts, focusing on	drama genre.		Entry Level and GCSE
knowled			analysis of purpose		Entry Level and GCSE	pathways (Silver and
ge)		GSCE and Entry Level	and effect.	GSCE and Entry	pathways (Silver and	Gold)
	GCSE and Entry level	pathways KS4		Level pathways KS4	Gold)	
NC KS4	pathways KS4					AQA: Step up to English
PA Stage		National Curriculum	GCSE pathway KS4	National Curriculum	AQA: Step up to	Assessment Objectives:
4-8	National Curriculum	links:		links:	English Assessment	As Term 5
	links:		National Curriculum		Objectives:	
		Reading: high quality	links:	Reading: high		Extension Unit: Arthur
	Reading: high quality	classic literature; 20th		quality classic	Reading AO1: Read	Conan Doyle's Sherlock
	classic literature; 20th	century text; English	Reading: reading	literature; 20th	and understand texts.	Holmes His Last Vow
	century text; English	literary heritage;	extended non-fiction	century text;	Identify and interpret	
	literary heritage;	summarising and	(media, journalism	summarising and	explicit and implicit	GCSE pathway
	summarising and	synthesising	forms); summarising	synthesising	information and	
	synthesising	information; drawing	and synthesising	information;	ideas.	National Curriculum
	information; drawing	on context to inform	ideas; identifying	drawing on context		links:
	on context to inform	evaluation; identifying	information; seeking	to inform	AO2: Explain and	
	evaluation; identifying	and interpreting ideas	evidence to support	evaluation;	comment on writers	Reading: 19th century
	and interpreting ideas	and information;	views; distinguishing	identifying and	use of language and	text; English heritage;
	and information;	exploring aspects of	between fact and	interpreting ideas	structure for effect,	summarising and
	exploring aspects of	plot, characterisation,	opinion; identifying	and information;	using relevant subject	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 use and	and responding in a		with accurate spelling	
	language and discuss	meaning, using role,	variety of different		and punctuation.	
	language use and	intonation, tone,	contexts, both formal		'	
	meaning, using role,	volume, mood, silence,	and informal, and		Spoken Language	
	intonation, tone,	stillness and action to	evaluating content,		AO7: Demonstrate	
	volume, mood,	add impact.	viewpoints, evidence.		presentation skills.	
	silence, stillness and	'			,	
	action to add impact.				AO8: Listen and	
	·				respond appropriately	
					to spoken language,	
					including to questions	
					and feedback on	
					presentations.	
					AO9: Use spoken	
					English effectively in	
					speeches and	
					presentations.	
Year 10	An Inspector Calls by	A Woman in Black by	Introduction to	Of Mice and Men by	Step up to English:	Step up to English:
GCSE	J.B Priestley	Susan Hill	Media – GCSE	John Steinbeck	Component One	Component One
Content						
(skills	Seminal world	Seminal world	Non-fiction – media	Seminal world	See applicable units	See applicable units for
and	literature –	literature – gothic	texts, focusing on	literature –	for academic year	academic year (2021-22).
knowled	'whodunnit' themed	horror prose and	analysis of purpose	American prose,	(2021-22).	
ge)	play.	contemporary play.	and effect.	drama genre.		Entry Level and GCSE
					Entry Level and GCSE	pathways (Silver and
NC KS4		GSCE and Entry Level		GSCE and Entry	pathways (Silver and	Gold)
PA Stage	GCSE and Entry level	pathways KS4		Level pathways KS4	Gold)	
4-8	pathways KS4		Entry Level pathway			AQA: Step up to English
		National Curriculum	KS4	National Curriculum	AQA: Step up to	Assessment Objectives:
	National Curriculum	links:		links:	English Assessment	
	links:		National Curriculum		Objectives:	Reading AO1: Read and
			links:			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.

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.

Reading: high

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	information; drawing on
and information;	context to inform
exploring aspects of	evaluation; identifying
plot,	and interpreting ideas
characterisation,	and information;
setting; seeking	exploring aspects of plot,
evidence to support	characterisation, setting;
views; analysing	seeking evidence to
writer's choice of	support views; analysing
vocabulary; making	writer's choice of
informed personal	vocabulary and
responses.	structural features;
	making informed
Writing: adapting	personal responses;
writing for purpose;	using linguistic and
to select and	literary terminology
organise ideas, facts	accurately.
and key points; to	,
cite evidence, details	Writing: adapting writing
and quotes to	for purpose (to describe,
support ideas;	explain, argue and
selecting vocabulary	respond to information);
and form to reflect	to select and organise
audience and	ideas, facts and key
purpose.	points; to cite evidence,
	details and quotes to
Enrichment	support ideas; selecting
Opportunities	vocabulary, form and
	structure to reflect
Cross curricular	audience and purpose;
links-	to make notes and use
History/Geography –	other's information.
1930s/40s America	

						Enrichment Opportunities Porchlight Cross curricular links- PSHE Homelessness/charity
Maths	Money	Shape	Place Value	Calculation	Proportion	Time
	Pupils will	Pupils will build on	Pupils will develop	Pupils will	Pupils will develop	Pupils will develop their
Entry	demonstrate	their language relating	and demonstrate	demonstrate their	understanding and	skills in reading, setting
Level & Function	increased confidence at using coins and	to properties of shapes and the names of 2D	their understanding of the place value of	skills in adding, subtracting,	skills with simple fractions, finding	and solve simple problems with time,
al Skills	notes. They will learn	and 3D shapes,	numbers and apply	multiplying and	fractions of amounts,	including converting
Level 1	about using decimals	identifying lines of	this to rounding,	dividing without a	shapes and numbers.	between units of time.
Content	in the context of	symmetry and nets of	ordering and	calculator. They will	Furthermore, pupils	Pupils achieving these
(skills	money and explore	3D solids. Pupils will	comparison problems.	also	will add and subtract	objectives at Entry 3
and	the rough values of	also learn about giving	Pupils achieving these	learn about	fractions with the	before the end of term
knowled	different commonly	directions using	objectives at Entry 3	estimation.	same denominator	will take Functional Skills
ge)	bought items.	compass directions.	before the end of	Pupils achieving	and scale quantities	level 1 extension units in
	Pupils achieving these	Pupils achieving these	term will take a	these objectives at	using a calculator.	word formulae and
Majority	objectives at Entry 3	objectives at Entry 3	Functional Skills level	Entry 3 before the	Pupils achieving these	simple interest.
will be	before the end of	before the end of term	1 extension unit in the	end of term will take	objectives at Entry 3	
working	term will take a	will extend their	order of operations.	a Functional Skills	before the end of	
within	Functional Skills level	knowledge of		level 1 extension	term will extend their	
NC	1 extension unit in	coordinates and angles		unit in multiplying	knowledge of	
Years: 3-	fractions, decimals	to functional skills level		and dividing by	fractions to functional	
6	and percent.	1.		powers of ten.	skills level 1.	
PA						
Stages: 3-6						

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

NC Years: 9-	Calculating HCF and LCM through prime	and solve linear & quadratic inequalities.	comparing areas or volumes.	problems, and work with general	Unit 2 - Non-linear graphs	trigonometric ratios to solve angle problems.
11	factorisation; learning	Unit 2 - Simultaneous	Unit 2 - Collecting,	iterative processes.	Pupils will learn to	Unit 2 - Working with
PA	about surds and	equations	representing and	Unit 2 - Indices &	sketch non-linear	Circles
Stages:	finding the formula	Pupils will learn about	interpreting data.	Roots	graphs such as	Pupils will learn to
9-11	for a quadratic	solving simultaneous	Pupils will develop	Pupils will learn to	quadratic, cubic,	complete and
	sequence.	equations.	their understanding of statistics including:	calculate with roots; integer and	reciprocal graphs and	understand a range of circle calculations
			measures of location	fractional indices.	exponential graphs. Unit 3 - Probability	
			and spread;	They will estimate	Pupils will learn to	including arc lengths and surface areas/volumes of
			representing data on	powers and roots	calculate probabilities	spheres, pyramids and
			histograms, box plots	and use standard	to predict the	cones. Pupils will be
			and scatter graphs;	form.	likelihood of future	introduced to four of the
			sampling techniques	101111.	events occurring.	circle theorems.
			and applying statistics		They will also	
			to populations.		calculate and	
					interpret conditional	
					probabilities.	
World	Bower Values	Who are Hindus and	Buddhist's beliefs	What it means to be	Muslim Traditions	The nature of Christians
Beliefs	Tolerance Morals and	Sikhs?		Jewish		
	rules		Revisit the eightfold		Recognise the	Discover how to read a
	To explore and	Look at Hindu Art,	path and how is it	Be familiar with	difficulties that being	bible and use the bible
	explain the history of	culture and colour and	designed to relieve	Ghettos and the	a Muslim could be	code.
	discrimination.	take part in own Hindu	suffering.	promise Land.	and the	
		design.	Look at Buddhists	Why were Jews	misunderstandings	Explore the many books
	Have an		around the world.	persecuted?	people have.	within the bible.
	understanding and	Explore reincarnation	- 1			
	view of tolerance and	and have your own	To know the three	Look at why	Who is God for	Leadership in church and
	equality.	ideology of this belief.	marks of existence.	Jerusalem is so	Muslims?	women in Christianity.
				important to love		
	Analyse Cultural	Look into detail at	Start to look at	important to Jews	Evolore the Haii as a	
	Analyse Cultural appropriation.	Look into detail at Ganesh Chaturthi and	Start to look at similarities and	important to Jews but also to people from all over the	Explore the Hajj as a pilgrimage to Mecca	

Science	Identify Human rights. Recognise equality with Religion and sexuality. KS4 Combined	why he is important to Hindus. Analyse and explore the Guru Granth Sahib. KS4 Combined Science	Theravada and Mahayana Buddhists. Take part and experience Meditation and wellbeing activities. KS4 Combined	Explore the history of Judaism. KS4 Combined	KS4 Combined	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.	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.	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	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).	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	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.	Entry Level Pupils to start their Entry level	Entry Level Pupils to continue their Entry Level	Entry Level Pupils to continue their Entry Level	Entry Level Pupils to continue their Entry Level	Entry Level Pupils to continue their Entry Level	Entry Level Pupils to continue their Entry Level accreditation

This is an overvie w of the PE program me of study but there be small variation s 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)

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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

	Circuit Training (Entry Level) Pupils learn about different muscle groups and exercises to help support this. Pupils must correctly demonstrate different exercises and will also lead warm ups to others. Pupils will be filmed and graded based on their technique and work ethic.	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	Health and Wellbeing	Relationships	Relationships	Health and	Living in the Wider	Living in the Wider
Citizensh ip	 Mental health and ill	Revisiting internet	Tackling relationship	Wellbeing	World	World
·P	health and tackling	safety.	myths and	Exploring Influence:	Independent living	Enterprise Project
	stigma. Safeguarding	Understanding the risks	expectations.	Evaluating the	skills and the	Role of Entrepreneurs in
	health.	associated with social	Parenting and	impact of drugs,	consequences of debt	society
	Recognising how to	media and recognising	pregnancy and	gangs and the media	and gambling.	Plan, prepare and carry
	manage challenges	exploitation.	revisiting consent.	Recognising the	Exploration of the	out an Enterprise project
	during adolescence.	Recognising how social	Evaluating readiness	effects of drugs and	cost of living	to raise funds for leavers
	Strategies to promote	media may distort,	for sexual activity, the	alcohol on	independently and	activities
	mental health and	miss-represent or	choice to delay sex, or	individual's personal	what financial help	
	emotional wellbeing.	target information in	enjoy intimacy	safety, families and	may be available.	Enrichment
	Evaluating the	order to influence	without sex.	wider communities.	Recognising various	Opportunities
	portrayal of mental	beliefs and opinions.	Myths and	Strategies to keep	payment methods	La ca Cala Clauda
	health in the media.	Managing conflicting	misconceptions	self and others safe	and evaluation of	Long Sole Church
	Understanding the	views and misleading	relating to pregnancy,	in situations that	each. Prevention and	Volunteering
	signs of emotional or	information.	contraception and		management of debt.	Opportunity

	mental ill-health and	How to recognise and	consent. Recognising	involve substance	Recognition of links	BGS Alumni Workshop
	how to access support	respond to extremism	effective use of	use.	between gambling	2007 Marrin Workshop
	and treatment.	and radicalisation	condoms and	Managing peer	and micro	
	and treatment.		consequences of	influence in relation	transactions in	
		Enrichment	unprotected sex.			
			•	to substances, gangs	gaming.	
		Opportunities	Exploration of the	and crime. Exit	E. Calana a	
			physical, emotional	strategies for	Enrichment	
		Magistrate Workshop	and financial role of a	pressurised or	Opportunities	
		Fearless Workshop:	parent.	dangerous situations		
		Radicalisation and		and how to seek	Santander Workshop	
		Exploitation	Enrichment	help for substance	IAG Careers	
			Opportunities	use and addiction.	Interviews	
			Sexual Health Nurse	Enrichment		
			Workshop	Opportunities		
			Careers Evening?			
				Reform, Restore,		
				Respect Assembly		
				,		
Careers	Careers	Careers	Careers	Careers	Careers	Careers
	Transition to key	Identifying the range of	Exploration of job	Preparation for work	Evaluation of work	Planning and carrying
	stage 4	16+ provision and the	families and the	experience.	experience and	out an enterprise project
	Recognising learning	routes into them	relationship with	Interview	readiness for work	
	styles, strengths and	Identifying access to	future careers and	techniques,	Different methods of	Enrichment
	setting goals for the	traineeships,	STEM subjects	employment	job searching,	Opportunities
	future.	apprenticeships, 6 th	Use of Job Explorer	opportunities and	application form	
		form, college and	Database (JED) to	travel training	practice.	Long Sole Church
		specialist provision.	access labour market	options.		Volunteering
			information	- 1- 0.0	Enrichment	Opportunity
					Opportunities	BGS Alumni Workshop
						2007 Hallilli WorkShop
		1	1	1	1	

			External Work Experience Placements IAG Careers Interviews	
Computi	Presentation Software (Entry Level)	Using mobile devices (Entry Level)	Audio and video software (Entry Level)	
ng	Overview:	Overview:	Overview:	
Entry	This unit is designed to enable the learner to use	This unit is designed to enable the learner to	This unit is designed to enable the learner to use	
Level	a range of basic presentation software tools and	set up and use a mobile or handheld device	a range of basic video software tools and	
LCVCI	techniques to produce straightforward or	securely to input and store data and to	techniques appropriately to record and edit	
	routine presentations.	transfer data to and from another device.	straightforward video sequences.	
	Pupils will start the unit by looking at copyright	Pupils will begin the unit by looking at the	Pupils will start the unit by looking at copyright	
	constraints on IT Users.	health and safety issues. They will	constraints on using others content.	
		investigate the setting up and maintenance		
	They will then be given a topic to produce a	of a mobile device and device settings. Pupils	Pupils will be given the scenario of creating a	
	presentation on. Pupils will begin by identifying	will create a presentation identifying the	YouTube tutorial. They will create a plan for this,	
	what information to include in this and carry out research to collect various types of information.	different applications available on a mobile device.	identifying what input device, file format and software to use in a creating their video	
	Throughout the creation of their slide	device.	sequence. Using input devices, they will capture	
	presentation they will evidence in a portfolio	Pupils will keep a log of how they use a	video content. The pupils will combine and edit	
	how they have met requirements needed to be	mobile device and the methods they use to	their video content Using video editing software	
	included in a portfolio.	keep data secure. They will create a leaflet	to create a video sequence. Finally, they will play	
		explaining copyright and other things you	and present their completed video sequence	
	Link to National Curriculum:	need to consider when transferring and	using an appropriate device.	
	Develop their capability, creativity and	sharing information – security, personal		
	knowledge in information technology	information.	Link to National Curriculum:	
		Link to National Curriculum:	Develop their capability, creativity and knowledge	
		Link to National Curriculum:	in digital technology	

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

			connection methods between devices and factors which can affect performance. Link to National Curriculum: Understanding how changes in technology affect safety, including how to protect their online privacy and identity.			
Drama	Exploring Film Genres	Exploring Advertising	Using Body and Voice	Graphic Design	Contributing to	Creating a Print Media
Entry	Pupils will be able to	Pupils will be	in a Dramatic Context	Pupils will be	Dramatic Improvisation	Product
Level	develop a deeper	introduced to the	Pupils will learn to	provided with	Improvisation	Pupils will be introduced
WJEC	understanding of the	purposes, types and	identify and use	opportunities to	Pupils will develop	to print media products,
CMAP	term 'genre'.	techniques of	different types of	research, collect and	their movement and	e.g. film posters, CD
Content	Specifically focussing	advertising. Pupils will	vocal skills and their	organise a range of	vocal skills when	covers, magazine covers.
(skills	on themes within	be introduced to	bodies in different	art, craft and / or	improvising short	They will be introduced
and	different film genres.	different aspects of	situations. Pupils will	design references	pieces. They will	to key visual and
knowled	Pupils will look at a	target audiences for	link the use of their	and resources,	respond to different	language features of
ge)	range of genres	adverts, such as age,	voice and body	including where	stimuli and starter	print media products and
	identifying	gender, lifestyle etc.	language to emotions	possible references	lines in order to	the importance of linking
NC Year	conventions such as	Learners will identify	and moods and use	to graphic designers.	create short	these to the intended
KS4	setting, characters	audiences for both	these skills within a	Pupils will be	improvised	audience. Pupils will
PA Stage N/A	and events. Pupils will present their ideas for	print & TV adverts. Pupils will apply their	range of roles. Pupils will use mime to	encouraged to develop their skills in	performances. They will work	create their own print media product including
IV/A	a film and create a	knowledge of	portray feeling and	using the visual	collaboratively to	a range of visual and
	product or	advertising techniques	contrasting situations.	elements through	create a short-	language features.
	presentation linked to	gained from LO1 to	John John Situations.	design work.	improvised	ianguage reatures.
	their film, such as a	planning an advert or			performance	
	poster or DVD case.	adverts of their own.			demonstrating a clear	
		Pupils will be			beginning, middle and	
		introduced to planning			end to their work,	
		techniques appropriate			sequencing their ideas	
		to the medium chosen			logically.	

Cooking	Encouraging independent cooking and making choices.	(e.g. print, TV), such as mindmaps, mock-ups, storyboards etc. Pupils will be able to plan both print & TV adverts. Encouraging independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.
Arts Award	Part A: Exploring the Arinclude learning a song Part B is 'exploring the upon this/these experied Part C 'Arts Inspiration' chosen person and will that the pupil feels com The final section, Part Explan how they will shard do some outreach to or	is a research project base present this information infortable with. O, is focussed around sharing their art form before purither areas in the communities to take ownership over their areas.	ng a new instrument, con er'. Pupils will experience d around someone who i n a method of their choic ng the arts. Pupils will de tting it into practice. Pupi ty e.g. retirement homes	nposing music for a film e a least one live perfor inspires them. Pupils wi ce. This could be a prese ecide on something they ils can choose to teach	or any other ideas pupils mance and will be requir Il have the opportunity to entation, an assembly, a p want to share or teach to younger pupils in the sch	ed to review and reflect of find out more about their codcast or any method to others. They will then collor they may choose to

KS4 Arts Trip – Gallery and a Theatre Show in London



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	The Canterville	Step up to English	Step up to English	Step up to English	Step up to English –	
	Ghost by Oscar	Silver/ Gold Award -	Silver/ Gold Award -	Silver/ Gold Award -	Completion of all	
Content	Wilde	Component Two	Component Two	Component Two	outstanding units for	
Entry					submission	
Level		See applicable units	See applicable units	See applicable units	See applicable units	
(skills and	Graphic novel –	for academic year	for academic year	for academic year	for academic year	
knowledg	seminal world	(2021-22).	(2021-22).	(2021-22).	(2021-22).	
e)	literature (gothic					
	horror genre).		Entry Level pathway	Entry Level pathway		
NC KS4		Entry Level pathway			Entry Level pathway	
PA Stage	Entry Level pathway		AQA: Step up to	AQA: Step up to		
4-11		AQA: Step up to	English Assessment	English Assessment	AQA: Step up to	
	National Curriculum	English Assessment	Objectives:	Objectives:	English Assessment	
	Links:	Objectives:			Objectives:	
			Reading AO1: Read	Reading AO1: Read		
	Reading: English	Reading AO1: Read	and understand	and understand	Reading AO1: Read	
	heritage text; 19th	and understand	texts. Identify and	texts. Identify and	and understand	
	century literature;	texts. Identify and	interpret explicit and	interpret explicit and	texts. Identify and	
	summarising and	interpret explicit and	implicit information	implicit information	interpret explicit and	
	synthesising	implicit information	and ideas.	and ideas.	implicit information	
	information; drawing	and ideas.			and ideas.	
	on context to inform		AO2: Explain and	AO2: Explain and		
	evaluation;	AO2: Explain and	comment on writers	comment on writers	AO2: Explain and	
	identifying and	comment on writers	use of language and	use of language and	comment on writers	
	interpreting ideas	use of language and	structure for effect,	structure for effect,	use of language and	
	and information;	structure for effect,	using relevant	using relevant	structure for effect,	
	exploring aspects of	using relevant	subject terminology	subject terminology	using relevant	
	plot,		to support views.	to support views.		

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.	spelling and punctuation. Spoken Language	spelling and punctuation. Spoken Language	purpose and effect, with accurate spelling and punctuation.
		Spoken Language AO7: Demonstrate presentation skills.	AO7: Demonstrate presentation skills. AO8: Listen and respond	AO7: Demonstrate presentation skills. AO8: Listen and respond	Spoken Language AO7: Demonstrate presentation skills.
		AO8: Listen and respond appropriately to spoken language, including to questions and	appropriately to spoken language, including to questions and feedback on presentations.	appropriately to spoken language, including to questions and feedback on presentations.	AO8: Listen and respond appropriately to spoken language, including to questions and
		feedback on presentations. AO9: Use spoken English effectively in	AO9: Use spoken English effectively in speeches and presentations.	AO9: Use spoken English effectively in speeches and presentations.	feedback on presentations. AO9: Use spoken English effectively in
		speeches and presentations.		Alternative text for Entry Level Pathway: Ian McEwan's Daydreamers.	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	See applicable units	See applicable units	Part A – reading	Part A – reading	Amalgamation of
knowledg	for academic year	for academic year	(retrieval, language	(retrieval, summary,	Term 3 and 4 – see
e)	(2021-22).	(2021-22).	analysis, structural,	language analysis,	set skills coverage.
			analysis and critical	comparison).	
NC KS4		GCSE pathway	evaluation).		AQA English
PA Stage	GCSE pathway			Part B – creative	Language GCSE
4-11		AQA: Step up to	Part B – creative	writing (non-fiction).	Assessment
	AQA: Step up to	English Assessment	writing (description		Objectives:
	English Assessment	Objectives:	and storytelling).	GCSE pathway	
	Objectives:				Reading AO1:
		Reading AO1: Read		Reading AO1:	identify and interpret
	Reading AO1: Read	and understand	GCSE pathway	identify and interpret	explicit and implicit
	and understand	texts. Identify and		explicit and implicit	information and
	texts. Identify and	interpret explicit and	Reading AO1:	information and	ideas; select and
	interpret explicit and	implicit information	identify and interpret	ideas; select and	synthesise evidence
	implicit information	and ideas.	explicit and implicit	synthesise evidence	from different texts
	and ideas.	AO2: Explain and	information and	from different texts	
	AO2: Explain and	comment on writers	ideas; select and		AO2: Explain,
	comment on writers	use of language and	synthesise evidence	AO2: Explain,	comment on and
	use of language and	structure for effect,	from different texts	comment on and	analyse how writers
	structure for effect,	using relevant		analyse how writers	use language and
	using relevant	subject terminology	AO2: Explain,	use language and	structure to achieve
	subject terminology	to support views.	comment on and	structure to achieve	effects and influence
	to support views.		analyse how writers	effects and influence	readers, using
		AO3: Compare	use language and	readers, using	relevant subject
	AO3: Compare	writers' ideas and	structure to achieve	relevant subject	terminology to
	writers' ideas and	perspectives.	effects and influence	terminology to	support their views
	perspectives.		readers, using	support their views	
		AO4: Evaluate texts	relevant subject		AO3: Compare
	AO4: Evaluate texts	and support this with	terminology to	AO3: Compare	writers' ideas and
	and support this with	appropriate textual	support their views	writers' ideas and	perspectives, as well
	appropriate textual	references.		perspectives, as well	as how these are
	references.			as how these are	

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

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

texts.

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

Maths Content Entry Level & Functional Skills Level 1 (skills and knowledg e) 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.	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. 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.
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Maths Content GCSE Foundatio n (skills and knowledg e) 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.	to calculations using fractions and decimals. 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. Unit 1 —	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. Unit 1 – Show that.	Revision & Exams Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.
Content GCSE Foundatio	similarity and enlargement Pupils will learn to transform shapes.	and factorising Pupils will further develop skills in factorising and	Trigonometry Pupils will revise and extend their understanding of	reasoning Pupils will apply their understanding of algebra to	Pupils will develop skills in mathematical communication. Unit 2 – Revision	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	B2a Plants and	B2b Human biology	P2b Energy and	Entry Level Tests	Space Recap Topic:	
Magnets	Ecosystems	Pupils will learn	Particles	(May deadline)	Pupils will complete a	
Pupils will look at	Pupils will look at	about a range of	Pupils will look at	Recap/Revision:	final topic that explores	
circuits and	photosynthesis and	processes in the	calculating power,	B1/B2	the key components of	
resistance and how	the adaptations of	human body	what causes pressure	_	the Solar System.	
electricity is	plants for this	including extending	and what happens	Recap/Revision:		
transmitted to our	process, this builds	ideas about the	when you stretch	C1/C2		
houses. Pupils will go	on the information	respiratory and	springs and other			
on to study magnets	they learnt in KS3 by	circulatory system	materials.	Recap/Revision:		
and electromagnets	looking at the	including respiration,		P1/P2		
building on work	adaptations of	and how the body				
learnt in KS3.	leaves, phloem and	regulates sugar and				
	xylem vessels and	temperature building				
B2a Plants and	the process of	on KS3 topics. Pupils will learn about the				
Ecosystems	transpiration. They	endocrine system				
Pupils will look at	will go on to look at pollination and the	and how the				
photosynthesis and	role of plants in an	menstrual cycle is				
the adaptations of	ecosystem and the	controlled.				
plants for this	carbon cycle.	controlled.				
process. They will go	carbon cycle.	C2b Fuels and				
on to look at	C2a Elements and	Earth's atmosphere				
pollination and the	chemical reactions	Pupils will look at				
role of plants and	This work builds on	fractional distillation				
other relationship in	work from the unit	and how crude oil is				
an ecosystem and	C1a where pupils	split into useful				
the recycling of	learnt about	components				
nutrients through the	elements in the	together with the				
carbon and nitrogen	periodic table. Pupils	effects of burning				
cycles.	will look at chemical	fuels on the				
	reactions and the	environment.				
	properties of	Pupils will learn				
		alaatis alaa aaaalit	l	1	i	

elements in different about the early

		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 programm e of study but there be small variations on the timing of each topic	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	Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics	Cycling (Cyclopark) Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling. 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	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	Entry Level Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics Golf (offsite) Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully	Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics Golf (offsite) Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety

					established.	Cycling (Cyclopark)
					Principles of safety	Pupils attend
					Cycling (Cyclopark)	Cyclopark, a British
					Pupils attend	Cycling organisation
					Cyclopark, a British	that teach pupils
					Cycling organisation	mountain biking, BMX
					that teach pupils	and road cycling
					mountain biking,	Swimming
					BMX and road cycling	Developing
					Swimming	competence in the
					Developing	water and stroke
					competence in the	technique. Distance
					water and stroke	badges. Swimming is an
					technique. Distance	individualised
					badges. Swimming is	programme and is
					an individualised	differentiated to cater
					programme and is	for all pupils
					differentiated to	needs/ability
					cater for all pupils	
					needs/ability	
PSHE	Careers	Careers	Careers	Relationships	Relationships	
Citizenshi						
р	Understanding the	Preparation for work	Health, safety and	Revisiting sexual	Families, parental	
	college application	experience week	security in and out of	health, consent and	responsibilities,	
	process and plans	Work experience	the workplace and	the consequences of	pregnancy, marriage	
	beyond school	week evaluation and	independent travel	unprotected sex.	and changing	
	Exploring post 16	review	arrangements	How to challenge	relationships	
	provision. Identifying	Completion of	Understanding driver	harassment,	Recognising changing	
	routes related to	personal statements	responsibilities and	exploitative and	family structures and	
	career pathways.	and CV's	pedestrian safety.	abusive relationships	the readiness for	
	Writing a personal statement and CV	Enrichment	Legislation of	and how to access	parenthood and	
	Statement and CV	Opportunities	HASAWA, COSHH and RIDDOR.	support. Recalling	positive parenting qualities.	
		Opportunities	aliu KIDDOK.	knowledge of STI's	quanties.	

	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.	
Computin g	Improving productivity using IT (Level 3) Overview:		Completion of Earlier Units or Internet Safety for IT Users (level 1)			
Entry	This unit is designed to	enable pupils to plan	Overview:			
Level	I -	n for a purpose and use	This unit is designed to	enable pupils to		
	an IT system to comple		identify day-to-day see	• •		
	They will review their	•	safeguard against day	•		
	the Unit.	S	includes using simple is software and personal	methods to protect		
	Pupils will plan the use	e of appropriate	•	es that affect the use of		
	systems and software		IT			
	of a task. They will ide	ntify legal and other				
	constraints affecting th	ne use of the IT system	Pupils will start the un	it by understanding		
	and software.		the risks that can exist	when using the		
			Internet, including safe	•		
	Pupils will use IT syster		personal data, data se			
	•	n for a given task, using	performance and integ	grity. They will learn		
	preset routines (wizard		about how			
		review the outcome of				
		d identify the strengths				
	of the IT systems and s	software used for this	to safeguard themselv	es 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.	
Computin g 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.	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 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	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.



Art award Pupils are encourage d to effectively develop ideas through personal investigati ons

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