

# BOWER GROVE SCHOOL CURRICULUM PLAN



2020 - 2021

# Curriculum Philosophy

## Intent

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

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

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

Our curriculum aims to:

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

# Implementation

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

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

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

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

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

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

# Impact

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

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

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

# Curriculum Plan

## Tadpoles



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

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

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

	<b>Term 1 Pets</b>	<b>Term 2 Traditional Tales, Fairy Stories and Nursery Rhymes</b>	<b>Term 3 People Who Help Us</b>	<b>Term 4 Farming, Growing and Healthy Eating</b>	<b>Term 5 Wild Animals</b>	<b>Term 6 Pirates</b>
<b>Literacy</b>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) Kipper’s New Pet*</li> <li>2) I am the Dog*</li> <li>3) The Great Pet Sale</li> <li>4) Hairy Maclary from Donaldson’s Dairy</li> <li>5) Don’t Count Your Chickens*</li> <li>6) I Want a Pet*</li> <li>7) Pete’s Peculiar Pet Shop series – I want a Unicorn and The very smelly dragon</li> <li>8) Oi Dog series x 2</li> <li>9) Keeping a Pet (BugClub)</li> <li>10) How to Choose a Pet</li> <li>11) Six Dinner Sid*</li> <li>12) Lost and Found Cat</li> <li>13) Mrs McTats and her house full of cats</li> <li>14) Animal Poems</li> <li>15) Room on the Broom</li> </ol> <p>Writing lists</p>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) The 3 Little Pigs</li> <li>2) The 3 Little Pigs and the Somewhat Bad Wolf*</li> <li>3) The 3 Horrid Pigs and the Big Friendly Wolf</li> <li>4) Jack and the Beanstalk</li> <li>5) Jack and the Baked Beanstalk*</li> <li>6) Goldilocks and the three Bears</li> <li>7) Beware of the Bears!*</li> <li>8) A bad week for the three Bears</li> <li>9) Snow White</li> <li>10) Snow White in New York</li> <li>11) The Gingerbread Man</li> <li>12) Gingerbread Man 2</li> <li>13) The Elves and the Shoemaker*</li> <li>14) Hansel and Gretel</li> </ol>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) A Superhero Like You</li> <li>2) Officer George</li> <li>3) Firefighter</li> <li>4) Daisy the Doctor</li> <li>6) Builder</li> <li>5) Topsy and Tim go to the Dentist</li> <li>6) Topsy and Tim go to the Doctor</li> <li>7) Sam the Chef</li> <li>8) Mog and the Vee Eee Tee</li> <li>9) Ambulance and Air Ambulance Crew</li> <li>10) People who help us: Postman*</li> <li>11) Refuse Collector</li> <li>12) Not for me please! I choose to act green</li> </ol> <p>Writing times and dates</p> <p>Reading and writing simple sentences</p> <p>Information retrieval</p>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) The Lonely Scarecrow</li> <li>2) The Pig in the Pond BB</li> <li>3) The City Garden BB</li> <li>4) Chicken Little</li> <li>5) The Runaway Tractor BB</li> <li>6) Farmer Duck</li> <li>7) Hungry Hen</li> <li>8) The Gigantic Turnip</li> <li>9) Beans on Toast</li> <li>10) A Squash and a Squeeze</li> <li>11) Oliver’s Vegetables</li> <li>12) The Little Red Hen</li> <li>13) Grandpa Cacao</li> <li>14) Growing good</li> <li>15) Click Clack Moo</li> </ol> <p>What happens next? Making predictions</p> <p>Reading and writing simple sentences</p> <p>Rhyming strings</p>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) Topsy and Tiim Go to the Zoo</li> <li>2) Oi Duck Billed Platypus and Oi Frog</li> <li>3) Let’s Save the Animals</li> <li>4) Class Two at the Zoo</li> <li>5) Elmer series</li> <li>6) Giraffes Can’t Dance</li> <li>7) Monkey Puzzle</li> <li>8) The Loudest Roar</li> <li>9) Handa’s Surprise</li> <li>10) Why Elephant has a trunk</li> <li>11) The Gossipy Parrot</li> <li>12) Rumble in the Jungle</li> <li>13) Walking through the Jungle</li> <li>14) Brown bear, brown bear</li> <li>15) Polar bear, polar bear</li> <li>16) Animal Poems</li> </ol> <p>Identifying different parts of a story, i.e.</p>	<p><b>Available Teaching Texts:</b></p> <ol style="list-style-type: none"> <li>1) Portside Pirates</li> <li>2) The Pirate-Cruncher</li> <li>3) Pirate Adventures</li> <li>4) Captain Flinn and the Pirate Dinosaurs</li> <li>5) The Night Pirates</li> <li>6) Pirate Pete and his Smelly Feet*</li> <li>7) Ten Little Pirates</li> <li>8) Pirates Love Underpants</li> <li>9) The Pirates are Coming!</li> <li>10) The Pirates Next Door*</li> <li>11) Pirate poems</li> </ol> <p>Book titles and blurbs/synopsis</p> <p>Developing their own narratives and connecting ideas</p> <p>Rhyming strings</p> <p>Soundwrite literacy programme</p>

	<p>Linking what they have read to their own experiences</p> <p>Rhyming strings</p> <p>Understanding information text ie. non-fiction books, leaflets, posters, environmental print</p> <p>Soundswrite literacy programme</p> <p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>	<p>Characters and story settings</p> <p>Story sequencing</p> <p>Repeated refrains</p> <p>Evaluating texts</p> <p>Christmas Stories</p> <p>Soundswrite literacy programme</p> <p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>	<p>Understanding information text ie. non-fiction books, leaflets, posters, environmental print</p> <p>Soundswrite literacy programme</p> <p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>	<p>Soundswrite literacy programme</p> <p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>	<p>Beginning, middle and end</p> <p>Writing speech bubbles</p> <p>Understanding information text ie. non-fiction books, leaflets, posters, environmental print</p> <p>Soundswrite literacy programme</p> <p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>	<p>Speed sounds letter formation programme</p> <p>Phonological awareness programme</p> <p>Bug Club reading</p> <p>1:1 reading/phonics</p>
<b>Communication and Language</b>	<p>Re-enact and extend stories about pets using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Sharing information and own experiences: Pets</p> <p>Sharing likes and dislikes</p>	<p>Re-enact and extend traditional tales, fairy stories and nursery rhymes using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Joining in with repeated refrains</p> <p>Retelling stories using picture prompts</p>	<p>Re-enact and extend stories about people who help us using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Sharing information and own experiences: People Who Help Us</p> <p>Sharing likes and dislikes</p>	<p>Re-enact and extend stories about farming and farm animals using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Sharing information and own experiences: Food and farming</p> <p>Sharing likes and dislikes</p>	<p>Re-enact and extend stories about wild animals using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Joining in with repeated refrains</p> <p>Forming opinions and debating an argument</p>	<p>Re-enact and extend stories about pirates using role play and puppets. Using language to recreate roles</p> <p>Ask and answer questions about stories</p> <p>Joining in with repeated refrains</p> <p>Retelling stories using picture prompts</p>

	Songs and rhymes  Listening skills	Songs and rhymes  Listening skills	Songs and rhymes  Listening skills	Songs and rhymes  Listening skills	Songs and rhymes  Listening skills	Songs and rhymes  Listening skills
<b>Mathematics</b>	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Money  Count to 10 reliably using Numicon  Repeating patterns	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Shape  Exploring shapes in the environment  Estimating	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Time  Sequencing events  Ordering items by length and height	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Money  Count to 20 reliably using Numicon  One more and one less than a given number	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Shape  Recording information  Organising data	Children to experience number in a variety of ways using practical learning activities and through their play  Using counting within role play  Practical addition and subtraction  Time  Ordering items by weight and capacity  Using mathematical language and problem solving
<b>Understanding the World</b>	Role Play: Pet Shop with vet's surgery  Halloween  Similarities and differences  Likes and dislikes  Our local environment  The World around us  Tuff tub sensory activities	Role Play: The 3 Bears house/home corner  Guy Fawkes' Night  Diwali  Christmas  Similarities and differences  Multiculturalism: People and Communities  Tuff tub topic activities – themed mat	Role Play Area: Doctor's Surgery and Post Office  Chinese New Year  Likes and dislikes  Multiculturalism: People and Communities  Tuff tub topic activities – themed mat	Role Play area: Farm Shop  Mother's Day  Easter  Comparing past and present  Technology – Farming and food production  Tuff tub topic activities – themed mat	Role Play Area: Wildlife Explorers' Camp  The Travels of Barnaby Bear  Earth and the environment  The World around Us  Tuff tub topic activities - 3 different themed mats	Role Play Area: Pirate Ship  Father's Day  Making observations: Why things happen and how things work  Technology  Tuff tub topic activities – themed mat



<p><b>Personal, Social and emotional development</b></p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>	<p>Making relationships: turn taking, sharing, working together, respecting others and listening to their ideas, opinions and feelings, good manners, forming positive friendships and relationships</p> <p>Self Confidence and self awareness: trying new activities, speaking in familiar groups, sharing ideas, selecting resources for a task</p> <p>Feelings and behaviour: labelling feelings and emotions, appropriate behaviour and the consequences of these behaviours, rules, adjusting behaviour and changing routines</p>
<p><b>Physical Development</b></p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>	<p>Fine motor skill development through Clever fingers activities</p> <p>Gross motor skill development through Explorer Club trips, Sensory circuits, sand and water play, PE lessons etc.</p> <p>Healthy diet and exercise</p>

	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently	Write from the start pencil control programme  Actions and movements to accompany rhymes and songs, matching actions to words  Small world play and large construction  Managing personal and hygiene independently
<b>Expressive Art and Design</b>	Music, dance and songs  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways	Music, dance, songs and nursery rhymes  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways	Music, dance and dinosaur songs  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways	Music, dance and transport songs  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways	Music, dance and bear songs  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways	Music, dance and songs about the ocean and sea creatures  Art: Exploring different media, materials and using tools  Colour, design, texture, form and function  Being imaginative: Role play, stories and narratives  Using learning creatively and in original ways
<b>World Beliefs</b>	Bower Values – Tolerance, Morals and Rules  What is a rule?	Who Hindus and Sikhs?  Introduce a Sikh way of life	Buddhist’s Beliefs  Introduce being a Buddhist	What it means to be Jewish  Introduce being Jewish	Muslims and their traditions  Introduce being a Muslim	The nature of Christians  Introduce being a Christian

	<p>What does “being British” mean?</p> <p>What are the British values and what do we do in my class to follow them?</p> <p>Who are my friends?</p>	<p>Introduce being a Hindu</p> <p>Learn how Hindu’s and Sikh’s celebrate the Diwali festival</p>	<p>Learn to identify buddha and know why he is important to Buddhists</p> <p>To know that Buddhist’s regard a temple as a special place</p> <p>Learn how Buddhists celebrate the New Year in China</p>	<p>Learn that Jews believe in one God</p> <p>To know that Jew’s worship in a Synagogue</p>	<p>To know that Muslim ‘s worship in a Mosque</p> <p>To know that Muslims believe in one God in Islam – Allah identified in written form</p>	<p>To know that Christians worship in a Church</p> <p>To know that Christians believe in God the Father</p>
<b>Enrichment Opportunities</b>	<p>Explorer Club trips to local parks, woods and country parks</p>	<p>Explorer Club trips to local parks, woods and country parks</p> <p>Visit to/from Father Christmas</p>	<p>Explorer Club trips to local parks, woods and country parks</p> <p>Visit to/from Emergency Services</p>	<p>Explorer Club trips to local parks, woods and country parks</p> <p>Trip to local Farm Shop to purchase produce for class to cook and eat</p>	<p>Explorer Club trips to local parks, woods and country parks</p> <p>Trip to Wildwood</p>	<p>Explorer Club trips to local parks, woods and country parks</p> <p>Trip to Sheerness</p>

# Curriculum Plan

## Honey Bees



Honeybees (Group 2) The Curriculum Map

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

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

	<b>Term 1 Honeybees and Harvest</b>	<b>Term 2 London</b>	<b>Term 3 Explorers</b>	<b>Term 4 Turrets and Towers</b>	<b>Term 5 Water and Bridges</b>	<b>Term 6 Australia</b>
	<b>Nocturnal Animals</b>	<b>Christmas</b>		<b>Easter</b>	<b>The UK</b>	
English	<p><b><u>Non-Chronological Reports</u></b> Bee fact sheets</p> <p><b><u>Drama Unit – Harvest Film</u></b> Mamma Panya’s Pancakes</p> <p><b><u>Narrative</u></b>  The Owl Who was afraid of the dark</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> The Honeybee I Like Bee, But I Don’t Like Honey Are You a Bee? Winnie the pooh poems Nocturnal animal books</p>	<p><b><u>Diary</u></b> The Great Fire of London</p> <p><b><u>Letters</u></b> Paddington Postcards Christmas letters</p> <p><b><u>Instructions</u></b> How to make a healthy sandwich</p> <p><b><u>Narrative</u></b> Paddington at the zoo</p> <p><b><u>Poetry</u></b> Christmas Poems</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> Author Study: Michael bond Christmas Stories</p>	<p><b><u>Narratives:</u></b> Lost and Found</p> <p>The way back home</p> <p>Beegu</p> <p><b><u>Non-fiction: Recount</u></b> Neil Armstrong and the Moon Landings</p> <p><b><u>Poetry</u></b> Space Poems</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> Bob Man on the moon Good night Spaceman Poles Apart Polar Animals fact books</p>	<p><b><u>Narrative: Traditional Tales</u></b> Rapunzel</p> <p><b><u>Recount</u></b> Castle trip</p> <p><b><u>Poetry</u></b> Our senses</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> The Princess and the Pea George and the Dragon King Arthur and the knights of the round table Castle fact books</p>	<p><b><u>Narrative / Drama Unit</u></b> Billy Goats Gruff</p> <p><b><u>Descriptive Writing</u></b> Mythical beasts of the UK</p> <p><b><u>Non-Fiction</u></b> How to grow a flower Growing Food</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> The Magical Garden of Claude Monet Katie in Scotland Van Gough and the sunflowers</p>	<p><b><u>Narrative</u></b> Grandad’s Island</p> <p><b><u>Diary</u></b> A Diary of a Wombat</p> <p><b><u>Non-Chronological Reports</u></b>  Australian Animal fact sheets</p> <p><b><u>SPAG</u></b> Working on personal targets from K7 to S1</p> <p><b><u>Phonics</u></b> Taught through Sounds Write phonics programme</p> <p><b><u>Class Readers</u></b> Author Study: Benji Davies The Storm Whale Grandma’s Bird</p> <p>Wombat’s Walk The Rainbow Bird The Big Book of Blue</p>

Maths	<p><b><u>K9/S1</u></b> Power Maths Book 1A Unit 1 and 2: Numbers and Part Whole to 10 <b><u>K7/8/9</u></b> Counting within 10 Position and Direction</p>	<p><b><u>K9/S1</u></b> Power Maths Book 1A  Unit 3: Addition to 10 Unit 4: Subtraction to 10  <b><u>K7/8/9</u></b> Introducing Addition Introducing subtraction Days of the week</p>	<p><b><u>K9/S1</u></b> Power Maths Book 1A  Unit 5 2D and 3D Shape Unit 6 Numbers to 20  <b><u>K7/8/9</u></b> Time across a day Months of the year Patterns and Shapes</p>	<p><b><u>K9/S1</u></b> Power Maths Book 1B  Unit 7 Addition within 20 Unit 8 Addition within 20  <b><u>K7/8/9</u></b> Introducing counting to 20 Money Pictograms</p>	<p><b><u>K9/S1</u></b> Power Maths Book 1B  Unit 10 Introducing length and height Unit 11 Introducing weight and volume  <b><u>K7/8/9</u></b> Length Weight Capacity Bar Graphs</p>	<p><b><u>K9/S1</u></b> Power Maths Book 1B  Unit 9 Numbers to 50  <b><u>K7/8/9</u></b> Counting in 2s 5s and 10s Doubles and halves Odds and Evens</p>
Science	<p><b><u>Changing Seasons</u></b> Autumn <b><u>Plants</u></b> Identifying plants including trees, flowers and shrubs The structure of flowers <b><u>Animals including humans</u></b> Nocturnal animal study: Understand animals in terms of birds and mammals</p>	<p><b><u>Changing Seasons</u></b> Autumn/Winter <b><u>Materials</u></b> Identify and sort materials Comparing materials and making Movement due to an action – Moving vehicle.</p>	<p><b><u>Changing Seasons</u></b> Winter <b><u>Chemistry</u></b> Observing changes: Ice Experiments Teeth cleaning experiments</p>	<p><b><u>Changing Seasons</u></b> Spring <b><u>Animals including humans</u></b> Naming body parts including the senses <b><u>Materials</u></b> Observing changes and collecting evidence. Colour experiments.</p>	<p><b><u>Changing Seasons</u></b> Spring/Summer <b><u>Plants</u></b> Making Fair tests Growing Sunflowers <b><u>Animals including humans</u></b> Pond study: Understand animals in the terms of insects and amphibians</p>	<p><b><u>Changing Seasons</u></b> Summer <b><u>Animals including humans</u></b> Understand animals in the terms of fish, amphibians, reptile, bird mammals</p>

Computing	<p><b><u>Using Computers 1 (small group teaching)</u></b></p> <p>Overview: Logging on to a network and basic Health and Safety Asking for help. Using computers with support: Learn to move the mouse with some control Learn to point and click</p>	<p><b><u>Using Computers 1 (small group teaching)</u></b></p> <p>Overview: Logging on to a network. Asking for help. Using computers with support: Learn to move the mouse with some control Learn to point and click</p>	<p><b><u>Using input device</u></b></p> <p>Overview: Using input devices to control computers. Using input devices to control software. Becoming more independent with computers. Learning to print and save work.</p>	<p><b><u>Using Computers 2</u></b></p> <p>Overview: Becoming more independent with computers Pupils will learn to save work to their own folder on the network using save as, they will be taught when to use save and save as, how to load work saved from their own folder, and how to use undo to fix a mistake</p>	<p><b><u>Using computers online</u></b></p> <p>Overview: Logging into online accounts Online safety – Adult setup led and supervised internet access Being more independent on a computer.</p>	<p><b><u>Images 0</u></b></p> <p>Overview: Finding images and creating images to use in our work. How do we capture them, save them and then use them. We will then look at using our skills to make better digital artefacts.</p>
Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i>	<p><b><u>Geography</u></b> Maps: Compass and directional language</p> <p>Physical features in local area from an Ariel view</p> <p><b><u>Art</u></b> Bee art – based on the book “Only One You”</p> <p>Van Gough – Starry night</p> <p>Owl collage</p> <p><b><u>Design and Technology</u></b> Sewing Honeybees</p> <p>Honey Biscuits</p> <p>Fruit/ Pancake tasting</p>	<p><b><u>Geography</u></b> UK and it’s place on the world map</p> <p><b><u>History</u></b> Events beyond Living History: Great Fire of London</p> <p><b><u>Art</u></b> Christmas Craft</p> <p><b><u>Design and Technology</u></b> Tudor Houses</p> <p>Healthy sandwiches</p> <p>London Bus / Taxi Model: wheels and axles</p>	<p><b><u>History</u></b> Lives of Significant Individuals: Ernest Shackleton, Neil Armstrong &amp; Tim Peakes</p> <p><b><u>Geography</u></b> Seven continents and five oceans</p> <p>The Equator and the Poles</p> <p><b><u>Artist Study</u></b> Clay planets</p> <p><b><u>Design and Technology</u></b> Rockets designs</p>	<p><b><u>History</u></b> Local History Study: Kent castles</p> <p><b><u>Art</u></b> Royal Portraits</p> <p>Clay portraits</p> <p>Easter Craft</p> <p><b><u>Design and Technology</u></b> STEM tales: Rapunzel’s tower</p> <p>Junk model castles</p>	<p><b><u>Geography</u></b> The UK countries and their capitals</p> <p>Our school grounds – pond study</p> <p>Map of the school garden</p> <p><b><u>Artist Study</u></b> Monet’s Waterlilies</p> <p>Garden photos</p> <p><b><u>Design and Technology</u></b> STEM tales: Billy Goats Gruff</p> <p>Modroc UK map</p>	<p><b><u>Geography</u></b> Comparing UK to Australia and Pacific Islands</p> <p><b><u>Artist Study</u></b> Aboriginal painting: Judy Watson Napangardi</p> <p><b><u>Design and Technology</u></b> Ice cream designs</p> <p>Sun protection keyrings</p>
PSHE	<p><b><u>Living in the Wider World</u></b> Classroom Rules Contributing to our class community</p>	<p><b><u>Relationships</u></b> People we can trust <b><u>Living in the wider world</u></b> Safe strangers The emergency services <b><u>Health and Wellbeing</u></b></p>	<p><b><u>Health and Wellbeing</u></b> Keeping a healthy lifestyle Benefits of physical activity and rest Health Diet</p>	<p><b><u>Living in the wider world</u></b> Being unique Belonging to different groups and communities Recognise the people who look after them and</p>	<p><b><u>Living in the Wider World</u></b> Road Safety Dangers when out and about <b><u>Relationships</u></b></p>	<p><b><u>Health and Wellbeing</u></b> Online safety Feelings associated with change and loss <b><u>Relationships</u></b></p>

	<p>Our rights and responsibilities</p> <p><b>Health and Wellbeing</b> Keeping safe in school</p> <p><b>Relationships</b> My feelings Knowing what is right and wrong</p>	<p>Poisons at home and in the environment Helping someone who is hurt</p>	<p>Recognise what we like and don't like concerning keeping healthy How to improve our physical and mental health</p> <p><b>Relationships</b> Parts of the body The pants rule Keeping teeth clean</p>	<p>how to ask for help if worried</p> <p><b>Relationships</b> The difference between secrets and surprises Not keeping secrets that make us feel uncomfortable anxious or afraid</p> <p><b>Health and Wellbeing</b> Sources of money and coin recognition</p>	<p>To recognise that our feelings can be hurt Being kind or unkind Being fair or unfair</p>	<p>How our behaviour affects others Our special people and how we should take care of each other How to respond to other people's feelings</p>
World Beliefs	<p><b><u>Bower Values: Tolerance</u></b> <b><u>Morals and Rules</u></b> How do we follow these rules at Bower Grove? What makes a good friend? What do people in my class believe about rules and is this the same as me? To name British cities and start to recognise the UK</p>	<p><b><u>Who are Hindus and Sikhs?</u></b> To know who the important people are in the Hindu and Sikh faiths. To know what special features a Gurdwara has. To know the story of Rama and Sita.</p>	<p><b><u>Buddhist's beliefs</u></b> To know who the important people are in the Buddhist community. (Introduce Lama) To know what special features a temple has. To know that temples are designed using symbols to represent the elements.</p>	<p><b><u>What it means to be Jewish</u></b> To know who the important people are in the Jewish community. (Introduce Rabbi, Cantor and Minyan) To know what special features a Synagogue has. To learn about the clothing that Jewish people wear to the Synagogue.</p>	<p><b><u>Muslims and their traditions</u></b> To know who the important people are in the Muslim community. To know what special features a Mosque has. To know how Muslims celebrate Eid al-Fitr</p>	<p><b><u>The nature of Christians</u></b> To know who the important people are in the Christian community. (Introduce Vicar and Priest) To know what special features a church has. To know who Jesus was and why he is important to Christians. To explore what happens in a Christian baptism.</p>
PE	<p><b><u>Gymnastics</u></b> Learning and performing wide, narrow and curled shapes on a variety of apparatus.</p> <p><b><u>Games /Sensory activities</u></b> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation,</p>	<p><b><u>Gymnastics</u></b> Rocking and rolling actions.</p> <p><b><u>Dance</u></b> Soldiers theme. Pupils learn basic movements to music, incorporating simple unison and cannon actions</p> <p><b><u>Theme based learning:</u></b> Pupils introduced to</p>	<p><b><u>Outdoor Adventurous Activities / Problem Solving</u></b> Working individually and as a team to solve basic problems. Intro to basic map work.</p> <p><b><u>Games</u></b> Passing a variety of objects (aiming) and incorporating different movements. Intro simple rules.</p>	<p><b><u>Theme Based Learning</u></b> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field</p>	<p><b><u>Games</u></b> Bouncing, catching, kicking</p> <p><b><u>Athletics</u></b> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p> <p><b><u>Games:</u></b> A variety bouncing, catching,</p>	<p><b><u>Games</u></b> Bouncing, catching, kicking</p> <p><b><u>Athletics</u></b> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p> <p><b><u>Games:</u></b> A variety bouncing, catching,</p>



	<p>working in pairs and calming.</p> <p><b><u>Outdoor Adventurous Activities / Problem Solving:</u></b> Working individually and as a team to solve basic problems. Intro to basic map work.</p> <p><b><u>Games /Sensory activities:</u></b> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p>	<p>different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b><u>Dance:</u></b> Soldiers theme. Pupils learn basic movements to music, incorporating simple unison and cannon actions</p>	<p><b><u>Gymnastics:</u></b> Learning and performing wide, narrow and curled shapes on a variety of apparatus.</p> <p><b><u>Games:</u></b> Passing a variety of objects (aiming) and incorporating different movements. Intro simple rules.</p>	<p>events, handball and tennis.</p> <p><b><u>Parachute Games</u></b> Pupils learn and play a variety of games using parachutes</p> <p><b><u>Gymnastics:</u></b> Rocking and rolling actions.</p> <p><b><u>Parachute Games:</u></b> Pupils learn and play a variety of games using parachutes</p>	<p>kicking games improving pupil's co-ordination</p> <p><b><u>Athletics:</u></b> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p>	<p>kicking games improving pupil's co-ordination</p> <p><b><u>Athletics:</u></b> Introduction to running at different pace, throwing different objects and jumping for distance/height.</p>
Music	<p><b>Music Games and Following the Beat</b></p> <p>- Across this term pupils will explore the beat and respond to sounds through a variety of games and musical activities.</p>	<p><b>Halloween/ Christmas</b></p> <p>- Pupils will create soundscapes to mimic the sounds of a haunted house. They will help create and follow graphic scores. Pupils will be learning and rehearsing Christmas songs in preparation for their performance.</p>	<p><b>Charanga: Zootime</b></p> <p>- A Reggae Song for Children by Joanna Mangona. All the learning is focused around one song: Zootime. Pupils will continue to develop the necessary skills needed to progress through the rest of the curriculum through play, singing and listening.</p>	<p><b>Environmental Music</b></p> <p>- Pupils will explore the sounds of their surroundings and begin to recreate them using musical instruments. Exploring sound is a prerequisite for Composing. In the composing strand, children are asked to select sounds from variety of sources for a range of musical purposes. Children who have experienced lots of</p>	<p><b>Charanga: I Wanna Play In A Band</b></p> <p>- I Wanna Play in a Band is a rock song written especially for children. In the song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p>	<p><b>Charanga: Reflect, Replay, Rewind</b></p> <p>- This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

				activities in exploring sound will find it much easier to use a variety of sounds in their compositions.		
<b>Enrichment Opportunities</b>	Cobtree Manor Park Kent Life – Nocturnal animals workshop	Autumn Walk – signs of autumn Ightham Mote	Winter Walk – signs of winter	Spring sound walk Castle Visit	Summer Walk - Road Safety Shorne Country Park	Wild Wood – Meet the wallabies workshop Mote Park Picnic
<b>Linked Provision</b>	<p><b><u>Role Play</u></b> Farm Shop Role Play (with honey jars) Mama Panya’s home</p> <p><b><u>Small World</u></b> Minibeasts / Bees Nocturnal Animal homes</p> <p><b><u>Messy Play</u></b> Capacity Play</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>	<p><b><u>Role Play</u></b> Fire station Christmas Wrapping and letters</p> <p><b><u>Small World</u></b> Paddington train set and London bricks set</p> <p><b><u>Messy Play</u></b> Capacity Play Fake snow</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>	<p><b><u>Role Play</u></b> Explorer Igloo camp Space Station and space fancy dress</p> <p><b><u>Small World</u></b> Luna landscape Polar animals</p> <p><b><u>Messy Play</u></b> Ice Play Space dough and moon sand</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>	<p><b><u>Role Play</u></b> Rapunzel tower Castle and Kings Table and royal fancy dress</p> <p><b><u>Small World</u></b> Woodland and towers Castle</p> <p><b><u>Construction</u></b> Small parts play based on towers and castles Kinetic sand</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>	<p><b><u>Role Play</u></b> Construction Zone</p> <p><b><u>Small World</u></b> Traditional tales Pond tuff tub Town: with focus on road safety</p> <p><b><u>Messy Play</u></b> Water play, based on pond Capacity Play</p> <p><b><u>Construction</u></b> Small parts play based on building bridges Measuring play</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>	<p><b><u>Role Play</u></b> Australian outback camp Ice-cream shop</p> <p><b><u>Small World</u></b> Australian animals Tuff tub island</p> <p><b><u>Messy Play</u></b> Water play based on an island Sand play</p> <p><b><u>Fine Motor Skills</u></b> Clever fingers programme</p>

# Curriculum Plan

## Hedgehogs



Hedgehogs – The Curriculum Map

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

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

	<b>Term 1 Hedgehogs</b>  <b>Woodlands</b>  (8 weeks)	<b>Term 2 Diwali</b>  <b>Toys</b>  (7 weeks)	<b>Term 3 Pets</b>  (6 weeks)	<b>Term 4 Dragons</b>  <b>Flight</b>  (6 weeks)	<b>Term 5 Dinosaurs</b>  <b>Ancient Civilisations</b>  (6 weeks)	<b>Term 6 Italy</b>  <b>The Beach</b>  (6 ½ weeks)
English/Literacy	<p><b><u>Non-Chronological reports:</u></b></p> <p>Hedgehog Fact Sheet</p> <p><b><u>Poetry:</u></b></p> <p>Who am I poems</p> <p><b><u>Traditional Tales:</u></b></p> <p>Hansel and Gretel - gingerbread house descriptions</p> <p><b><u>Class readers:</u></b></p> <p>The Very Helpful Hedgehog</p> <p>Grimms Fairy Tales</p>	<p><b><u>Drama Unit:</u></b></p> <p>Rama and Sita</p> <p><b><u>Author Study:</u></b></p> <p>Mini Grey</p> <p>Traction Man Narrative</p> <p><b><u>Diary Unit:</u></b></p> <p>The elf on the shelf diaries</p> <p><b><u>Class Readers:</u></b></p> <p>Toys in Space</p> <p>The toy Museum</p>	<p><b><u>Explanation Text:</u></b></p> <p>How to look after a pet</p> <p><b><u>Poetry Unit</u></b></p> <p>Shape Poems</p> <p><b><u>Class Readers:</u></b></p> <p>Wanted the Perfect Pet</p> <p>Korky Paul Pet books</p>	<p><b><u>Recount Unit:</u></b></p> <p>The Mongolfier Brothers first balloon flight.</p> <p><b><u>Narrative</u></b></p> <p>Dragon descriptions</p> <p><b><u>Poetry Unit</u></b></p> <p>Reciting an Easter poem</p> <p><b><u>Class Readers:</u></b></p> <p>The Wright Brothers – The First Flying Machines</p>	<p><b><u>Narrative</u></b></p> <p>Tom and the island of dinosaurs</p> <p><b><u>Recount Unit:</u></b></p> <p>Trip to the museum</p> <p><b><u>Class Readers:</u></b></p> <p>Tom and the island of dinosaurs</p> <p>All About Mummies</p>	<p><b><u>Non-Fiction Writing</u></b></p> <p>Instructions for making Pizza</p> <p>Postcards from Europe</p> <p><b><u>Poetry</u></b></p> <p>Seaside poems</p> <p><b><u>Class readers:</u></b></p> <p>ABC's of countries: Europe</p> <p>The little red hen makes a pizza</p> <p>Sally and the Limpet</p>
Maths	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1A</p> <p>Unit 1 and 2: Numbers and Part Whole to 10</p> <p><b><u>K7/8/9</u></b></p>	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1A</p> <p>Unit 3: Addition to 10</p> <p>Unit 4: Subtraction to 10</p>	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1A</p> <p>Unit 5 2D and 3D Shape</p> <p>Unit 6 Numbers to 20</p>	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1B</p> <p>Unit 7 Addition within 20</p> <p>Unit 8 Addition within 20</p>	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1B</p> <p>Unit 10 Introducing length and height</p>	<p><b><u>K9/S1</u></b></p> <p>Power Maths Book 1B</p> <p>Unit 9 Numbers to 50</p> <p><b><u>K7/8/9</u></b></p>

	Counting within 10 Position and Direction	<b><u>K7/8/9</u></b> Introducing Addition Introducing subtraction Days of the week	<b><u>K7/8/9</u></b> Time across a day Months of the year Patterns and Shapes	<b><u>K7/8/9</u></b> Introducing counting to 20 Money Pictograms	Unit 11 Introducing weight and volume  <b><u>K7/8/9</u></b> Length Weight Capacity Bar Graphs	Counting in 2s 5s and 10s Doubles and halves Odds and Evens
Science	<b><u>Biology</u></b>  <b><u>Plants</u></b>  Identify and name deciduous and evergreen trees.  Know the structure of trees.  Identify and name woodland animals.  Identify herbivore, carnivore and omnivores.	<b><u>Physics</u></b>  <b><u>Light and Sound</u></b>  Understand that light results from an action.  Understand that light comes from different sources and name some.  Identify and name body parts including those used for senses.  Understand that sound results from an action.  Understand that sound comes from different sources and name some.	<b><u>Biology</u></b>  <b><u>Animals including humans</u></b>  Categorise animals into types.  Compare the structure of different pets.	<b><u>Chemistry</u></b>  <b><u>Materials</u></b>  Identify, sort and group different materials  Explore the properties of materials	<b><u>Chemistry</u></b>  <b><u>Rocks and Fossils</u></b>  Identify and name some different rocks and fossils.  To know how dinosaur fossils are formed.	<b><u>Biology</u></b>  <b><u>Plants</u></b>  Name and describe common flowering plants.  To know the structure of common flowering plants.  <b><u>Microhabitats</u></b>  Rockpool Study  Bring together all subject knowledge from plants and animal topics.
Computing	<b><u>Using Computers 3</u></b>  Overview: Using the Smarty the Penguin story to highlight what to do when using the internet. Looking at what he does when things don't go well when he uses a computer. There will also	<b><u>DTP 0</u></b>  Overview: This unit focuses on simple DTP within purple Mash. Pupils will create different digital artefacts with text, images and pictures. They will investigate the what you	<b><u>Hardware and Software 0</u></b>  Overview: In this unit pupils will be investigating hardware and software. How we use it and interact with it.	<b><u>Presentation 0</u></b>  Overview: Pupils will be introduced to creating simple presentations. They will be looking at the different ways they can change text in a presentation to make it look different, adding digital	<b><u>Animation 1: Simple Animation</u></b>  Overview: In this unit we will be looking at animation. Pupils will design and create a simple Stop frame animation using Lego characters	<b><u>Programming 0 – Purple Mash</u></b>  Overview Using purple mash, 2Code and code.org pupils will be looking at how we control computers using code.

	be a focus on using the computers independently	see is what you get page orientation.		content and how to add effects to engage an audience.	using the Anamatelt app by Ardman on the iPads.	
Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i>	<p><b><u>Geography</u></b></p> <p>Kent Woodlands Study</p> <p><b><u>DT</u></b></p> <p>Cooking</p> <p><b><u>Art:</u></b></p> <p>The Ginger Bread House</p> <p><b><u>Art</u></b></p> <p>Goldsworthy Photography</p>	<p><b><u>History</u></b></p> <p>Toys in living memory</p> <p><b><u>DT</u></b></p> <p>Sewing: Making Puppets</p> <p><b><u>Art</u></b></p> <p>Clay - Diva Lamps</p> <p>Christmas Art</p>	<p><b><u>Geography</u></b></p> <p>Maps: Our school and local area</p> <p><b><u>DT</u></b></p> <p>Easter Cards</p> <p><b><u>Artist Study</u></b></p> <p>Gaudi animal mosaics</p>	<p><b><u>History</u></b></p> <p>The history of flight</p> <p><b><u>DT</u></b></p> <p>3D Modelling - Wright Brothers planes</p>	<p><b><u>History</u></b></p> <p>Local Study: Iggy the Maidstone Dinosaur</p> <p><b><u>History</u></b></p> <p>Ancient Egypt</p> <p><b><u>DT</u></b></p> <p>Mask design and making</p> <p>3D modelling: Hot air balloons</p> <p><b><u>Art</u></b></p> <p>Hieroglyphics</p> <p><b><u>Art</u></b></p> <p>Clay dinosaurs</p>	<p><b><u>Geography</u></b></p> <p>Italy</p> <p><b><u>DT</u></b></p> <p>Pizza designs, leaning tower of Pisa</p> <p><b><u>Geography</u></b></p> <p>Kent coast and beaches Ariel Maps of Kent</p>
PSHE <i>(Two sessions weekly)</i>	<p><b><u>Living in the wider world</u></b></p> <p>Following rules.</p> <p>Our rights and responsibilities.</p> <p>Stranger Danger</p> <p><b><u>Relationships</u></b></p>	<p><b><u>Living in the wider world</u></b></p> <p>Road Safety</p> <p>Calling emergency services</p> <p>Safe buildings</p> <p>Money skills</p> <p><b><u>Relationships</u></b></p>	<p><b><u>Living in the wider world</u></b></p> <p>Needs of other living things</p> <p><b><u>Health and Wellbeing</u></b></p> <p>Healthy lifestyle</p> <p>Personal hygiene and Germs</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Challenges and goals</p> <p>Emotions: Feeling disappointed and proud</p> <p><b><u>Relationships</u></b></p> <p>Making mistakes and accepting feedback</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Keeping our teeth healthy</p> <p>Body Parts and growing older</p> <p>Understanding privacy</p> <p><b><u>Relationships</u></b></p>	<p><b><u>Relationships</u></b></p> <p>Understanding similarities and difference</p> <p>Being responsible and looking after others.</p> <p>Growing up and moving on</p> <p>Feelings: anxiety and change</p>

	<p>Feelings: Happy, calm, sad and angry</p> <p>Anger management</p> <p><b><u>Health and Wellbeing</u></b></p> <p>Understanding Poisons</p>	<p>Playing co-operatively</p> <p>Self-Regulation and resolving arguments</p> <p>Feelings: excited</p>	<p>Understanding how Medicines can help us</p> <p>Feelings: worry</p>	<p>Exploring different relationships</p> <p>What makes a good friend?</p> <p><b><u>Living in the Wider World</u></b></p> <p>Environmental Study: Looking at recycling materials.</p>	<p>Understanding bullying.</p> <p>Feelings: Feeling lonely and hurt.</p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Sun safety</p>
World Beliefs	<p><b><u>Tolerance Morals and Rules.</u></b></p> <p>What are the main British Values?</p> <p>What is Mutual respect?</p> <p>How can we be respectful of others?</p> <p>How does this help our friendships?</p> <p>Exploring difference in friendships.</p> <p>How does this help us to be a good citizen?</p>	<p><b><u>Who are Hindus and Sikhs?</u></b></p> <p>To explore the Hindu creation of the universe.</p> <p>To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus.</p> <p>To explore what happens in a Hindu and Sikh wedding.</p>	<p><b><u>Buddhist's Beliefs</u></b></p> <p>To know how Buddhist's celebrate New year in Japan</p> <p>To explore who Buddha was and why he is important to Buddhists.</p> <p>To know how Buddhist's attend Uposatha days at the temple.</p> <p>To know how Buddhists practice Meditation and chanting in their daily lives.</p>	<p><b><u>What it means to be Jewish.</u></b></p> <p>To explore God as a creator according to the Jewish faith.</p> <p>To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday.</p> <p>To explore the rituals of Shabbat, lighting candles and having 3 meals.</p> <p>To how Jewish people celebrate the festival of Hanukkah</p>	<p><b><u>Muslims and their Traditions.</u></b></p> <p>slam creation story</p> <p>To know that Muslims attend Jum'u'ah at a mosque on Fridays.</p> <p>To explore the use of a prayer mat and compass.</p> <p>Look at Wudu and how to keep clean.</p>	<p><b><u>The Nature of Christians.</u></b></p> <p>To explore God as a creator according to the Christian faith.</p> <p>To explore God's creation of Adam and Eve.</p> <p>To explore what happens at a Christian Wedding.</p>
PE	<p><b><u>Games /Sensory activities:</u></b> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p>	<p><b><u>Games:</u></b> Throwing and catching. Inventing new rules to develop creative games. Sensory activities</p> <p><b><u>Dance:</u></b> Lion King.</p>	<p><b><u>Outdoor Adventurous Activities:</u></b> Problem solving in a team. Problem solving using certain senses.</p> <p><b><u>Dance</u></b> (Lion King)</p>	<p><b><u>Theme based learning:</u></b> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will</p>	<p><b><u>Athletics:</u></b> Running, jumping and throwing technique development.</p> <p><b><u>World Games:</u></b> Hitting and kicking</p>	<p><b><u>Athletics:</u></b> Running, jumping and throwing technique development. World Games Games: Hitting and kicking</p> <p><b><u>Athletics:</u></b> Recording results and promoting self-</p>

	<p><b>Gymnastics:</b> Linking movements together</p> <p><b>Outdoor Adventurous Activities:</b> Problem solving in a team. Problem solving using certain senses.</p> <p><b>Games /Sensory activities:</b> A variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p>	<p><b>Games:</b> Throwing and catching. Inventing new rules to develop creative games. Sensory activities</p> <p><b>Dance:</b> Just Dance - Using a range of movement patterns</p>	<p><b>Games:</b> Invasion games</p> <p><b>Gymnastics:</b> Linking movements together using a variety of different gymnastic equipment.</p> <p><b>Games:</b> Introduce the basic themes of a variety of Invasion games</p>	<p>attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b>Theme based learning:</b> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b>Games:</b> Dodgeball, looking at the skill and techniques required to successfully play a variety of games.</p>	<p><b>Athletics:</b> Running, jumping and throwing technique development.</p> <p><b>World Games Games:</b> Pupils introduced to a variety of games played across the world.</p>	<p>improvement – sprinting, long jump, discuss.</p> <p><b>Athletics:</b> Running, jumping and throwing technique development. World Games</p> <p><b>Games:</b> A variety of hitting and kicking games (rounders and cricket broken down into smaller games).</p>
Music	<p><b>Charanga: Classroom Jazz</b></p> <p>- This jazz unit is lighter in content to allow room for the Christmas Musical activities that will commence towards the latter end of the term. The unit is focussed around learning to play and improvise around two jazz style pieces of music.</p>	<p><b>Dragon Scales</b></p> <p>- 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</p>	<p><b>BoomWhackers</b></p> <p>- Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers</p>	<p><b>Ocarinas/Seasonal Focus</b></p> <p>- 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</p>	<p><b>The Jungle</b></p> <p>- 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</p>	<p><b>African Drumming</b></p> <p>- 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</p>



		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.			listening, composing and performing tasks throughout the unit.	ostinatos and will get to lead the group in call and response and rhythmic games.
<b>Enrichment Opportunities</b>	Wild Wood	Church Visit  Christmas Production	Animal Experience	Trip to Cobtree Park	Trip to Maidstone Museum	Trip to Shorne Country Park  Trip to the beach

# Curriculum Plan

## Foxes



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Foxes – The Curriculum Map

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

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

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
English/Literacy	<p><b>Non Fiction</b></p> <p>Otterline Yellow Cat – Unit 3.3</p> <p>Focus – Sentence types, clauses, and punctuation and sentence structures. Predications Characters thoughts and feelings Mystery story writing</p> <p>Text: Otterline various stories</p>	<p><b>Poetry/ Letter writing/Traditional tales</b></p> <p>A closer look at poetry Rhyming Reading aloud Descriptive writing Letters Diary entries Reciting poetry</p> <p>Writing for audience</p> <p>Text: Range of poems The little mermaid Rapunzel</p>	<p><b>Non Fiction All about Orangutans Unit 2.1</b></p> <p>Fact finding research Fact file Conjunctions Note taking Letter writing</p> <p>Text: Factual books , Encyclopedia</p>	<p><b>Stories by the same author</b></p> <p>Anthony Browne (Gorilla and the tunnel)</p> <p>Predictions Exploring front covers Inferring Descriptive writing Comprehension</p> <p>Text : The Tunnel, Into the Forrest</p>	<p><b>Fiction</b></p> <p>How to train your Dragon</p> <p>Comprehension Creative writing Poster design Trump card Commas</p> <p>Text: How to Train your Dragon</p>	<p><b>Non Fiction</b></p> <p>The Boy who harnessed the wind</p> <p>Changing Tense Apostrophe for possession Descriptive writing Comparisons Storytelling and beliefs Letter writing</p> <p>Text: Christophe’s Story</p>
Maths	<p>Addition and subtraction 2A and 1B</p> <p>Numbers to 50 Subtraction to 50 Book 1B</p>	<p>Money 2A 1C</p> <p>Weight and volume Length and height 1B 2B</p>	<p>Properties of shapes 2B</p> <p>Halves and quarters 1B</p>	<p>Fractions 2B</p> <p>Time 1B</p> <p>Multiplication and division 1C 2A 2C</p>	<p>Numbers to 100 1B</p> <p>Statistics 2B</p>	<p>Multiplication and division 1C 2A 2C</p> <p>Addition and subtraction 2A</p>
Computing	<p><b><u>Using Computers Safety 1</u></b></p> <p>Overview: Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed</p>	<p><b><u>Audio 1</u></b></p> <p>Overview: Pupils will look at what audio is. How do we collect audio? How do we play it and can we</p>	<p><b><u>Hardware &amp; Software 1</u></b></p> <p>Overview: Building on previous knowledge this unit will continue to help pupils understand</p>	<p><b><u>DTP 1 – Simple publisher</u></b></p> <p>Overview: Pupils will learn basic DTP skills in publisher, such as: Graphic manipulation, WYSIWYG (“WHAT</p>	<p><b><u>Presentation 1</u></b></p> <p>Overview: Pupils will be introduced to creating simple presentations. They will be looking at the different ways they can change text in a</p>	<p><b><u>Programming 1 – Simple Block Coding</u></b></p> <p>Overview: This unit is designed to recap and consolidate learner’s basic understanding of the concepts of</p>

	<p>to give pupils an introduction into E-Safety. They will be looking at the Lee and Kim cartoon and the issues raised. Their learning will be supported by a number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>Pupils will be shown how to send emails attaching their work produced. This is how all work produced will be supplied to teachers for assessment</p>	<p>recognise ourselves on it?</p> <p><b><u>Video 1</u></b></p> <p>Overview: Investigating how we can capture video on a digital device and use this to create other digital artefacts. How can we edit and manipulate them?</p>	<p>interacting with hardware and software. They will be revisiting such things as logging in independently, using equipment appropriately and different types of input and output devices.</p>	<p>YOU SEE IS WHAT YOU GET”), spellchecker and thesaurus, templates, key techniques and formatting.</p>	<p>presentation to make it look different, adding digital content and how to add effects to engage an audience.</p>	<p>programming. Using purple mash 2Code learners will use blocks of code to put together to make things happen on screen. They will learn about instructions and logic and on screen events to control actions.</p>
<p>Topic Links History Georgraphy Art DT</p>	<p><b><u>Capital cities around the World</u></b></p> <p><b><u>Art and Design</u></b> Design and create a city based on your research.</p> <p><b><u>Geography</u></b> Location of cities</p> <p>Facts about cities and population</p>	<p><b><u>Mayans</u></b></p> <p><b><u>History</u></b> Where did they originate from?</p> <p>Mayan way of life</p> <p>Mayan Gods</p> <p><b><u>Art and Design</u></b> Design your own God</p>	<p><b><u>Rainforests</u></b></p> <p><b><u>Geography</u></b> Where are they located? Explore wildlife Human impact Forest layers Jungle plants</p>	<p><b><u>Romans</u></b> <b><u>Sparatcus/Julius Caesar</u></b></p> <p><b><u>History</u></b> Invasion Equipment and uniform Life as a soldier Roman Gods Famous Romans What the Romans did for Britain</p>	<p><b><u>Vikings</u></b></p> <p><b><u>History</u></b> Where did the Vikings come from? Why did they invade Britain? Viking way of life Viking warriors Viking beliefs</p> <p><b><u>Art/Design</u></b> Roman armour</p>	<p><b><u>Africa</u></b></p> <p><b><u>Geography</u></b> Location and continent Landscape and countries Climate / Weather Life in Africa compared to their own life Facts about Africa</p> <p><b><u>Art and Design</u></b></p>

						African animals: pattern and camouflage
PSHE	<p><b>Living in the wider world</b></p> <p>Understand the importance of rules and laws Respect for self and others Rights and responsibilities in the home</p>	<p><b>Relationships</b></p> <p>Recognise a wide range of emotions Recognise what constitute a healthy relationship with friends and family Working as teams, strategies put things right</p>	<p><b>Health and Well Being</b></p> <p>What is meant by a healthy lifestyle How to maintain and manage risks to physical well being Identify ways to keep physically safe on the playground</p>	<p><b>Living in the wider world</b></p> <p>Respecting diversity and equality in different communities Role of money in our lives Respecting the environment</p>	<p><b>Relationships</b></p> <p>Different types of relationships Bullying and discrimination Recognising risky behaviours in relationships and how to get help</p>	<p><b>Health and Well Being</b></p> <p>Making informed choices about health Internet safety</p>
World Beliefs	<p><b>Tolerance Morals and rules</b></p> <p>To name the 5 British Values. What is Individual Liberty? What rights to I have? How do the rules work? How does this help us be a good person?</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>To know some important Hindu symbols and why they are important. To know who Krishna is and why he is important to Hindus.</p>	<p><b>Buddhist's beliefs</b></p> <p>To explore the Buddhists practice of Puja, Study and Meditation and know why it is important to Buddhists. To know some important Buddhist symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha</p>	<p><b>What it means to be Jewish</b></p> <p>To know some Jewish Symbols and why they are important to Jews.  To know the importance of light in the Jewish faith.  To explore Jewish Passover To know how Passover is marked with the Passover Seder feast.</p>	<p><b>Muslims and traditions</b></p> <p>To explore who Muhammad was and why he is important to Muslims.  To know some important Muslim symbols and why they are important  To know why light is important in the Muslim faith.  To know what Muslims do in the month of Ramadan</p>	<p><b>The nature of Christians</b></p> <p>To explore the Holy Communion and Know why it is important to Christians.  To know some important Christian symbols and why they are important to Christians.  To know why light is important in the Christian faith.</p>
PE	<b><u>Gymnastics:</u></b>	<b><u>Dance:</u></b> Using a range of movement patterns	<b><u>Outdoor adventurous activities</u></b>	<b><u>Theme based learning:</u></b>	<b><u>Athletics</u></b> Track events (Running)	<b><u>Games</u></b> Tennis

	<p>Travelling , spinning and changing direction</p> <p><b><u>Outdoor adventurous activities:</u></b> Building trust in a team with basic map reading activities.</p> <p><b><u>Games:</u></b> A variety of batting, rolling and dribbling games building on the pupils coordination and control.</p> <p><b><u>Games:</u></b> Batting , rolling and dribbling</p>	<p><b><u>Games:</u></b></p> <p>Different types of passing</p> <p><b><u>Swimming</u></b> Developing competency in the water and stroke technique Distance badges Swimming is an individualised programme and is differentiated to cater for all pupils current needs/abilities.</p> <p><b><u>Dance:</u></b> Ghostbusters dance using a range of movement patterns</p> <p><b><u>Games:</u></b> Different types of passing in a variety of sports.</p>	<p>Building trust in a team</p> <p><b><u>Games:</u></b> Net/Wall games, striking and hitting a variety of objects</p> <p><b><u>Gymnastics:</u></b> Travelling, spinning and changing direction at different levels (high and low)</p> <p><b><u>Games:</u></b> Net/Wall games, striking and hitting a variety of objects.</p>	<p>Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all the pupils will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b><u>Games :</u></b> Dodgeball</p> <p><b><u>Theme based learning:</u></b> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all the pupils will attempt the discipline. Activities include sprinting, field events, handball, and tennis.</p> <p><b><u>Games:</u></b> Dodgeball, looking at the skill and techniques required to successfully play a variety of games.</p>	<p><b><u>Creative games</u></b> Pupils implement and adapt games with new rules created individually and in teams</p> <p><b><u>Athletics:</u></b> Track events: Pupil begin to learn the technique of sprint starts and pacing for the different distances.</p> <p><b><u>Creative games:</u></b> Pupils implement and adapt games with new rules created individually and in teams</p>	<p>Pupils introduced to the fundamental skills in tennis</p> <p><b><u>Athletics:</u></b> <b><u>Field events</u></b> (Throwing and jumping</p> <p><b><u>Games:</u></b> Tennis pupils introduced to the fundamental skills in tennis</p> <p><b><u>Athletics Field events:</u></b> Throwing and jumping – looking at techniques for Rocket Throw and long jump.)</p>
Music	<b>Charanga: Lean on Me</b>	<b>Peter and the Wolf</b>	<b>Charanga: Three Little Birds</b>	<b>BBC 10 Pieces</b>	<i>Charanga:</i> <b>Glockenspiel Level 1</b>	<i>Music Plus Digital:</i> <b>Ukuleles</b>

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

# Curriculum Plan

## Penguins



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Penguins– The Curriculum Map

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

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English/Literacy	<b>Fiction</b> <b>Window by Jennie Baker</b>	<b>Traditional tales / play scripts</b> <b>The Pied Piper of Hamelin</b>	<b>Non-fiction</b> <b>Myths &amp; Legends</b> <b>Greek Myths</b>	<b>Poetry</b> <b>/ raps</b>	<b>Fiction</b> <b>Fairy tales / traditional tales</b> <b>Aesops fables</b>	<b>Non – fiction</b> <b>Recipes / instructions</b>
<b>AO1: Read &amp; understand a range of texts: identify and interpret explicit &amp; implicit information &amp; ideas.</b>	St 2: Discusses the sequence of events in books and how items of information are related.	St 3: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	St 3: To discuss their understanding and explain the meaning of words in context	St 2 Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	St 2 & 3: To be able to infer, retrieve record, present information and make predictions	St 3: To discuss their understanding and explain the meaning of words in context
	St 2 Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes St 3: Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. St 2 & 3 Continues to be able to infer, retrieve, record, present information and make predictions					
<b>AO2: Explain and comment on how writers use language and structure to achieve effects &amp; influence readers, using relevant subject terminology to support views.</b>		St 3: Discuss words and phrases that captures the reader’s interest and imagination.	St 2 Discusses and clarifies the meanings of words, linking new meanings to known vocabulary	ST 2: Recognises simple recurring literary language in stories or poetry. St 2 Discusses their favourite words and phrases	St 3: Discuss words and phrases that captures the reader’s interest and imagination.	St 3: Identify how language, structure and presentation contribute to meaning
<b>AO3: Compare writers’ ideas and perspectives.</b>	St 3: Identify themes and conventions in a wide range of books.	St 2: Becomes increasingly familiar with and retells a wider range of stories, fairy stories and traditional tales.	St 2: Introduced to non-fiction books that are structured in different ways	St 3: Recognise some different forms of poetry	St 2: Becomes increasingly familiar with and retells a wider range of stories, fairy stories and traditional tales.	St 2: Introduced to non-fiction books that are structured in different ways

			St 3: Identify themes and conventions in a wide range of books.			St 3: Identify themes and conventions in a wide range of books,
<b>AO4: Evaluate texts and support this with appropriate textual references.</b>	St 2 & 3: Participates in discussions about books, poems and other works that are read to them and those they can read for themselves.					
<b>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</b>	St 1: Writes some lower case letters correctly, writes some upper case letters correctly, Form digits 0-9, Understands which letters belong to which handwriting families. Most upper case letters are larger (proportionately) than lower case letters.		Stage 2: Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.		Stage 2: Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. St 3: Can write legibly with letters of consistent size and orientation (in a cursive style)	
<b>AO5: Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</b>	St1: When prompted, attempts to check writing to make sure it makes sense.		St 3: Can use paragraphs as a way to group related material.			St3: Can use imperative, regular and irregular verbs accurately when required in a range of genre.
	St 2: Can use a range of writing genres St 2: Can construct and use a plan to order my writing St 2: Can proof read to make improvements to spellings, grammar and punctuation					
<b>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</b>	St1: Punctuation: Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. St 1: Punctuation: Uses capital letters for names and the personal pronoun I		St1 Spelling: Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	St 1 Spelling: Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).	St 2 Can use adjectives to add information to a noun	St 2 Can Identify imperative verbs
	St 1: Word Shows understanding of regular plural noun suffixes – s or es including the effects of these suffixes on the meaning of the noun St 1: Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)				St 2: Can use conjunction, question marks, exclamation marks, comma (list), full stops and capital letters (Proper Noun). Beginning to use apostrophes.	

	St 1: Names the letters of the alphabet in order St 1: Spelling Consistently writes the correct letter in response to learning each sound of the alphabet.	St 1: Spelling Understands that words are divided into 'beats' or syllables. St 1: Spelling Spells the days of the week	St 1 Spelling: Uses letter names to distinguish between alternative spellings of the same sound.		St 1 Spelling: Uses the prefix un-	St 1: Spelling Distinguishes between homophones and near-homophones.
	St 1 spelling: Correctly spells the 100 high frequency words. Spells common exception words Spells words containing each of the 40+ phonemes already taught Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Applies simple spelling rules and guidance, as listed in English appendix 1.					
<b>AO7: Demonstrate presentation skills.</b>	St 1: Uses an appropriate volume of voice when speaking	St 1: Uses an appropriate volume of voice when speaking St 1: Engage in role-play to confidently explore characters (eg changes tone of voice to represent different characters) St 2: Use drama and role-play to develop and order ideas for writing ST 3: Prepares play scripts to read aloud and to perform effectively.	St 1: Uses an appropriate volume of voice when speaking St 2: Use drama and role-play to develop and order ideas for writing	St 1: Uses an appropriate volume of voice when speaking	St 1: Uses an appropriate volume of voice when speaking	St 1: Uses an appropriate volume of voice when speaking St 2: Use drama and role-play to develop and order ideas for writing
<b>AO8: Listen and respond appropriately to spoken language, including to questions and</b>	S 1: Responds to all questions appropriately: What? Where? Who? Why? How? When? Using simple sentences or phrases.	St 1 Gain the interest and interaction of the listener	St 1 Identifies the main theme when listening to a conversation, story or information St 2 Asks relevant questions to build on knowledge	St 2 Participates in discussions about books and poems read to them and those they can read for themselves, taking turns and listening to what others say.		

feedback on presentations.						
	St 2: Knows that different people have different ideas; be able to listen to these and make a contribution St 2 Joins in to discussions; listens and responds appropriately to adults and peers					
AO9: Use spoken English effectively in speeches and presentations.	St 1: Read aloud their writing clearly enough to be heard by others	ST1: Begin to be aware that people use different kinds of speech in different circumstances	St 2: Uses spoken language to explore ideas, imagine, make guesses and predict	St 2: Speaks audibly and fluently; begin to use standard English	St2: Increasingly aware that people use different kinds of speech in different circumstances	
Maths	Textbook 2A Numbers to 100 Addition and Subtraction 1	Textbook 2A Addition and Subtraction 2 Money Multiplication and Division 1	Textbook 2B Multiplication and Division 2 Statistics Length and height	Textbook 2B Properties of height Fractions	Textbook 2C Position and direction Problem solving and efficient methods	Textbook 2C Time Weight, volume, and temperature
Science	<p><b><u>Magnets and forces</u></b></p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>Light and shadows</u></b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>	<p><b><u>Rocks and soils</u></b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>	<p><b><u>Movement and feeding</u></b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b><u>Parts of plants</u></b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants</p>	<p><b><u>What plants need</u></b></p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

<p>Computing</p>	<p><b><u>Using Computers Safely 1</u></b></p> <p>Overview: Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. Their learning will be supported by a number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p> <p>Pupils will be shown how to send emails attaching their work produced. This is how all work produced will be supplied to teachers for assessment</p>	<p><b><u>DTP 2 – Simple Publications</u></b></p> <p>Overview: This unit focuses on DTP and developing and extending skills already learnt. Different digital artefacts will be created to learn how we can create digital artefacts with text, images and pictures. We will also investigate WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”) and page orientation.</p> <p><b><u>New Ways of Working</u></b> Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration</p>	<p><b><u>Data 1 - Collecting and Sorting Data</u></b></p> <p>Overview: This unit is designed to introduce the pupils to data - what it is and how we collect it. Pupils will be introduced to using spreadsheet software. They will learn how to sort data to make it far easier to understand and how technology can help us with data collection and sorting.</p>	<p><b><u>Creating Digital Artefacts 1</u></b></p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation, DTP software and using the internet from previous units and further develop upon skills already learnt.</p>	<p><b><u>Algorithms 1</u></b></p> <p>Overview: This unit is designed to give pupils an introduction into algorithms, what they are and why we use them. Pupils will be doing some unplugged activities to understand how and why we make and use algorithms. They will then be creating their own algorithms to tell others how and hardware to perform a task.</p>	<p><b><u>Programming 2 – SCRATCH</u></b></p> <p>Overview: Pupils using block programming in SCRATCH will perform a number of tasks that build upon each other. These cover how to use simple variables, basic logic, and iteration.</p>
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<p>PSHE</p>	<p><b><u>Living in the wider world</u></b></p> <p>Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school</p>	<p><b><u>Living in the wider world</u></b></p> <p>Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money</p>	<p><b><u>Relationships</u></b></p> <p>Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships</p>	<p><b><u>Health and Well Being</u></b></p> <p>What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground</p>	<p><b><u>Relationships</u></b></p> <p>Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure</p>	<p><b><u>Health and Well Being</u></b></p> <p>Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety</p>
<p>Topic Links: History Geography Art DT Art/DT</p>	<p><b><u>History</u></b> <b>Tudors</b></p> <p><b>A local history study:</b> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b><u>Art/Design</u></b> Make a kite (LKS2 lets go fly a kite)</p>	<p><b><u>Geography</u></b> <b>Equator, hemispheres, tropics, poles &amp; time</b> <b>Locational knowledge:</b></p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b><u>Art/Design</u></b> Make shadow puppets and puppet theatre for Pied Piper of Hamelin</p>	<p><b><u>History</u></b> <b>Ancient Greeks</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b><u>Geographical skills:</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b><u>Art/Design</u></b> Pottery</p> <p>Ancient Greek masks</p>	<p><b><u>Geography</u></b> <b>Geographical skills and fieldwork:</b></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b><u>Art/Design</u></b> Portraits (Twinkl KS1/2)</p>	<p><b><u>History</u></b> <b>Aztecs Study</b></p> <p>A non-European society that provides contrasts with British history.</p> <p><b><u>Art/Design</u></b> Design own edible garden</p>	<p><b><u>Geography</u></b> <b>Mexico</b> <b>Geography Place knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><b><u>Art/Design</u></b> Design and make an Aztec temple / cooking.</p>

		Christmas				
<b>French</b>	<b><i>Bonjour!</i></b> Greetings Classroom language Numbers 0 – 15 Age	<b><i>Bonjour!</i></b> Colours Days/Months Numbers 1 – 31 Birthdays Pencil case items	<b><i>Coucou! C'est moi!</i></b> Classroom language Parts of the body Physical description Dictionary skills	<b><i>Coucou! C'est moi!</i></b> Family Personality Consolidation	<b><i>Coucou! C'est moi!</i></b> Family Personality Consolidation	<b><i>On s'amuse!</i></b> Le Tour de France Fête Nationale project

World beliefs	<p><b>Tolerance Morals and rules</b></p> <p>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.</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs.</p> <p>To name the five Ks</p> <p>To know who Guru Nanak was and why he is important to Sikhs.</p>	<p><b>Buddhist's beliefs</b></p> <p>To know about the sacred book the Tipitaka and know why it is important to Buddhists.</p> <p>To know that Buddhists live by the five morals.</p>	<p>What it means to be <b>Jewish</b></p> <p>To know who Abraham was and why he is important to Jews.</p> <p>To know who Moses was and why he is important to Jews. To explore the Torah and know why it is important to Jews. To explore Hebrew writing and the alphabet.</p>	<p><b>Muslims</b> and their traditions. 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.</p>	<p>The nature of <b>Christians</b></p> <p>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.</p>
Music	<p><b>Pulse &amp; Rhythm in Popular Music</b></p> <p>- In this unit pupils will revisit the varying concepts of pulse and rhythm. Distinguishing between these two musical features often proves tricky for pupils so we explore them a little deeper and engage the pupils by using popular music and the music they love. Pupils will explore how pulse and rhythm are intertwined and will work</p>	<p><b>Space</b></p> <p>- Focussing on The Planets – Holst pupils will create the sound world of space as they perceive it. Pupils will use the inter-related dimensions of music to represent the qualities and characteristics (size, distance from the sun etc.) of the planets. Pupils will also have the opportunity to learn Christmas music ready</p>	<p><b>Charanga: Glockenspiel Level 2</b></p> <p>- This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 in Year 4. Pupils will continue to practice and develop their score reading and performance but will have more independence when composing and working in small ensembles.</p>	<p><b>Hip Hop</b></p> <p>- This term we will be studying hip hop culture and how it revolved around music. We will be exploring the 4 elements of Hip Hop Culture and pupils will have an opportunity to experience each element in one way or another. The 4 elements are: MCing; Turntablism; Graffiti and Breakdancing. Pupils will</p>	<p><b>Stomp</b></p> <p>- This unit of work looks to develop pupils time keeping, knowledge and application of rhythmic notation, compositional skills and both ensemble and leadership skills. Throughout the unit pupils will be learning how note lengths can be combined to make up interesting rhythms. They will be exploring timbres of household items and using them as instruments in their</p>	<p><b>Keyboard Skills &amp; Notation</b></p> <p>- Although pupils may well have played keyboards before, this unit introduces pupils into using correct hand and finger technique as well as a stave notation. There are opportunities for pupils to score out well-known tunes and learn and</p>



	on creating their own rhythms to accompany a popular song of their choice.	for a school performance.		also learn how to play old school hip hop songs and learn about sampling.	own compositional performances.	perform them within the classroom.
PE	<p><b><u>Gymnastics:</u></b> Travel, jump and sequence of at least four movements.</p> <p><b><u>Games:</u></b> Invasion games Attacking and defending skills and techniques.</p> <p><b><u>Swimming:</u></b> Developing competency in the water and stroke technique Distance badges Swimming is an individualised programme and is differentiated to cater for all pupils current needs/ability</p> <p><b><u>Outdoor Adventurous Activities:</u></b> Thinking through a problem strategically and improving communication skills</p> <p><b><u>Tri Golf:</u></b> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping).</p>	<p><b><u>Creative Games:</u></b> Problem solving and creating rules to improve the quality of games.</p> <p><b><u>Outdoor Adventurous Activities:</u></b> Thinking through a problem strategically and improving communication skills</p> <p><b><u>Creative Games:</u></b> Problem solving and creating rules to improve the quality of games.</p> <p><b><u>Dance:</u></b> Pupils learn and perform dance routines to the 'Haka' theme.</p>	<p><b><u>Tri Golf:</u></b> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping). Theme based learning</p> <p><b><u>Dance:</u></b> Pupils learn and perform dance routines to the 'Haka' theme.</p> <p><b><u>Gymnastics:</u></b> Travel, jump and sequence of at least four movements.</p> <p><b><u>Games:</u></b> Invasion games Attacking and defending skills and techniques.</p>	<p><b><u>Theme based learning:</u></b> The Odyssey – Unit of work linking English and PE</p> <p><b><u>Tag Rugby:</u></b> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p> <p><b><u>Games:</u></b> Introduction into the basic rules and skills of hockey.</p> <p><b><u>Tag Rugby:</u></b> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p>	<p><b><u>Athletics:</u></b> Track events</p> <p><b><u>World games:</u></b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p> <p><b><u>Athletics:</u></b> Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p><b><u>World games:</u></b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p>	<p><b><u>Striking Games:</u></b> Batting/bowling and running between bases Skills development – throwing for distance and accuracy</p> <p><b><u>Athletics:</u></b> Field events</p> <p><b><u>Striking Games:</u></b> Batting/bowling and running between bases Skills development – throwing for distance and accuracy</p> <p><b><u>Athletics:</u></b> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>
<b>Enrichment Opportunities</b>	Visit to a park to fly our kites.	Visit to Sainsbury's (Linked to maths work on money and to buy ingredients for	Visit to Maidstone Museum to see the rocks and soils collection.	Visit to Wildwood to learn about how they provide nutrition for the mammals they have there.	Visit to Spadeworks / Garden Centre to look at different plants / possibly buy seeds for edible gardens.	Visit to Shorne Country Park to learn about the habitat needed for the plants to thrive.

		Chocolate crispy cakes for Christmas party) ? Trip to Greenwich observatory (£7.20) or Maritime museum (free) and visit GMT line?				
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# Curriculum Plan

## Owls



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## Owls– The Curriculum Map

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

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

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
English/Literacy	<p><b>Non Fiction</b></p> <p>Ottoline Yellow Cat – Unit 3.3</p> <p>Focus – Sentence types, clauses, and punctuation and sentence structures.</p> <p>Predications</p> <p>Characters thoughts and feelings</p> <p>Mystery story writing</p> <p>Text: Ottoline various stories</p>	<p><b>Poetry/ Letter writing/Traditional tales</b></p> <p>A closer look at poetry</p> <p>Rhyming</p> <p>Reading aloud</p> <p>Descriptive writing</p> <p>Letters</p> <p>Diary entries</p> <p>Reciting poetry</p> <p>Writing for audience</p> <p>Text: Range of poems The little mermaid Rapunzel</p>	<p><b>Non-Fiction</b></p> <p><u>The Odyssey</u></p> <p>Children to read the ‘Odyssey’ by the Greek Poet Homer.</p> <p>Children will write diary entries, newspaper articles, myths, letters and information posters.</p> <p>Runs in conjunction with history of the Ancient Greeks.</p>	<p><b>Poetry</b></p> <p><u>Seasons of Splendour/Riddles</u></p> <p><u>Poetry</u></p> <p>Children to read ‘Seasons of Splendour’ by Madhur Jaffrey.</p> <p>Children will write letters in role and play scripts.</p> <p>Also, children will learn about poems that explore a play on language.</p>	<p><b>Fiction</b></p> <p>How to train your Dragon?</p> <p>Comprehension</p> <p>Creative writing</p> <p>Poster design</p> <p>Trump card</p> <p>Commas</p> <p>Text: How to Train your Dragon</p>	<p><b>Non Fiction</b></p> <p>The Boy who harnessed the wind</p> <p>Changing Tense</p> <p>Apostrophe for possession</p> <p>Descriptive writing</p> <p>Comparisons</p> <p>Storytelling and beliefs</p> <p>Letter writing</p> <p>Text: Christophe’s Story</p>
<b>Maths</b>	<p>Multiplication and Division</p> <p>Halves and quarters</p> <p>Book 1C/2A</p>	<p>Position and direction</p> <p>Telling the time</p> <p>Book 1C/2A</p>	<p>Numbers to 100</p> <p>Addition and subtraction</p> <p>Book 1C/2A</p>	<p>Addition and Subtraction</p> <p>Money</p> <p>Book 1C/2A</p>	<p>Multiplication and division</p> <p>Book 1C/2A</p>	<p>Shapes</p> <p>Book 1C/ 2B</p>
<b>Science</b>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit , including</p>	<p><b>Types of change</b></p> <p>Explore dissolving by seeing how many drops of water it takes to dissolve the same amount of</p>	<p><b>Separating mixtures</b></p> <p>The separation techniques of filtering, sieving and evaporation</p>	<p><b>Materials</b></p> <p>A comparison of everyday materials on the basis of their properties, including their hardness,</p>	<p><b>Grouping living things</b></p> <p>Identifying groups of living animals in a variety of ways, amphibians, reptiles etc.</p>	<p><b>Inventions</b></p> <p>Famous inventions that made the world a better place.</p>

	<p>cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit</p>	<p>different substances and will use the terms solute and solvent. Explore evaporation to recover dissolved solutes and investigate reversible changes.</p>	<p>Use of sieves to separate materials of different sizes.</p>	<p>solubility, transparency, response to magnets and electrical and thermal conductivity</p>	<p>Discuss adaptation  Make humane trap for insects</p>	<p>Design and create an invention to help and improve lives.</p>
<p>Computing Year 5</p>	<p><b><u>Using Computers Safely 1</u></b></p> <p>Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. Their learning will be supported by a number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p><b><u>DTP 2 – Simple Publications</u></b></p> <p>This unit focuses on DTP and developing and extending skills already learnt. Different digital artefacts will be created to learn how we can create digital artefacts with text, images and pictures. We will also investigate WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”) and page orientation.</p>	<p><b><u>Data 1 - Collecting and Sorting Data</u></b></p> <p>This unit is designed to introduce the pupils to data. What it is and how we collect it. The how do we sort it to make more sense of it and make it useful and easy to understand? How can technology help us with data collection and sorting and how does data work with computers. Pupils will be introduced to using spreadsheet software.</p>	<p><b><u>Creating Digital Artefacts 1</u></b></p> <p>Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation, DTP software and using the internet from previous units and further develop upon skills already learnt.</p>	<p><b><u>Algorithms 1</u></b></p> <p>This unit is designed to give pupils an introduction into algorithms, what they are and why we use them. Pupils will be doing some unplugged activities to understand how and why we make and use algorithms. They will then be creating their own algorithms to tell others how and hardware to perform a task.</p>	<p><b><u>Programming 2 – SCRATCH</u></b></p> <p>Pupils using block programming in SCRATCH will perform a number of tasks that build upon each other. These cover how to use simple variables, basic logic, and iteration.</p>

<p>Topic Links History Geography Art DT</p>	<p><b><u>Capital cities around the World</u></b></p> <p><b><u>Art and Design</u></b> Design and create a city based on your research.</p> <p><b><u>Geography</u></b> Location of cities</p> <p>Facts about cities and population</p>	<p><b><u>Mayans</u></b></p> <p><b><u>History</u></b> Where did they originate from?</p> <p>Mayan way of life</p> <p>Mayan Gods</p> <p><b><u>Art and Design</u></b> Design your own God</p>	<p><b><u>Ancient Greeks</u></b></p> <p><b><u>History</u></b> Study of an ancient civilization and compare to own time.</p> <p>To learn about the traditions, culture, education and home life.</p>	<p>Chembakoli</p> <p><b><u>History/Geography</u></b> To learn about the lives of people living in Chembakoli India. To learn about places, nature and human environment. Interpret a range of sources understand geographical similarities and differences through the study of human and physical geography. Inspire a curiosity and fascination about the world and its people.</p>	<p><b><u>Vikings</u></b></p> <p><b><u>History</u></b> Where did the Vikings come from? Why did they invade Britain? Viking way of life Viking warriors Viking beliefs</p> <p><b><u>Art/Design</u></b> Roman armour</p>	<p><b><u>Africa</u></b></p> <p><b><u>Geography</u></b> Location and continent Landscape and countries Climate / Weather Life in Africa compared to their own life Facts about Africa</p> <p><b><u>Art and Design</u></b> African animals: pattern and camouflage</p>
<p>French</p>	<p><b><i>Bonjour!</i></b> Greetings Classroom language Numbers 0 – 15 Age</p>	<p><b><i>Bonjour!</i></b> Colours Days/Months Numbers 1 – 31 Birthdays Pencil case items</p>	<p><b><i>Coucou! C'est moi!</i></b> Classroom language Parts of the body Physical description Dictionary skills</p>	<p><b><i>Coucou! C'est moi!</i></b> Family Personality Consolidation</p>	<p><b><i>Coucou! C'est moi!</i></b> Family Personality Consolidation</p>	<p><b><i>On s'amuse!</i></b> Le Tour de France Fête Nationale project</p>
<p>PSHE</p>	<p><b><u>Living in the wider world</u></b></p> <p>Understand the importance of rules and laws Respect for self and others Rights and responsibilities in the home</p>	<p><b><u>Relationships</u></b></p> <p>Recognise a wide range of emotions Recognise what constitute a healthy relationship with friends and family Working as teams, strategies put things right</p>	<p><b><u>Health and Well Being</u></b></p> <p>What is meant by a healthy lifestyle How to maintain and manage risks to physical well being Identify ways to keep physically safe on the playground</p>	<p><b><u>Living in the wider world</u></b></p> <p>Respecting diversity and equality in different communities Role of money in our lives Respecting the environment</p>	<p><b><u>Relationships</u></b></p> <p>Different types of relationships Bullying and discrimination Recognising risky behaviours in relationships and how to get help</p>	<p><b><u>Health and Well Being</u></b></p> <p>Making informed choices about health Internet safety</p>

World Beliefs	<p><b>Bower Values Tolerance Morals and rules</b></p> <p>Talk about the 5 British Values?</p> <p>Why do we have rules?</p> <p>Identify rules, laws and responsibilities within school.</p> <p>What are the laws outside of school?</p> <p>How does following laws make us a good citizen?</p> <p>Explore how Parliament and government set our laws.</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>To explore the Sikh scripture, The Guru Granth Sahib and why it is important to Sikhs.</p> <p>To name the five Ks</p> <p>To know who Guru Nanak was and why he is important to Sikhs.</p>	<p><b>Buddhist's beliefs</b></p> <p>To know about the sacred book, the Tipitaka and know why it is important to Buddhists.</p> <p>To know that Buddhists live by the five morals.</p>	<p><b>What it means to be Jewish</b></p> <p>To know who Abraham was and why he is important to Jews.</p> <p>To know who Moses was and why he is important to Jews.</p> <p>To explore the Torah and know why it is important to Jews.</p> <p>To explore Hebrew writing and the alphabet.</p>	<p><b>Muslims and their traditions.</b></p> <p>Look at the five pillars of Islam and their names and meanings.</p> <p>To explore the Holy Qur'an and know why this is important to Muslims.</p> <p>To know about the festival of Ashura and why it is important to Muslims.</p>	<p><b>The nature of Christians</b></p> <p>To know who Moses was and why he is important to Christians.</p> <p>To know that Christians follow the rules of the Ten Commandments.</p> <p>To explore the Holy Bible and know why it is important to Christians.</p> <p>To know who Jesus' disciples were and why they are important to Christians.</p>
Music	<p><b>The National Anthems</b></p> <p>Contains a range of songs and related resources.</p> <p>In conjunction with "where would you like to live?" topic.</p> <p>This will be a study of the national anthems of the countries focused on in Literacy.</p>	<p><b>Don't Stop Believing'</b></p> <p>An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p><b>Dragons</b></p> <p>Unit of work focussing around dragons.</p> <p>Individual lessons concentrating on songs from around the world telling stories about dragons.</p>	<p><b>Old School Hip Hop by Will Smith</b></p> <p>One song: The Fresh Prince Of Bel Air. An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked</p>	<p><b>Stop!</b></p> <p>Builds on previous learning. All the learning is focused around one song: Stop! – a rap/song about bullying.</p>	<p><b>Reflect, Rewind, Replay</b></p> <p>To revisit all the modules taught during the year and discuss preferences.</p>
PE	<b><u>Gymnastics:</u></b>	<b><u>Creative Games:</u></b> Problem solving and	<b><u>Tri Golf:</u></b> Pupils learn the basics of tri golf,	<b><u>Theme based learning:</u></b>	<b><u>Athletics:</u></b> Track events	<b><u>Striking Games:</u></b> Batting/bowling and

	<p>Travel, jump and sequence of at least four movements.</p> <p><b><u>Games:</u></b> Invasion games Attacking and defending skills and techniques.</p> <p><b><u>Outdoor Adventurous Activities:</u></b> Thinking through a problem strategically and improving communication skills</p> <p><b><u>Tri Golf:</u></b> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping).</p>	<p>creating rules to improve the quality of games.</p> <p><b><u>Outdoor Adventurous Activities:</u></b> Thinking through a problem strategically and improving communication skills</p> <p><b><u>Creative Games:</u></b> Problem solving and creating rules to improve the quality of games.</p> <p><b><u>Dance:</u></b> Pupils learn and perform dance routines to the 'Haka' theme.</p>	<p>such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping). Theme based learning</p> <p><b><u>Dance:</u></b> Pupils learn and perform dance routines to the 'Haka' theme.</p> <p><b><u>Gymnastics:</u></b> Travel, jump and sequence of at least four movements.</p> <p><b><u>Games:</u></b> Invasion games Attacking and defending skills and techniques.</p>	<p>The Odyssey – Unit of work linking English and PE</p> <p><b><u>Tag Rugby:</u></b> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p> <p><b><u>Games:</u></b> Introduction into the basic rules and skills of hockey.</p> <p><b><u>Tag Rugby:</u></b> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p>	<p><b><u>World games:</u></b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p> <p><b><u>Athletics:</u></b> Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p><b><u>World games:</u></b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p>	<p>running between bases Skills development – throwing for distance and accuracy</p> <p><b><u>Athletics:</u></b> Field events</p> <p><b><u>Swimming:</u></b> Developing competency in the water and stroke technique Distance badges Swimming is an individualised programme and is differentiated to cater for all pupil's current needs/ability</p> <p><b><u>Striking Games:</u></b> Batting/bowling and running between bases Skills development – throwing for distance and accuracy</p> <p><b><u>Athletics:</u></b> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>
Enrichment Opportunities		Maidstone Museum	Kent Life		Tylan Barn	



# Curriculum Plan Falcons



Falcons Curriculum Map

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

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

<b>Topic:</b>	<b>Term 1</b> <b><u>Victorians and Evolution</u></b>	<b>Term 2</b> <b><u>Living Things</u></b>	<b>Term 3</b> <b><u>Rivers and Light</u></b>	<b>Term 4</b> <b><u>Edwardians and Electricity</u></b>	<b>Term 5</b> <b><u>WW2 and Animals Including Humans</u></b>	<b>Term 6</b> <b><u>Scientists and Inventors</u></b>
<b>English</b> <b>Stage 1-3</b>	<b><u>Street Child</u></b>  Pupils to read 'Street Child', by Berlie Doherty. Pupils to write a diary entry and a book review. (Link to the Victorians).	<b><u>The Whisperer</u></b>  Pupils to read 'The Whisperer' and to create a chapter of the story to explain what happens next.  <b><u>Cats Poetry</u></b>  Pupils to read cats poems by Grace Nichols and to write their own cat poem (Link to Cats theme)	<b><u>The Dreaming</u></b>  Pupils to read Aboriginal Dreaming stories and to create their own Dreaming story, which explains how a particular lizard came to live (Link to Aboriginal theme)	<b><u>Titanic</u></b>  Pupils to use resources, books, VR and the internet to research the Titanic from the perspectives of passengers from all classes. Pupils to write postcards/letters home and to create an information text about the disaster or advertisement for the poster. (Link to Edwardians theme)	<b><u>Friend or Foe</u></b>  Pupils to read 'Friend or Foe' about two boys that get evacuated to Devon from London in WW2. Pupils to create letters home from Devon and a newspaper article. (Link to WW2 theme)	<b><u>There's a Boy in the Girls' Bathroom</u></b>  Pupils to read 'There's a Boy in the Girls' Bathroom', by Louis Sachar. Pupils to write a chapter of the story to explain what happens next.
<b>Maths</b> <b>Power Maths</b> <b>Stage 2-3</b>	<b><u>3A</u></b> Place Value Addition and Subtraction (1) Addition and Subtraction (2) Multiplication and Division (1)  <b><u>3B</u></b> Multiplication and Division (2) Money Statistics			<b><u>3B (cont)</u></b> Length Fractions (1)  <b><u>3C</u></b> Fractions (2) Time Angles and Properties of Shapes Mass Capacity		
<b>Science</b> <b>Stage 3</b>	<b><u>Evolution and Inheritance</u></b>	<b><u>Living Things and Their Habitats</u></b>	<b><u>Light</u></b>	<b><u>Electricity</u></b>	<b><u>Animals Including Humans</u></b>	<b><u>Scientists and Inventors</u></b>

	<p>Pupils will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.</p>	<p>Pupils will learn about the classification of living things, including micro-organisms, using the standard system of classification. Pupils will design their own 'curious creature' and classify it based on its characteristics. Pupils will learn about micro-organisms and conduct an investigation into the growth of mould on bread. Pupils will create a field guide to the living things in their local area.</p>	<p>Pupils will learn how light travels and how this enables us to see objects, finding out about mirrors and the angles of reflection and incidence. They will work scientifically and collaboratively to investigate and carry out experiments. They will explore how light creates the colours we see, and learn about Isaac Newton and his theory.</p>	<p>Pupils will learn to represent circuits using symbols in a diagram, and learn about Thomas Edison and Nikola Tesla. Pupils will develop their understanding of what electricity is and how to measure it, and conduct their own investigation.</p>	<p>Pupils will research the parts and functions of the circulatory system. They will focus on how nutrients are transported around the human body. Pupils will explore how a healthy lifestyle supports the body to function and how different types of drugs affect the body</p>	<p>Pupils will learn about the life and work of Stephen Hawking (and his theory on black holes), Libbie Hyman (a zoologist), Alexander Fleming (and his discovery of penicillin), Mary Leakey (and her role in fossil findings) and Steve Jobs (and his development of technology).</p>
<p><b>Topic Links</b></p> <p><i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i></p>	<p><b><u>Victorians and Evolution</u></b></p> <p><b>History-The Victorians</b> Pupils to learn about Victorian life through reading Street Child and watching videos.</p> <p><b>Art- Portraits (Victorians)</b> Pupils to research portraits created by a range of famous artists and to create a 2D portrait of themselves.</p>	<p><b><u>Living Things</u></b></p> <p><b>Geography- Maps and Symbols</b>  Pupil to use maps and symbols to find human and geographical landmarks in Maidstone</p> <p><b>DT – Bread</b> Pupils to make and create a step-by-step method with instructions on how to make bread.</p>	<p><b><u>Rivers and Light</u></b></p> <p><b>Geography-Rivers</b> Pupils to learn how rivers form from source to mouth and about landforms associated with rivers.</p> <p><b>Art-Aboriginal Art</b> Pupils to research Aboriginal art, including dot paintings and natural art. Pupils to create an Aboriginal mask using Aboriginal symbols.</p>	<p><b><u>Edwardians and Electricity</u></b></p> <p><b>History- Edwardians</b> Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle.</p> <p><b>DT-Circuit Building</b> Pupils to select tools, techniques and materials to construct a circuit/ create a product.</p>	<p><b><u>WW2 and Animals Including Humans</u></b></p> <p><b>History-Battle of Britain (WW2)</b> Pupils to learn about the Battle of Britain as an event in WW2 History.</p> <p><b>Art-Landscapes (WW2)</b> Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.</p>	<p><b><u>Scientist and Inventors</u></b></p> <p><b>Geography – Our Changing World</b> Pupils to recent and current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to write a persuasive piece on reduce, reuse and recycle.</p> <p><b>Art/DT – Planets</b> Pupils to create paper mache planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.</p>
<p><b>PSHE</b> <b>Stage 3</b></p>	<p><b><u>Relationships</u></b> <b><u>1</u></b></p>	<p><b><u>Health and Wellbeing</u></b> <b><u>1</u></b></p>	<p><b><u>Living in The Wider World</u></b> <b><u>1</u></b></p>	<p><b><u>Relationships</u></b> <b><u>2</u></b></p> <p>Forced Marriages</p>	<p><b><u>Health and Wellbeing</u></b> <b><u>2</u></b></p>	<p><b><u>Living in The Wider World</u></b> <b><u>2</u></b></p>

<p><b>+ EHCP targets</b></p>	<p>Recognise and provide management strategies for a wide range of emotions, demonstrate the use of the strategies</p> <p>Recognise what constitute a healthy relationship with friends and family, develop skills to form and maintain these</p> <p>Recognise risky and negative relationships and ask for help</p>	<p>What is meant by a healthy lifestyle</p> <p>How to maintain and manage risks to physical, mental and emotional health and well being</p>	<p>Understand why and how rules and laws are made and how they are enforced</p> <p>Why different rules are needed for different situations and how to take part in making and changing rules</p> <p>Respect for self and others and to importance of responsible behaviours and actions</p> <p>Rights and responsibilities in the home, school and community</p> <p>Understand how resources are allocated in different ways and how economic choices affect others</p>	<p>Bullying and discrimination</p> <p>Recognising risky behaviours in relationships and how to get help</p> <p>Challenging stereotyping</p> <p>Recognising the danger of peer pressure</p>	<p>Managing change including transition and puberty</p> <p>Making informed choices on health and recognising sources of help</p> <p>Identify influences on health and well being</p> <p>Internet safety</p>	<p>Respecting diversity and equality in different religions</p> <p>What is meant by enterprise and begin to develop enterprise skills</p> <p>Safety In Action</p> <p>Good citizenship</p> <p>Being safe in the community</p> <p>Safe strangers</p>
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<p><b>World Beliefs</b></p>	<p>Bower Values <b>Tolerance Morals and rules</b></p> <p>Look at moral and natural evils.</p> <p>Explore moral dilemmas and challenges.</p> <p>What are world views?</p>	<p>Who are <b>Hindus and Sikhs?</b></p> <p>To explore the Hindu Holy Scriptures and why they are important to Hindus.</p> <p>Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma.</p> <p>To explore the festival of Holi and how it is celebrated.</p>	<p><b>Buddhist's</b> beliefs</p> <p>To know what a pilgrimage is.</p> <p>To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death)</p> <p>To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.</p>	<p>What it means to be <b>Jewish</b></p> <p>What were the ten plagues?</p> <p>Looking at key Jewish words and their definitions.</p> <p>To know how Passover, Shavuot and Sukkot are linked to pilgrimage</p>	<p><b>Muslims</b> and their traditions.</p> <p>To know that Muslims make pilgrimage to Mecca and why this is important.</p> <p>To know about the festivals of Dhu Al-Hijja and Al Hijra.</p> <p>To know about the festival of Eid-UI-Adha and why it is important to Muslims.</p>	<p>The nature of <b>Christians</b></p> <p>To know that there are different branches of Christianity.</p> <p>Looking at different beliefs and the differences with the main branches of Christianity.</p> <p>To know the people who lead worship in different branches of Christianity.</p> <p>Recognise that Christians make pilgrimage to The Holy land and to other holy sites.</p>
<p>PE</p>	<p>Gymnastics: Rolling</p> <p>Games: Hockey</p> <p><b>OAA:</b> Work confidently in familiar and changing environments. Taking a lead in planning.</p> <p><b>Games:</b> Racket skills and batting skills through Rounders/Cricket</p>	<p>Dance: James Bond</p> <p>Games: Football</p> <p><b>Dance:</b> James Bond dance focusing on pupils input into dance moves.</p> <p><b>Games:</b> Hockey building on skills previously learnt and moving onto how these can be implemented into a games.</p>	<p>OAA: Work confidently in familiar and changing environments.</p> <p>Take a lead in planning</p> <p>Games: Racket skills, Rounders/Cricket</p> <p>Swimming: Developing competency in the water and stroke technique.</p> <p>Distance badges.</p> <p>Swimming is an individualised programme and is differentiated to cater for all pupils current needs/ability</p>	<p><u>Tag Rugby:</u> Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina). Essential aspects of safety are repeated weekly.</p> <p><u>Tri Golf:</u> Pupils demonstrate previous learning, such as grip and swing. Full range of shots learnt, emphasise being control, consistency and accuracy.</p>	<p>Athletics: Track events</p> <p>Theme Based Learning: Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b>Athletics:</b> Track events: Pupils build on previous skills and</p>	<p>Cycling: Fundamentals of cycling, including safety principles, control, coordination and gearing.</p> <p>Athletics : Field events</p> <p><b>Enrichment Opportunities</b></p> <p>OAA day at Swattenden Centre to give pupils the opportunity for team building activities and to challenge themselves with obstacle course, flying fox and climbing wall.</p>

			<p><b>Gymnastics:</b> A variety of rolling techniques that can be safely and successfully performed on and off apparatus.</p> <p><b>Archery:</b> Introduction into the sport of Archery and the safety procedures that need to be followed. Pupils will learn the techniques required to shoot consistently.</p>	<p><b>Tag Rugby:</b> Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina).</p> <p><b>Tri Golf:</b> Pupils demonstrate previous learning, such as grip and swing. Full range of shots learnt, emphasise being control, consistency, and accuracy.</p>	<p>techniques learnt for the different track events.</p> <p><b>Theme Based Learning:</b> Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p>	<p><b>Sticking Games:</b> Batting/Bowling and running between bases</p> <p><b>Athletics:</b> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>
Computing	<p><b>Using Computers safely 3</b></p> <p>Overview: Looking at how we keep ourselves safe online and how to recognise when things aren't safe and what to do.</p> <p><b>SMART rules</b></p> <p>Learning what SMART stands for and how it can keep us safe online.</p> <p>This will tie in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p><b>Creating Digital Artefacts 2</b></p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.</p> <p><b>New Ways of Working</b> Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using</p>	<p><b>Algorithms 2 – Solving real world problems</b></p> <p>Overview: This unit focuses on problem solving and creating instructions (Algorithms) so others can easily solve them to.</p> <p>Pupils will investigate how we can follow instructions (algorithm) to create different things and solve problems the same way time and again.</p>	<p><b>Programming 3 – Code.org</b></p> <p>Overview: This unit builds upon previous knowledge of programming and scratch. Pupils will look at some key elements of programming and controlling things using code. Investigating how we can use scratch to manipulate and create interactive and fun games.</p>	<p><b>Animation 2 – Stop Frame Animation</b></p> <p>Overview: This unit recaps what stop frame animation is, the process and how do we create it ourselves. We will also be investigating some more skills and techniques to improve animations of this type.</p>	<p><b>Hardware and software 2</b></p> <p>Overview: Investigating the different types of hardware we use. How do software and hardware work together? How do we use both in school and outside of school?</p> <p><b>Hardware</b> What types of hardware do we use in school? How do we use hardware? During this unit we will also be using hardware and software to create digital artefacts.</p> <p>Pupils will experience programming hardware Through the use of BBC Micro: Bits (in block code and see this in written code).</p>

	Pupils will be shown how to send emails attaching their work produced. This is how all work produced will be supplied to teachers for assessment	Microsoft TEAMS for communication and collaboration				
Music-	<p><b>Programme Music: Tortoise and the Hair</b></p> <p>- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas.</p>	<p><b>Performance Skills - Songs from Popular Culture</b></p> <p>- In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so.</p>	<p><b>Australia</b></p> <p>- Linking in with the Year 6 English topic this unit will be exploring the music of indigenous Australia and the cultural significance it has. Pupils will be creating compositions that reflect nature and wildlife in Australia and will be creating scores using aboriginal art and symbols. Pupils will be story telling through music and will have opportunities to develop their leadership and group work skills.</p>	<p><b>Carnival of the Animals</b></p> <p>- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements. They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing.</p>	<p><b>BBC 10 Pieces: Carmina Burana</b></p> <p>- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved by studying ostinato, drones, melody, instruments of the orchestra and more.</p>	<p><b>Transition Music</b></p> <p>- 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 &amp; 2 but allow pupils experience them at a more sophisticated level.</p>
<p><b>Enrichment Opportunities Possible</b></p>	<p><b><u>Victorians and Evolution</u></b></p>	<p><b><u>Living Things</u></b></p> <p>Visit/talk from Cats Protection about how to care for cats and cats body language.</p> <p>Maidstone Maps visit into Maidstone town centre. Pupils to use maps and symbols to follow a route around town, answering</p>	<p><b><u>Rivers and Light</u></b></p> <p>Rivers Visit at River Darent at Science Centre, Horton Kirby. Pupils measure and record the flow of the river in three different places in the river.</p>	<p>Swimming</p>	<p><b><u>WW2 and Animals Including Humans</u></b></p> <p>WW2 Theme Day at Museum of Kent Life.</p> <p>Visits from British Transport Police and Magistrate.</p>	<p><b><u>Scientist and Inventors</u></b></p> <p>Safety in Action – Visit to Invicta Barracks to learn about electrical safety, rail safety, first aid, drugs awareness etc.</p> <p>Wildwood Animal Park.</p>

		<p>questions and exploring historical/geographical landmarks and features.</p> <p>Healthy Eating – Visit to Wagamama in Maidstone to explore Japanese foods and to cook with Japanese foods. Pupils to explore hygiene in the kitchen.</p> <p>Pantomime ?</p>				
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# Curriculum Plan

## Eagles



Afternoon learning will include the teaching and meeting of different identified Learning targets and EHCP targets.

	<b>Term 1 Adventures Writing task fiction</b>	<b>Term 2 Different styles of Poetry Christmas</b>	<b>Term 3 Get the blood pumping Writing task non fiction</b>	<b>Term 4 The dreaming</b>	<b>Term 5 Influential people and events Writing task - fiction</b>	<b>Term 6 When where and what</b>
English / Literacy	<p>Pupils will begin the term with using visual images of a video game to help the children develop their own worlds. Reading will be developed through individual and group reading and focus on individual targets.</p> <p>The children will then look at the jungle book.</p> <p>The well known 'Jungle Book' will help encourage pupils to be creative in their writing using skills learned, pupils will write character and setting descriptions, sequence the plot, identify any morals or values taught in the text and then write their own Jungle book style story</p>	<p>. Pupils will study poems learning different language techniques, such as metaphors, similes, personification and onomatopoeia. They will also learn to write poems with rhyming couplets..</p> <p>The pupils will read and interpret the 'Sound collector' which will lead to them writing a poem in the same style, with an emphasis on rhyme.</p> <p>The last poem the pupils will look at will be the 'Ning, Nang Nong, they will interpret, identify features of poetry and then write in the style of 'Spike Milligan'.</p> <p>Pupils will investigate poems about winter and Christmas, then use styles learned about to write their own.</p>	<p>Building on the information set out in <i>Blood</i>, examine further aspects of the human heart and circulatory system. Collect information about William Harvey and lead on from this to looking at aspects of medical history. Compare and contrast this with what we know about the body and heart today.</p>	<p>Pupils will look at stories from a different culture, this will help inspire the imagination to write letters, diary entries and their own stories.</p> <p>The Dreaming stories teach values and morals which the children will be challenged to identify through reading comprehension exercises.</p>	<p>Pupils will develop research skills to research influential people throughout history.</p> <p>They will use information to write newspaper reports, diary entries, and letters.</p> <p>Pupils will write an autobiography about one of the influential people</p>	<p>. Pupils will be looking at several different styles of poems, using WW2, the pupils will learn how to write shape poems.</p> <p>This theme looks at the 'big picture' behind World War II, drawing on the stories by Michael Morpurgo that the children read during Year 5 Fiction (Autumn term). The children begin by placing the events of WWII in the context of the 20<sup>th</sup> century and understanding where in the world the main events took place. They then explore the experience of evacuees during WWII and the contrasts between London and a village in Devon in the 1940s. They look in more detail at contrasting localities in the UK today, make links with children in other areas, and draw conclusions about where they would choose to live.</p>
Power maths Year 3 curriculum	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Addition and Subtraction</p> <p>Multiplication and division</p>		<p>Multiplication and division</p> <p>Money</p> <p>Statistics</p> <p>Length</p> <p>Number – fractions</p>		<p>Fraction</p> <p>Time</p> <p>Angles and properties of shape</p> <p>Mass</p> <p>Capacity</p>	

<p>Science</p>	<p>Inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance. Theory of Evolution Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace. evidence that has been used to support or refute ideas or arguments; 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 the evolution of plants and animals. 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 the evolution of human beings. Identify how adaptation may lead to evolution by examining the advantages and disadvantages of specific adaptations and the role of human intervention in the process of evolution.</p>	<p>How we see Recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to object and then to our eyes To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Our bodies The Circulatory System: Parts To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram. The Circulatory System: Functions To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work. Transporting Water and Nutrients To describe the ways in which nutrients and water are transported within animals, including humans in the context of the To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle Exercise Investigation 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</p>	<p>Classifying living Children will have identified simple and more complex ways to classify living things. Children will have recognised that scientists classify living things by observing physical characteristics. Children will have recognised that micro-organisms form part of the living things classification system Children will have set up an investigation to observe how mould grows. Children will have used the results from their investigation to draw conclusions about what helps mould grow well. Children will have used evidence from their previous investigation to accelerate compost decay. Children will have recognised that scientists use agreed classification systems to identify animals. Children will have constructed a key to identify plants within their locality. Children will have identified the physical characteristics of locally grown buttercups.</p>	<p>investigations Investigate how effect the drop and roll seed dispersal is. To use chromatology and fingerprinting to solve a crime Investigating material to make a protective shell for an egg drop Investigating the force of gravity and how it caused the extinction of dinosaurs To 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 in the context of finding materials appropriate for a particular use. To describe Stephanie Kwolek and her work with materials. To choose materials for jobs based on their properties Investigation to use Archaeology to find out what people ate</p>	<p>Electricity Children will have demonstrated an understanding of the need for a complete circuit. Children will have learned to recognise and use symbols when representing a simple circuit in a diagram Children will have discovered how to alter the brightness of a bulb and explain the reasons for this Children will have used their knowledge about circuits and how components function to predict outcomes and solve problems relating to bulb brightness and buzzer volume Children will have planned and conducted an investigation comparing different properties of wires and the affect they have on t he brightness of bulbs. Children will have explained observations in terms of knowledge about electrical circuits.</p>
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			<p>appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data</p> <p>To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.</p>	<p>Children will have classified different species of earthworm living in their local environment.</p> <p>Children will have suggested appropriate classification of living things based on their observable characteristics.</p> <p>things</p>	<p>Investigate the best materials for a bug hotel</p> <p>Investigate different properties that make up gas, liquid and solids</p> <p>investigate reversible and irreversible changes</p>	<p>Children use their knowledge of electrical circuits to propose a solution to a problem with an electrical scoreboard.</p>
Computing	<p><b><u>Using Computers Safely 1</u></b></p> <p>Overview: Building on previous knowledge this unit will continue to highlight E-Safety. This unit is designed to give pupils an introduction into E-Safety. Their learning will be supported by a number of different activities to reinforce the messages given out in the cartoon. The pupils will be exploring some of these and the messages will be constantly reiterated.</p> <p>This will tie in with the school's online safety and acceptable use policy. All</p>	<p><b><u>DTP 2 – Simple Publications</u></b></p> <p>Overview: This unit focuses on simple DTP. Different digital artefacts will be created to learn how we can create digital artefacts with text, images and pictures. We will also investigate WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”) and page orientation.</p> <p><b><u>New Ways of Working</u></b></p> <p>Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using</p>	<p><b><u>Data 1 /1.1 - Collecting and Sorting Data</u></b></p> <p>Overview: This unit is designed to introduce the pupils to data. What it is and how we collect it. The how do we sort it to make more sense of it and make it useful and easy to understand? How can technology help us with data collection and sorting and how does data work with computers. Pupils will be introduced to using spreadsheet software.</p>	<p><b><u>Creating Digital Artefacts 1</u></b></p> <p>Overview: Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.</p>	<p><b><u>Algorithms 1 /1.1</u></b></p> <p>Overview: This unit is designed to give pupils an introduction into / reinforce algorithms, what they are and why we use them. Pupils will be doing some unplugged activities to understand how and why we make and use algorithms. They will then be creating their own algorithms to tell others how and hardware to perform a task</p>	<p><b><u>Programming 2.1 – Programming Hardware</u></b></p> <p>Overview: Pupils will learn that hardware is programmed through code. Using block coding in BBC Micro: Bits. They will perform an number of tasks that will get them using simple variables, basic logic, and iteration.</p>

	<p>pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p> <p>Pupils will be shown how to send emails attaching their work produced. This is how all work produced will be supplied to teachers for assessment</p>	<p>Microsoft TEAMS for communication and collaboration</p>				
<p>Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i></p>	<p>Pupils will experience art and DT through creating worlds during the visual gaming transition weeks, as well as some mapping work through developing their own worlds. When working through the Jungle Book, they will use the jungles as a focus for art work, build shelters for DT and also look at environmental issues concerning jungles Pupils will use how to use an atlas and maps to find the jungles of India, they will learn about Chembakolli village and make comparisons to villagers life and their own.</p>	<p>Pupils will use collage to bring their poetry to life. Using reversible printing the pupils will draw a sound collector and the sounds then print onto paper They will also create sculptures of parts of their nung nang nong poems using clay. Pupils will learn about how Victorians celebrated Christmas There will be focus on Christmas art involving reverse printing For DT, the pupils will complete some making of sweets and mince pies.</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Start by looking at William Harvey, who pioneered work on the human circulatory system.</li> <li>• Collect information on beliefs about the human body from different periods in history.</li> <li>• Show images of (or visit a museum to see) medical tools and technologies used in the past.</li> <li>• Visit a medical centre or invite a medical practitioner in to demonstrate current medical tools and techniques used for measuring the health of the heart. Look at different representations of the human body in art:</li> <li>• Ask children to respond to the images: how do they make the children feel?</li> </ul>	<p>Pupils will look at aboriginal art. Pupils will learn about Australia and where it is in the world, studying physical and natural landmarks as well as compare and contrast the different climates and environments within the country. Pupils will learn about rivers and learn about its journey by visiting three different places of the Medway</p>	<p>.During this term, Pupils learn about keeping safe when in the community through 'Safety in Action' programme. Pupils will experience the Victorian era through learning about Barnado. This will lead into identifying poverty issues we have today and how current charities help Enterprise and art skills will be required to organise the fundraising fete. PSHE will heavily influence this term, as pupils think about those less fortunate than them.</p>	<p>Pupils will make moving vehicles as part of their DT development. This will include moving parts.</p> <p><b>History: the 'big picture'</b></p> <ul style="list-style-type: none"> <li>• Plot World War II on a timeline of the 20<sup>th</sup> century.</li> <li>• Find out more about the main leaders, main events and main causes of WWII.</li> <li>• Focus on the Blitz and evacuation,</li> <li>• Focus on Dunkirk. Why was the evacuation from Dunkirk so important? Why has it become one of the most talked-about events of the war? Map axis and allies on map and compare to map of countries today</li> </ul>

			<ul style="list-style-type: none"> <li>• Talk about the artists' techniques</li> <li>• Look at diagrams and maps.- use to create own art</li> </ul> <p>Plan, Create and evaluate a working model of the heart, Develop and make own healthy meals</p>			
PSHE	<p>Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations</p> <p>Respect for self and others and to importance of responsible behaviours and actions</p> <p>Rights and responsibility in the home and school</p>	<p>Recognise and provide management strategies for a wide range of emotions</p> <p>Recognise what constitute a healthy relationship with friends and family, develop skills to form these</p> <p>Recognise risky and negative relationships</p>	<p>What is meant by a healthy lifestyle</p> <p>How to maintain and manage risks to, mental well being</p> <p>Identify ways to keep physically safe when on our way to and out at the park</p>	<p>Respecting diversity and equality in different cultures</p> <p>Respecting and protecting the environment</p> <p>Understand different concepts concerning money</p>	<p>. Marriage and civil partnerships</p> <p>Bullying and discrimination</p> <p>Recognising risky behaviours in relationships and how to get help</p> <p>Recognising the danger of peer pressure</p>	<p>Managing change including transition, puberty</p> <p>Making informed choices on health and recognising sources of help</p> <p>Internet safety</p>
SEMH development	<p>Emotional literacy – understanding emotions</p> <p>SALT – barrier games, developing strategies to support memory</p> <p>Outdoor Learning – Team building games</p>	<p>Calming techniques - mindfulness</p> <p>Social games – SULP</p> <p>Gross and fine motor skills – Beam , clever fingers</p>	<p>Emotional literacy – elsa SCHEME</p> <p>Team building games</p>	<p>Calming techniques – relax kids</p> <p>Social games – SULP</p> <p>Fine motor skills focus</p>	<p>Emotional literacy – targeted individual support</p> <p>Unstructured games</p> <p>SALT</p>	<p>Calming techniques – exercise</p> <p>Social games</p> <p>Gross and fine motor skills</p> <p>Ball games</p>
Outdoor learning	<p>Maths focus</p> <p>Pupils will spend time outside the classroom Using natural resources to support their maths lessons, focusing on maths – place value as well as fractions, this will be linked with work completed in power maths</p>	<p>Poetry focus</p> <p>Pupils will spend outside the classroom using natural resources as stimuli to write poems about nature</p>	<p>Maths focus</p> <p>Addition and subtraction and money</p> <p>Pupils will use the outdoor environment to support learning</p>	<p>English focus</p> <p>Linking Aesop fables to the Dreaming style</p> <p>children will use the outdoor environment to create a story in this style</p>	<p>Maths focus</p> <p>Pupils will use the outdoor environment to learn about shape and their properties</p>	<p>Team building, transition focus</p> <p>Pupils will learn how to work as a team through various different challenges and games</p>
World Beliefs	<p>Look at moral and natural evils.</p>	<p>To explore the Hindu Holy Scriptures and why they are important to Hindus.</p>	<p>To know what a pilgrimage is.</p>	<p>What were the ten plagues?</p>	<p>To know that Muslims make pilgrimage to</p>	<p>To know that there are different branches of Christianity.</p>

<p>Pupils will be looking at the bigger questions to try and answer.</p>	<p>Explore moral dilemmas and challenges.</p> <p>What are world views?</p>	<p>Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma.</p> <p>To explore the festival of Holi and how it is celebrated.</p>	<p>To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death)</p> <p>To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.</p>	<p>Looking at key Jewish words and their definitions.</p> <p>To know how Passover, Shavuot and Sukkot are linked to pilgrimage</p>	<p>Mecca and why this is important.</p> <p>To know about the festivals of Dhu Al-Hijja and Al Hijra.</p> <p>To know about the festival of Eid-UI-Adha and why it is important to Muslims.</p>	<p>Looking at different beliefs and the differences with the main branches of Christianity.</p> <p>To know the people who lead worship in different branches of Christianity.</p> <p>Recognise that Christians make pilgrimage to The Holy land and to other holy sites.</p>
<p>PE</p>	<p><u>Gymnastics:</u> Rolling</p> <p><u>Games:</u> Hockey</p> <p><b>OAA:</b> Work confidently in familiar and changing environments. Taking a lead in planning.</p> <p><b>Games:</b> Racket skills and batting skills through Rounders/Cricket</p>	<p><u>Dance:</u> James Bond</p> <p><u>Games:</u> Football</p> <p><u>Swimming:</u> Developing competency in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils current needs/ability.</p> <p><b>Dance:</b> James Bond dance focusing on pupils input into dance moves.</p> <p><b>Games:</b> Hockey building on skills previously learnt and moving onto how these can be implemented into a games.</p>	<p><u>OAA:</u> Work confidently in familiar and changing environments. Take a lead in planning</p> <p><u>Games:</u> Racket skills, Rounders/Cricket</p> <p><u>Swimming:</u> Developing competency in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils current needs/ability.</p> <p><b>Gymnastics:</b> A variety of rolling techniques that can be safely and successfully performed on and off apparatus.</p>	<p><u>Tag Rugby:</u> Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina). Essential aspects of safety are repeated weekly.</p> <p><u>Tri Golf:</u> Pupils demonstrate previous learning, such as grip and swing. Full range of shots learnt, emphasise being control, consistency and accuracy.</p> <p><b>Tag Rugby:</b> Pupils to learn basic skills related to Tag Rugby (passing, catching). Links to physical fitness (Agility, speed, stamina).</p> <p><b>Tri Golf:</b> Pupils demonstrate previous learning, such as grip and swing. Full range of</p>	<p>Athletics: Track events</p> <p>Theme Based Learning: Pupils introduced to different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.</p> <p><b>Athletics:</b> Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p><b>Theme Based Learning:</b> Pupils introduced to</p>	<p>Athletics : Field events</p> <p>Sticking Games: Batting/bowling and running between bases</p> <p><b>Sticking Games:</b> Batting/Bowling and running between bases</p> <p><b>Athletics:</b> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>

			<b>Archery:</b> Introduction into the sport of Archery and the safety procedures that need to be followed. Pupils will learn the techniques required to shoot consistently.	shots learnt, emphasise being control, consistency, and accuracy.	different themes on a weekly basis based on the Olympics. The fundamental skills, techniques and tactics will be taught during the lesson and all students will attempt the discipline. Activities include sprinting, field events, handball and tennis.	
Music	<b>Programme Music: Tortoise and the Hair</b>  - 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.	<b>Performance Skills - Songs from Popular Culture</b>  - In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so.	<b>Australia</b>  - 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.	<b>Carnival of the Animals</b>  - 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.	<b>BBC 10 Pieces: Carmina Burana</b>  - This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved by studying ostinato, drones, melody, instruments of the orchestra and more.	<b>Transition Music</b>  - As this this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level.
<b>French</b>	<b>Bonjour!</b> Greetings Classroom language Numbers 0 – 15 Age	<b>Bonjour!</b> Colours Days/Months Numbers 1 – 31 Birthdays	<b>Coucou! C'est moi!</b> Classroom language Parts of the body Physical description Dictionary skills	<b>Coucou! C'est moi!</b> Family Personality Consolidation	<b>Autour de moi</b> Where you live House description Ideal house	<b>On s'amuse!</b> Le Tour de France Fête Nationale project



		Pencil case items				
<p><b>Enrichment Opportunities</b>  These are some visits but not a conclusive list. Frequent mobility visits to support independent and social skills when in the public arena</p>	Shorne Wood for shelter making and team building skills	Christmas shopping for a friend Tobogganing (reward) Kent life for a Victorian christmas	Have a visit from a nurse Wagamama park	Zoo visit – Port Lympne Rivers – source Middle and estuary	Museum Visit from charity person Safety in Action	RE Museum Chessington for moving parts workshop incorporated with the Residential

# Curriculum Plan







## Squirrels



Squirrels IMPACTS (Key Stage 2) The Curriculum Map

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

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

	<b>Term 1 (8 Weeks)</b>	<b>Term 2 (7 weeks)</b>	<b>Term 3 (6 weeks)</b>	<b>Term 4 (6 weeks)</b>	<b>Term 5 (6 weeks)</b>	<b>Term 6 (6 ½ weeks)</b>
Theme	Squirrels and British animals 	Superheroes and Me 	The World around me 	We love books! 	Construction Minecraft 	Where does my food come from? 
Key Texts	Diary of a Killer Cat series by Anne Fine The unbelievable top secret diary of PIG by Emer Stamp Squirrel non-fiction texts	Ten rules of being a Super hero by Deb Pilutti DC Super Hero Books Series Comics	Atlases Space non-fiction Weather and Volcano Non-fiction	BFG by Roald Dahl Asterix series	Minecraft texts	Cloudy with a chance of meatballs by Judi Barrett Green eggs and Ham by Dr Seuss The Hungry Caterpillar by Eric Carle
Literacy	Text Types: Diary , Lists, Fact files	Text Types: Story telling Letter Character descriptions	Text Types: Information text Questionnaires Interviews	Text Types: Book reviews Poetry Book covers	Text Types: Instruction texts	Text Types: Information text Recipes Writing books for KS1
<p><b>SPAG:</b> Working on personal targets from K7 to S1</p> <p><b>Reading:</b> K6 – S1 individual targets</p> <p><b>Phonics / early reading:</b> Taught through 'Sounds Write' and whole word recognition</p> <p><b>Writing:</b> K6-S1 individual targets</p>						
Maths	Measuring 4 operations Problem solving (K8-S1 individual targets)	Time 4 operations Problem solving (K8-S1 individual targets)	Temperature 4 operations Problem solving (K8-S1 individual targets)	Pie charts Bar graphs 4 operations Problem solving (K8-S1 individual targets)	Coordinates 2D and 3D shapes 4 operations Problem solving (K8-S1 individual targets)	Money Fractions 4 operations Problem solving (K8-S1 individual targets)

<p>Science</p>	<p><b>Animals – habitats</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Find out about and describe the basic needs of animals for survival (water, food and air)</li> <li>Identify that animals get nutrition from what they eat</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Humans and sound, Life cycles, Healthy living</b></p> <ul style="list-style-type: none"> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>Earth and Space, Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Identify parts of water cycle</p>	<p><b>Materials, Forces and magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> </ul>	<p><b>Electricity and Light</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> </ul>	<p><b>Plants, Seasons</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li> </ul>
<p>Computing</p>						
<p>Topic Links <i>History</i> <i>Geography</i></p>	<p><i>Our School Environment / recycling</i></p> <p>Begin to recognise familiar places in their local area</p> <ul style="list-style-type: none"> <li>Write an address appropriately</li> <li>Use maps and plan a route</li> <li>Use simple compass directions (NESW)</li> </ul>	<p><i>My history</i> <i>Family tree</i> <i>Kings and Queens</i></p> <p>.identify personal history</p> <p>.Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.</p> <ul style="list-style-type: none"> <li>Know the chronological order of some kings and queens</li> </ul>	<p><i>Our World</i> <i>Weather and disasters</i> <i>Water cycle</i></p> <p>Name weather types in the UK.</p> <ul style="list-style-type: none"> <li>Identify daily changes in weather.</li> </ul> <p>Understand that the world is spherical.</p> <ul style="list-style-type: none"> <li>Name the seven continents and five oceans</li> <li>Use an atlas to accurately locate the continents and oceans</li> </ul>	<p><i>Vikings / Astrix books</i></p> <p>Say where the Vikings came from and when they invaded Britain.</p> <ul style="list-style-type: none"> <li>Know some key facts about the most influential Anglo-Saxon kings and be able able to organise information about the Viking and Anglo-Saxon kings onto a timeline.</li> <li>Describe some aspects of everyday Viking life</li> </ul>	<p><i>Our Country</i> <i>Atlas / mapping</i> <i>Coordinates</i></p> <p>Name the four countries of the UK, capital cities and surrounding seas.</p> <ul style="list-style-type: none"> <li>Begin to know the differences between town and country locations.</li> <li>Use a range of maps</li> </ul>	<p><i>Egyptians</i></p> <p>Understand what was important to people during ancient Egyptian times.</p> <ul style="list-style-type: none"> <li>Compare the powers of different Egyptian gods.</li> <li>Find Egypt on a map</li> </ul>

<i>Art DT</i>	<b>Squirrel tables and challenges</b>	<b>Portraits</b>	<b>Solar system</b>	<b>Manga / Anime drawing</b>	<b>Model Houses</b>	<b>Food Tech</b>
PSHE (Year 4 LTP)	<b>Living in the wider world</b> Understand the importance of rules and laws Respect for self and others Rights and responsibilities in the home	<b>Relationships</b> Core them focus Recognise a wide range of emotions Recognise what constitute a healthy relationship with friends and family Working as teams, strategies put things right	<b>Health and Well Being</b> Core theme focus What is meant by a healthy lifestyle How to maintain and manage risks to physical well being Identify ways to keep physically safe on the playground	<b>Living in the wider world</b> Core theme focus Respecting diversity and equality in different communities Role of money in our lives Respecting the environment	<b>Relationships</b> Core them focus Different types of relationships Bullying and discrimination Recognising risky behaviours in relationships and how to get help	<b>Health and Well Being</b> Core theme focus Managing change including transition and loss Making informed choices about health Internet safety
RE (Year 3 LTP)	<b>Bower Values Tolerance Morals and rules</b> What are the main British Values?  What is Mutual respect?  How can we be respectful of others?  How does this help our friendships?  Exploring difference in friendships.  How does this help us to be a good citizen?	<b>Who are Hindus and Sikhs?</b> To explore the Hindu creation of the universe.  To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus.  To explore what happens in a Hindu and Sikh wedding.	<b>Buddhist's beliefs</b> To know how Buddhist's celebrate New year in Japan  To explore who Buddha was and why he is important to Buddhists.  To know how Buddhist's attend Uposatha days at the temple.  To know how Buddhists practice Meditation and chanting in their daily lives	<b>What it means to be Jewish</b> To explore God as a creator according to the Jewish faith.  To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday.  To explore the rituals of Shabbat, lighting candles and having 3 meals.  To how Jewish people celebrate the festival of Hanukkah	<b>Muslims and their traditions.</b> To know who the important people are in the Muslim community.  To know what special features a Mosque has.  To know how Muslims celebrate Eid al-Fitr	<b>The nature of Christians</b> To explore God as a creator according to the Christian faith.  To explore God's creation of Adam and Eve.  To explore what happens at a Christian Wedding.
PE	<b><u>Gymnastics:</u></b> Travel, jump and sequence of at least four movements. <b><u>Games:</u></b> Invasion games Attacking and defending skills and techniques.	<b><u>Creative Games:</u></b> Problem solving and creating rules to improve the quality of games. <b><u>Outdoor Adventurous Activities:</u></b> Thinking through a problem strategically and	<b><u>Tri Golf:</u></b> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping). Theme based learning	<b><u>Theme based learning:</u></b> The Odyssey – Unit of work linking English and PE <b><u>Tag Rugby:</u></b> Pupils to learn basic skills related to Tag Rugby (passing, catching)	<b><u>Athletics:</u></b> Track events <b><u>World games:</u></b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.	<b><u>Striking Games:</u></b> Batting/bowling and running between bases Skills development – throwing for distance and accuracy <b><u>Athletics:</u></b> Field events

	<p><b>Outdoor Adventurous Activities:</b> Thinking through a problem strategically and improving communication skills</p> <p><b>Tri Golf:</b> Pupils learn the basics of tri golf, such as, grip, stance, and swing Skills are developed to apply appropriate power and accuracy to basic shots (putting and chipping).</p>	<p>improving communication skills</p> <p><b>Creative Games:</b> Problem solving and creating rules to improve the quality of games.</p> <p><b>Dance:</b> Pupils learn and perform dance routines to the 'Haka' theme.</p>	<p><b>Dance:</b> Pupils learn and perform dance routines to the 'Haka' theme.</p> <p><b>Gymnastics:</b> Travel, jump and sequence of at least four movements.</p> <p><b>Games:</b> Invasion games Attacking and defending skills and techniques.</p> <p><b>Swimming:</b> Developing competency in the water and stroke technique Distance badges Swimming is an individualised programme and is differentiated to cater for all pupil's current needs/ability</p>	<p>Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p> <p><b>Games:</b> Introduction into the basic rules and skills of hockey.</p> <p><b>Tag Rugby:</b> Pupils to learn basic skills related to Tag Rugby (passing, catching) Links to physical fitness (Agility, speed, stamina) Essential aspects of safety are repeated weekly.</p>	<p><b>Athletics:</b> Track events: Pupils build on previous skills and techniques learnt for the different track events.</p> <p><b>World games:</b> Pupils are introduced to and learn the fundamental skills of a variety of games from around the world.</p>	<p><b>Striking Games:</b> Batting/bowling and running between bases Skills development – throwing for distance and accuracy</p> <p><b>Athletics:</b> Field events Throwing and jumping – looking at techniques for Rocket Throw and long jump.</p>
Music						
<b>Enrichment Opportunities</b>	Woodland walks Wildwood Allotment Farm Experience	Cinema / Superhero film Allotment Farm Experience	Science museum Allotment Farm Experience	Library Read with elderly/care home Allotment Farm Experience	Diggerland Allotment Farm Experience	Farm Experience Allotment Aylesford Priory
<b>Linked Provision</b>						

# Curriculum Plan Satellite



Satellite The Curriculum Map

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

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

	<b>Term 1 Me, Myself and I</b>	<b>Term 2 Toys will be Toys</b>	<b>Term 3 Under the Sea</b>	<b>Term 4 Our amazing world</b>	<b>Term 5 Sweet like Chocolate</b>	<b>Term 6 Temples, Tombs and treasures</b>
English	<p><b><u>Letters</u></b> The day the crayons quit. Dear Teacher Pen pals with class in BGS</p> <p><b><u>Poetry</u></b> Poems about ourselves Revolting Rhymes Please Mrs Butler</p> <p><b><u>Setting description</u></b> Voices in the park It was a dark and stormy nights</p> <p><b><u>Story writing</u></b> The accidental prime minister The invisible boy</p> <p><b><u>SPAG</u></b> See separate plans.</p>	<p><b><u>Letter</u></b> Lost in the toy museum Toys in space Christmas letter</p> <p><b><u>Character description</u></b> Traction man Dogger</p> <p><b><u>Story writing</u></b> Stanley's stick The velveteen rabbit</p> <p><b><u>SPAG</u></b> See separate plans.</p>	<p><b><u>Recount</u></b> Dougal's deep sea Diary Storm Whale</p> <p><b><u>Non Chronological Report</u></b> <i>The Coral Kingdom</i> <i>Write up about the Coral reefs</i></p> <p><b><u>Poetry</u></b> Tiddler Poetry about the Sea</p> <p><b><u>SPAG</u></b> See separate plans.</p>	<p><b><u>Leaflet</u></b> How does a light house work? Seaside visit</p> <p><b><u>Setting Description</u></b> Mouse hole cat The secret of black rock</p> <p><b><u>Story</u></b> Light house keepers lunch Flotsam (wordless book)</p> <p><b><u>SPAG</u></b> See separate plans.</p>	<p><b><u>Instructions</u></b> Recipes How to farm a cocoa bean?</p> <p><b><u>Explanation text</u></b> The journey of a Cocoa Bean Milton Hershey</p> <p><b><u>Character Description</u></b> Charlie and the Chocolate Factory</p> <p><b><u>Story</u></b> Chocolate touch Whizz pop chocolate shop</p> <p><b><u>SPAG</u></b> See separate plans.</p>	<p><b><u>Diary</u></b> Wordsmith who killed Tutankhamen. Flat Stanley great Egyptian grave robbery</p> <p><b><u>Play script</u></b> The Egyptian Cinderella</p> <p><b><u>Biography</u></b> Tutankhamen</p> <p><b><u>SPAG</u></b> See separate plans.</p>
Maths	<p><b><u>Addition and subtraction</u></b> Adding groups of objects. Solving addition and subtraction questions. Solving addition and subtraction word problems.</p> <p><b><u>Length</u></b></p>	<p><b><u>Identify Numbers</u></b> Identify and represent numbers</p> <p><b><u>Partition Addition</u></b> Use partitioning to add two two-digit numbers. Check calculations using the inverse</p>	<p><b><u>Time</u></b> Measurement of time Recognise and compare measures of time. Tell and write the time on an analogue clock. Tell the time on clocks with roman numerals.</p> <p><b><u>Finding Fractions</u></b></p>	<p><b><u>Shapes and Angles</u></b> Recognise right angles as a description of a turn. Identify angles that are greater than or less than a right angle. Identify horizontal and vertical lines.</p>	<p><b><u>Mental Addition</u></b> Add numbers mentally solve worded addition problems mentally. Use the inverse to check an addition problem. Add amounts of money mentally and give change using pounds and pence.</p>	<p><b><u>Weight</u></b> Know the relationship between kilograms and grams and begin to estimate weights. Estimate the weight of an object and check using scales. Solve problems involving weight.</p>



	<p>Learn the relationship between kilometres, meters and centimetres.</p> <p>Estimating, measuring and recording lengths.</p> <p>Compare and order lengths.</p> <p>Solve problems involving lengths.</p> <p><b><u>Multiplication and Division</u></b></p> <p>Counting on and back in patterns.</p> <p>Revise multiplication facts and their corresponding division facts.</p> <p>Recall multiplication facts.</p> <p>Multiply and divide numbers by 10 and 100.</p> <p>Divide 2 digit numbers by single digit number.</p> <p>Inverse.</p> <p><b><u>Place Value</u></b></p> <p>Recognise place value of each digit in a 3-digit number.</p> <p>Understand the value of each digit in numbers up to 1000.</p> <p>Ordering numbers.</p> <p>Find 10 and 100 more or less than a given number.</p>	<p>Use partitioning to add numbers up to three digits.</p> <p>Use the expanded method to solve addition problems.</p> <p>Use appropriate methods to solve addition problems.</p> <p><b><u>Addition</u></b></p> <p>Estimate, then add, three-digit numbers.</p> <p>Add three- and four-digit numbers by partitioning.</p> <p>Solve addition calculations using the formal written method.</p> <p>Solve formal addition calculations where exchanging ones with tens, or tens with hundreds is required.</p> <p>Use the formal written method of addition to solve two-step problems.</p> <p><b><u>Subtraction</u></b></p> <p>Use the constant difference method for subtraction.</p> <p>Use the decomposition method for subtraction.</p> <p>Use the expanded column method for subtraction.</p> <p>Solve subtraction problems involving zeros using the formal column method.</p>	<p>Identify, record and count in tenths.</p> <p>Find fractions of quantities.</p> <p>Compare and order fractions.</p> <p>Recognise simple equivalent fractions.</p> <p>Solve problems involving fractions.</p> <p><b><u>2-D shapes</u></b></p> <p>Recognise 2D shapes and use math words to describe them.</p>	<p>Draw 2D shapes accurately according to a description.</p> <p><b><u>Knowing number facts</u></b></p> <p>Add tens mentally</p> <p>mentally solve missing number problems, adding or subtracting tens to or from two-, three- and four digit numbers.</p> <p>Select and use mental methods (including a 'compensation method') for subtracting hundreds, tens and ones.</p> <p>Develop mental strategies for subtracting tens and hundreds.</p> <p>Count in multiples of four and eight, and mentally subtract using a compensation method</p> <p><b><u>Organising Data</u></b></p> <p>Interpret data using bar charts.</p> <p>Present data using bar charts.</p> <p>Collect data using tally charts and present it using bar charts.</p> <p>Read and present information in scaled bar charts.</p> <p>Solve questions with one or two steps by interpreting data presented in bar charts.</p> <p><b><u>Doubling and Halving</u></b></p> <p>Double numbers to 100</p>	<p>Use known addition and subtraction facts to solve missing number problems.</p> <p><b><u>Mental subtraction</u></b></p> <p>To subtract numbers mentally.</p> <p>Use the vocabulary of subtraction.</p> <p>Use the inverse operation to check subtraction number sentences.</p> <p>Use known addition and subtraction facts to solve missing number problems.</p> <p>Know how to use addition and subtraction facts to solve problems involving money.</p> <p><b><u>Multiplication and Division</u></b></p> <p>Recall and use the three and four times table facts.</p> <p>Know how to multiply a two-digit number by a one-digit number using partitioning.</p> <p>Know how to divide a two-digit number by a one-digit number using repeated subtraction.</p> <p>Know how to solve missing number problems.</p> <p>Develop problem-solving skills</p> <p><b><u>Capacity</u></b></p>	<p><b><u>3D shape and space</u></b></p> <p><b><u>Rounding and Estimating</u></b></p> <p>Round numbers to the nearest 10 or 100.</p> <p>Identify characteristics of numbers and to order and compare numbers.</p> <p>Make estimates of numbers.</p> <p>Make estimates in real-life contexts.</p> <p>Make estimates in practical contexts.</p> <p><b><u>Revision</u></b></p> <p>Catch up on any missed areas or where children have struggled</p>
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	<p>Missing number problems involving missing numbers.</p> <p>Count in multiples of 4,8,50 and 100.</p>			<p>know doubles and halves of whole numbers to 100.</p> <p>Double and halve numbers using appropriate methods, including partitioning.</p> <p>Double three- and four-digit numbers using partitioning.</p> <p>Use the chunking method to divide three- and four-digit numbers.</p>	<p>Know the relationship between litres and millilitres and choose appropriate units of measurement to measure capacity.</p> <p>Estimate and measure capacity.</p> <p>Compare and measure the capacity of a variety of objects.</p> <p>Read scales.</p> <p>Use addition and subtraction to solve problems involving capacity.</p>	
Science	<p><b><u>Animals including humans</u></b></p> <p>Identify and name a variety of common animals.</p> <p>Identify and name a variety of common UK mammals.</p> <p>Identify and compare a variety of common UK birds and reptiles.</p> <p>Identify and compare a variety of common UK fish and amphibians.</p> <p>Identify and sort carnivores, herbivores and omnivores.</p> <p>How to care for animals.</p>	<p><b><u>Forces and Magnet</u></b></p> <p>Explore what forces are and notice that some forces need contact between two objects.</p> <p>Compare how things move on different surfaces.</p> <p>Explore how magnetic forces work.</p> <p>Identify magnetic materials.</p> <p>Investigate uses for magnets.</p>	<p><b><u>Under the Sea</u></b></p> <p>Find out what a habitat is and which kind of organisms can live in a marine habitat.</p> <p>Identify and classify animals of the sea.</p> <p>Find out the life processes that all organisms have in common.</p> <p>Investigate the differences in respiration between sea and land organisms.</p> <p>How living organisms move.</p> <p>How different types of animal reproduce.</p>	<p><b><u>Light and shadow</u></b></p> <p>Recognise that we need light in order to see.</p> <p>Explore the Sun as a light source and identify the difference between night and day.</p> <p>Investigate what shadows are and why they are formed.</p> <p>Investigate how shadows behave.</p> <p>Investigate how the size of shadows change throughout the day.</p> <p>Explore how light is reflected from surfaces.</p>	<p><b><u>How plants grow</u></b></p> <p>Identify and describe the functions of the roots of flowering plants.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Identify and describe the functions of leaves in flowering plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Explore some of the ways in which flowering plants disperse their seeds.</p> <p>Understand the structure of seeds and their</p>	<p><b><u>Changing Sound</u></b></p> <p>Find out that sounds are made when objects and materials vibrate.</p> <p>Investigate whether sounds can travel through different materials.</p> <p>Explore the relationship between distance and volume.</p> <p>Find out that some materials are effective in preventing vibrations from sound sources reaching the ear.</p> <p>Investigate how sounds can be different pitches and volumes.</p> <p>Find out how the length, thickness and tightness of a string affects its pitch.</p>

					importance as a food source.	Find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air.
Computing	<p><b><u>Programming</u></b> Programming an animation</p> <p><b><u>E-safety</u></b></p>	<p><b><u>Computational thinking</u></b> Finding and correcting bugs in programmes</p> <p><b><u>E-safety</u></b></p>	<p><b><u>Creativity</u></b> Videoing performances</p> <p><b><u>E-Safety</u></b></p>	<p><b><u>Computer networks</u></b> Making and sharing a short screencast presentation</p> <p><b><u>E-safety</u></b></p>	<p><b><u>Communication and collaboration</u></b> Communicating safely on the internet</p>	<p><b><u>Productivity</u></b> Select, use and combine software to design a range of programs.</p>
Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i>	<p><b><u>Geography investigating our local area</u></b> Locate Maidstone on a map and give directions. Learn about physical and human features of our local area. Identify different types of services in the local area. Evaluate what our local area is like.</p> <p><b><u>History Homes past and present</u></b> Identify a variety of homes today. Similarities and differences between homes. Features of homes built in the past. Inside Victorian homes. What have they learnt.</p> <p><b><u>Art investigating patterns</u></b> Explore patterns and artists who use patterns.</p>	<p><b><u>Geography countries of the world</u></b> Identify the continents of the world. Locate countries on a world map. Find out about some of the key geographical features of each continent. Locate major capital cities of the world</p> <p>Use a variety of sources to identify human and physical features in a particular country. Find similarities and differences between different countries.</p> <p><b><u>History Toys past and present</u></b> Describe the characteristics of toys. Find out what toys our parents and grandparents played with.</p>	<p><b><u>History Tudors</u></b> Find out who the Tudors were and when they lived. Tudor clothing. Tudor food. Tudor crime and punishment. Tudor diseases. Life for Tudor children.</p> <p><b><u>Geography weather patterns</u></b> Seasonal and daily weather patterns, and observe and describe daily weather patterns. How daily weather patterns change over time, and how weather may be different in inland/ coastal areas. Identify ways in which we learn about the weather, then make predictions about the weather which are helpful. Find out about ways in which the weather during each season in equatorial</p>	<p><b><u>Geography seasons</u></b> Find out how the seasons are linked with the months of the year. What the weather is like in spring. What the weather is like in summer. What the weather is like in autumn. What the weather is like in winter. Review knowledge and compare the four seasons.</p> <p><b><u>History Seaside Holidays</u></b> Identify features of a seaside holiday. Use photographs to find clues as to what seaside holidays were like in the past. Find out when and how seaside holidays became popular. Find out what seaside holidays were like 100 years ago.</p>	<p><b><u>Geography</u></b> Know where and how cocoa trees grow. Explore the journey of a cocoa bean from pod to produce. Life of a cocoa farmer Fair trade</p> <p><b><u>History</u></b> Explore the origins of the cocoa bean. Know how the cocoa bean came to Europe. Explore the development of the Cadbury company</p> <p><b><u>Art Giuseppe Arcimboldi</u></b> Find about the work of Arcimboldi. Explore and recreate Arcimboldi's Four Seasons paintings. Explore Arcimboldi's representations of the four elements. Select, arrange and use flowers to make portraits.</p>	<p><b><u>Geography Ancient Egyptians</u></b> Locate Egypt on a map. Find out about some of the geographical features of Egypt. Use information about Egypt to plan a holiday. Investigate geographical features of the River Nile</p> <p><b><u>History Ancient Egyptians</u></b> Place key events from the Ancient Egyptian period on a timeline. Find out how society in ancient Egypt was organised. Find out who the pharaohs were and why they were important. Find out about ancient Egyptian gods and goddesses. Find out about the pyramids of ancient Egypt.</p>

<p>Create patterns using rotation, symmetry and reflection. Create a pattern using stencils. Use printing to create a pattern. Design a pattern for a particular purpose.</p> <p><b><u>Design and Technology playgrounds</u></b> Explore the components, materials and features of playground equipment. Explore different ways of joining and strengthening materials to create pieces of playground equipment. Design a piece of playground equipment. Make a piece of playground equipment according to a design. Evaluate a finished product.</p>	<p>Find out what toys were like at different times in the past. Identify toys that are old and toys that are new. Describe how toys are different and how they are the same. Create a toy museum.</p> <p><b><u>Art at the pantomime</u></b> Design features of a pantomime. Design a set for a particular pantomime scene. Create a model set for a pantomime based on a design.</p> <p>Design costumes for pantomime characters Design a costume accessory for a pantomime Design a poster to advertise a particular pantomime</p> <p><b><u>Design and Technology Light up signs</u></b> Investigate and analyse illuminated signs. Understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. Develop ideas for a decorative illuminated sign. Select and use tools, equipment, materials and</p>	<p>and polar regions differs from the weather in the United Kingdom. Learn more about the way seasonal weather in a polar region is different to the weather in the United Kingdom.</p> <p><b><u>Art Andy Goldsworthy</u></b> Sort items by material and colour. Use a variety of materials to create paths and walls. Select materials and make spirals or circles. Manipulate materials when creating sculptures. Use reflections in art work</p> <p><b><u>Design and Technology Sea animal puppets</u></b> Investigate a range of puppets and their features. Work with fabric to create a finger puppet. Develop and practise sewing skills. Design a glove puppet. evaluate a finished product.</p>	<p>Order seaside holidays in chronological order. Identify similarities and differences between seaside holidays now and in the past</p> <p><b><u>Art aboriginal journeys</u></b> Investigate the use of symbols in Aboriginal art. Create a piece of artwork in the style of an Aboriginal journey. Identify different ways of representing objects and features relating to maps and journeys. Investigate the work of Paul Klee Use gathered ideas to create a piece of 'journey' artwork.</p> <p><b><u>Design and Technology Seaside snack</u></b> Follow instructions to make savoury snacks. Make edible boats. Make fruit sculptures. Make edible cake decorations. Create frozen seaside snacks. Design a seaside picnic.</p>	<p>Use oil paints or pastels to create animal portraits. Make appropriate decisions when selecting objects and images.</p> <p><b><u>Design and Technology create a chocolate bar</u></b> Investigate preference of different chocolate bar flavours. Taste testing try different chocolate bars. Design a chocolate bar. Create chocolate bar. Evaluate their made chocolate.</p>	<p>Investigate the inventions and achievements of the ancient Egyptians.</p> <p><b><u>Art</u></b> Make a papyrus picture. Make a replica of an ancient Egyptian cartouche. Make an ancient Egyptian necklace.</p> <p><b><u>Design and Technology musical instruments</u></b> Investigate, disassemble and evaluate a range of musical instruments.</p> <p>Experiment with making sounds using different materials. Plan and design a musical instrument for a specific purpose. Follow a design to make a musical instrument. Evaluate a finished product.</p>
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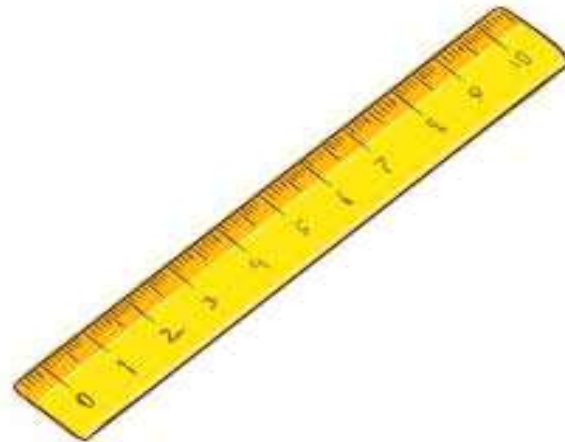
		<p>components to make the enclosure of a decorative illuminated sign.</p> <p>Construct a working circuit with one or more lights, and fit it in a decorative illuminated sign.</p> <p>Investigate ways in which computers can be used to program and control lights in a product.</p>				
PSHE	<p><b><u>New Beginnings</u></b> To work collaboratively towards shared goals That their actions affect themselves and others Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (link to British Value Rule of Law.)</p>	<p><b><u>Relationships (anti-Bullying)</u></b> Recognise and respond appropriately to a wider range of feelings in others To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support To recognise different types of relationship, including those between acquaintances, friends, relatives and families How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p><b><u>Living in the wider world and healthy bodies.</u></b> Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child Universal rights are there to protect everyone and have primacy both over national law and family and community practices. What being part of a community means, and about the varied institutions that support</p>	<p><b><u>Living in the Wider World &amp; Economic Skills</u></b> Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Explore that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how</p>	<p><b><u>Relationships &amp; SRE</u></b> Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. How their body will, and their emotions may, change as they approach and move through puberty</p>	<p><b><u>Changes, Health and Wellbeing</u></b> How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'. Learn about change, including transitions, loss, separation, divorce and bereavement. To differentiate between the terms, 'risk', 'danger' and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience. To learn that bacteria and viruses can affect health and that following simple routines can reduce their spread. Learn strategies for keeping physically and emotionally safe</p>

		<p>To recognise and manage 'dares'</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>communities locally and nationally.</p> <p>Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>Consider the lives of people living in other places, and people with different values and customs</p>	<p>to respond and ask for help)</p> <p>To recognise and challenge stereotypes</p> <p>To explore and critique how the media present information</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>		<p>including road safety, and safety in the environment.</p> <p>Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>
RE	<p><b><u>Bower Values</u></b> <b><u>Tolerance Morals and rules</u></b></p> <p>What are the main British Values? What is Mutual respect? How does this help us be a good person?</p>	<p><b><u>Who are Hindus and Sikhs?</u></b></p> <p>To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith</p>	<p><b><u>Buddhist's beliefs</u></b></p> <p>To know how Buddhist's, celebrate New year in Japan To explore who Buddha was and symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha.</p>	<p><b><u>What it means to be Jewish</u></b></p> <p>To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the weekend To know how Passover is marked with the Passover Seder feast.</p>	<p><b><u>Muslims and their traditions</u></b></p> <p>Islam creation story To know that Muslims attend Jum'ah at a mosque on Fridays. To know why light is important in the Muslim faith. To know what Muslims do in the month of Ramadan</p>	<p><b><u>The nature of Christians</u></b></p> <p>To explore God as a creator according to the Christian faith. To know why light is important in the Christian faith.</p>
PE	<p><b><u>Basketball</u></b></p> <p>Dribbling skills Understand rules relating to the game Jumping, stop and bounce pass.</p>	<p><b><u>Gymnastics</u></b></p> <p>Rhythmic and floor work. Control, movement, performance, sequencing, comparing, evaluating.</p>	<p><b><u>Tag Rugby</u></b></p> <p>Hitting Movement Spatial Awareness Throwing Running Jumping Foot work</p>	<p><b><u>Hockey</u></b></p> <p>Attack Defend Spatial Awareness Dribbling with the puck Passing Running</p>	<p><b><u>Athletics</u></b></p> <p>Running Jumping Throwing Catching Control Balance Comparing performance. Strength Poise Technique</p>	<p><b><u>Sport Day Prep</u></b></p> <p>Speak to PE team</p>
Music	<b><u>Pulse</u></b>	<b><u>Rhythm and Tempo</u></b>	<b><u>Pitch</u></b>	<b><u>Dynamics</u></b>	<b><u>Style/Genre</u></b>	<b><u>Timbre</u></b>

	Respond to a pulse Internalise Pulse Demonstrate the difference between pulse and rhythm	Able to copy back Maintain own rhythmic ostinato Create own rhythmic patterns over a pulse Understand and respond to different speeds in music	Sing in Tune Internalise Pitch Understand and recognise different pitches Perform from basic notation Create/improvise own melodic patterns	Recognise and respond to different dynamics Play different dynamics Use different dynamics to create mood	Recognise different styles Imitate styles	Can comment on sound colour (sharp, soft etc.) Choose appropriate instruments Can use instruments expressively and get different sounds
<b>Enrichment Opportunities</b>	Tonbridge road observing houses and different shops. Local playgrounds. Big cat sanctuary	Christmas Panto Posting letters McDonalds (Christmas party)	RNLI visit to school Pond dipping			End of term trip Musical Sport day
<b>Linked Provision</b>						

# Curriculum Plan

## Year 7



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**Year 7 The Curriculum Map 2018-19**

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

<p><b>Maths</b></p>	<p><u>Base 10 Numbers</u> Pupils will be learning about representing and comparing large and small numbers, and using this knowledge to develop to their rounding, money and percentage skills. In addition, pupils will investigate 2D and 3D shapes in our 'Build a Village' challenge. There will be baseline assessments covering understanding of number and calculation, which will support future planning. Pupils may learn to play social numeracy games, such as Uno or 21's and/or money games such as Monopoly.</p>	<p><u>Add &amp; Subtract</u> Pupils will be developing their addition and subtraction skills through games, investigations and intelligent practice. They will be also be applying their addition and subtraction skills to topics such as perimeter and money. Pupils will be assessed on their understanding of time to aid future planning and interventions.</p>	<p><u>Scales &amp; Symbols</u> Pupils will be learning about representing numbers within scales and symbols. Topics will depend on a pupils' prior attainment, and may include: pictograms; bar graphs; measuring mass; timelines; number lines (positive/negative whole numbers and decimals); function machines and substitution. Pupils may have the opportunity to use their date of birth and the current date to investigate how old they are in months, days, hours, minutes and/or seconds.</p>	<p><u>Meaning of Multiplication</u> Pupils will be developing their understanding of multiplication as repeated addition. Pupils will learn about the connection between multiplication, arrays and area. Pupils will develop their understanding and recall of times tables and learn about multiples, factors and prime numbers. Pupils will have an opportunity to learn about multiplying large numbers. Pupils who demonstrate proficiency with multiplication of large and small numbers will also be learning about ratio.</p>	<p><u>Understanding Fractions</u> Pupils will be using physical resources and pictorial methods to develop their understanding of fractions by identifying, comparing, adding and subtracting fractions. Pupils will also develop the skills in measuring length and converting measurements. They might extend their knowledge through learning about decimals and percentages. In addition, all pupils will investigate codes and apply this to understanding of roman numerals and/or simplifying algebra.</p>	<p><u>Numbers in Geometry &amp; Measure</u> Pupils will be consolidating their learning of number throughout the year, solving shape and measure problems, whilst developing their use and knowledge of shape and measure language. Topics include: angles; shape properties; time; reflection and money problems. Investigations may include tangrams and mask symmetry.</p>
<p><b>World Beliefs</b></p>	<p><b>Tolerance Morals and rules</b></p> <p>What are your world views?</p> <p>What are the traditions and beliefs considering school rules?</p> <p>Recognise the difference between rules and Laws.</p> <p>Understand the rule of Law.</p> <p>Understand people have different ideas and beliefs.</p> <p>What is Democracy?</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>Be familiar with Sikhism in Britain.</p> <p>Be familiar with Sikh weddings and to know why Sikhs celebrate Diwali.</p> <p>To identify Diwali and the many celebrations.</p> <p>Start to look at Hindu Gods.</p>	<p><b>Buddhist's</b> beliefs</p> <p>Be familiar with Siddhartha and the four sights.</p> <p>What Buddhists believe happens when you die.</p> <p>Look at the founder of Buddhism and create religious leader cards looking at their qualities in leadership.</p>	<p>What it means to be <b>Jewish</b></p> <p>What is a synagogue?</p> <p>What is Hanukkah?</p> <p>To explain Jewish worship and prayer and to explain the beliefs about Messiah.</p>	<p><b>Muslims</b> and their traditions.</p> <p>Find out about Muslim beliefs and look at the five pillars in detail.</p> <p>What is a mosque and look at mosques around the world?</p> <p>Take part in Islamic calligraphy and recognise the Arabic alphabet.</p>	<p>The nature of <b>Christians</b></p> <p>Recognise and identify Christian symbols and their history and meanings.</p> <p>Look at churches inside and out.</p> <p>Look at Christian prayer and prayer writing.</p>

<p><b>Science</b></p>	<p><b><u>Introduction Unit</u></b> An introduction to the science room, health and safety, key pieces of equipment and scientific skills</p> <p><b><u>Cells(7A)</u></b> This unit starts by reminding students about the features of organisms, and then looks at organs, tissues and cells. These ideas are then built back up in order to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past.</p>	<p><b><u>Mixtures (7E)</u></b> 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> <p><b><u>Energy (7I)</u></b> This unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.</p>	<p><b><u>Reproduction (7B)</u></b> This unit explores sexual reproduction in animals, However, the central focus for learning is the human reproductive system and sexual reproduction in humans.</p> <p><b><u>Acids and Alkalis (7F)</u></b> This unit looks at acids and alkalis and how they are described using a pH number. It looks at neutralisation reactions and some of their uses, and also introduces standard hazard symbols.</p>	<p><b><u>Electricity (7J)</u></b> This unit looks at the measurement of current and how it behaves in series and parallel circuits, and at voltage and resistance. Various models for thinking about what is happening in circuits are explored, and the unit concludes by looking at how we use electricity safely</p> <p><b><u>Muscles and Bones (7C)</u></b> This unit uses a 'fitness' theme to cover three important organ systems: the gas exchange system, the circulatory system and the locomotor system. The various effects of drugs on these systems are also considered, together with their effects on the nervous system.</p>	<p><b><u>Particles (7G)</u></b> This unit develops an understanding of the different properties of solids, liquids and gases Scientific method and ideas on experiments, observation, hypotheses and theories are discussed, leading to an understanding of the particle theory of matter.</p> <p><b><u>Forces (7K)</u></b> This unit revises the concepts of forces and their effects and extends students' knowledge of friction, gravity and springs and link to ideas about forces, friction and pressure.</p>	<p><b><u>Ecosystems (7D)</u></b> This unit looks at ecosystems and the factors that affect them. This includes the impact of human activity and the importance of biodiversity.</p> <p><b><u>Sound (7L)</u></b> This unit looks at how sounds are made, transmitted and detected, some uses of sound and compares sound waves with waves on the surface of water.</p> <p><b><u>Atoms and Elements (7H)</u></b> This unit introduces ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.</p>
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<p><b>P.E.</b></p> <p><b>This is an overview of the PE programme of study but there may be small variations on the timing of each topic</b></p>	<p><b>Basketball:</b> Basic skills introduction into the different techniques required for Basketball.</p> <p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils.</p> <p><b>Handball:</b> Basic skills introduction into the different techniques and rules in Handball.</p> <p><b>Hockey:</b> Basic skills introduction into the different techniques and rules in Hockey.</p>	<p><b>Lower Grange Farm:</b> Safety procedures and use of equipment including Rock Climbing, Caving and Segway</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique</p> <p>Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b>OAA:</b> Building on teamwork and map reading skills across the school.</p>	<p><b>Football:</b> Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils</p> <p><b>Dance:</b> Performing a range of dance styles and forms using a variety of techniques</p> <p><b>Rugby:</b> Basic skills introduction into the different rules and techniques required to play a game of Rugby.</p>	<p><b>Survival (OAA):</b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b>Lower Grange Farm:</b> Safety procedures and techniques required for a variety of Outdoor Adventurous Activities including Rock Climbing, Caving and Segway</p> <p><b>Netball:</b> Basic skills introduction into the different rules and techniques required for Netball.</p>	<p><b>Cricket:</b> Develop skills in Cricket, such as, fielding batting and bowling</p> <p><b>Rounders/Softball</b> Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p><b>Athletics:</b> Field and track events. Basic introduction to early techniques</p> <p><b>Badminton:</b> Basic skills introduction into the different rules and techniques required for Badminton.</p>	<p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b>Survival (OAA):</b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b>Tennis:</b> Basic skills introduction into the different rules and techniques required for Badminton</p>
<p><b>Drama</b></p>	<p><b>Introduction to Drama</b></p> <p>This unit focuses on developing students' confidence in Drama allowing for opportunities to work imaginatively alone, in pairs, in groups and as a whole class.</p> <p>Students will look at key dramatic techniques including:</p> <p>Mime, freeze frames, tableau</p>	<p><b>Movement</b></p> <p>This unit focuses on developing students' ability to use movement within a dramatic performance. This will link with the English unit for term 2.</p> <p>Students will begin to develop physical control and recognise the importance of, gesture, movement and expression in communicating meaning to an audience.</p>	<p><b>Taking on a Character</b></p> <p>This unit links with the Ice Trap unit being studied in English.</p> <p>Students will begin to recognise the need for context to emotion in order to portray believable characters.</p> <p>Students will work in small groups and begin to develop the use of scripts to support their performances</p>	<p><b>Script Writing</b></p> <p>Students will develop their understanding of 'Skellig' by having opportunities to develop 'scenes' through dramatic performances and script writing.</p> <p>Students will begin to understand and work with scripts.</p>	<p><b>Exploring Emotion</b></p> <p>Through analysis of key points in the story Students will begin to develop their understanding of the importance and use of silence/pause in their performances</p> <p>Students will begin to explore ideas and feelings sensitively.</p>	<p><b>The Theatre – The Bigger Picture</b></p> <p>Students will develop an understanding of the history of the theatre.</p> <p>Students will analyse the roles and responsibilities within the theatre including, lighting, stage management, set design, director, costume design.</p>

<b>D and T</b>	<b>Tool and workshop safety and practice.</b> Introduction to wood working tools. Making a pencil holder. Evaluating the product. Learning to use Computer Aided Design software.	<b>Tool and workshop safety and practice.</b> Introduction to wood working tools. Making a pencil holder. Evaluating the product. Learning to use Computer Aided Design software.	<b>Introduction to Thermoplastics</b> Making a Photo frame and designing and making egg holders. Learning to use the pillar drill, the scroll saw and hand tools. Testing and evaluating a product. To understand the properties of Thermoplastics.	<b>Introduction to Thermoplastics</b> Making a Photo frame and designing and making egg holders. Learning to use the pillar drill, the scroll saw and hand tools. Testing and evaluating a product. To understand the properties of Thermoplastics.	<b>Designing a Travel Game</b> Introduction to research and designing and making a product for a target market. Extending skills in Computer Aided Design software.	<b>Designing a Travel Game</b> Introduction to research and designing and making a product for a target market. Extending skills in Computer Aided Design software.
<b>PSHE Citizenship</b>	Transition to secondary school  Diet, exercise and how to make healthy choices  British Heart Foundation restart a heart day  Macmillan Coffee Morning Cake Sale	Introduction to careers  Challenging career stereotypes and raising aspirations	Managing puberty and personal hygiene  Families, relationships and unwanted personal contact	Independent living focussing on money management    Santander Workshop	Introduction to relationships and sexual education  Romance and friendship	Personal and road safety and the role of the emergency services Basic First Aid   PCSO workshop
<b>Music</b>	<b>Programme Music: Tortoise and the Hair</b>  - 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	<b>Performance Skills - Songs from Popular Culture</b>  - 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	<b>Australia</b>  - 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	<b>Carnival of the Animals</b>  - 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	<b>BBC 10 Pieces: Carmina Burana</b>  - 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	<b>Transition Music</b>  - As this this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level.

	compose contrasting melodic ideas.	perform their pieces in front of both their classes and a wider school audience should they choose to do so.	and will have opportunities to develop their leadership and group work skills.	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.	Burana' and this will be achieved my studying ostinato, drones, melody, instruments of the orchestra and more.	
<b>Computing</b>	<p><b><u>Using Computers safely 4</u></b></p> <p>Overview: Looking at how we keep our information safe and how do we know that information we find is online is reliable.</p> <p><b>Working Safely</b> How to work safely in a computer suite. Looking at how to keep our information safe by creating safe passwords.</p> <p><b>SMART rules</b> Recapping guidelines for being safe online. How do we make sure the information we find is reliable.</p> <p>This will link in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p> <p><b>Introduction to Working efficiently</b> How to manage files and folders.</p>	<p><b><u>Presentation 2 – Advanced presentations</u></b></p> <p>Overview: Creating presentations on hardware and software to increase knowledge of the subject and learn presentation skills.</p> <p><b>Advanced presentation skills</b> Continued use of basic presentation skills, including formatting of text, images and slides. Advanced skills taught will be creating, using and editing Hyperlinks and Hotspots. Looking at Master Pages and why do we use them. Investigating how the layout effects the visual impact of a presentation, including good use of white space</p> <p><b><u>New Ways of Working</u></b> Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration</p>	<p><b><u>Image editing 1</u></b></p> <p>Overview: Investigating how images are manipulated using computers.</p> <p><b>Manipulating images</b> How do we import and export an image Learning a number of simple editing techniques to create our own manipulated images.</p> <p><b>Image file types</b> Investigating different image file types and how they are different, looking at compression.</p>	<p><b><u>Programming 4 – Kodu</u></b></p> <p>Overview: Creating games using simple programming concepts in a 3D programming environment.</p> <p><b>Programming concepts</b> How do we control virtual objects? What inputs and hardware can we use? Learning how to run and debug programs. Using decisions and repeating code. Also why do we need to be precise with computers?</p> <p><b>Game Design</b> Designing a game concept and creating it. Looking at game packaging and how to attract buyers.</p>	<p><b><u>Audio 2 - Podcasting</u></b></p> <p>Overview: Creating and playing with audio to create a class podcast.</p> <p><b>Capturing Audio</b> Investigating ways we can capture audio. Capturing audio using a voice recorder</p> <p><b>Manipulating audio digitally</b> Learning skills to import/export audio Using software to manipulate and change audio. Using software to edit and build a podcast using audio clips.</p> <p><b>Planning a podcast</b> Discussing and creating a script. Why do we do it and how does it help?</p>	<p><b><u>Animation 3 – Pivot</u></b></p> <p>Overview: Creating 2D stop frame animations using digital methods.</p> <p><b>Stop frame</b> Recapping on what exactly stop frame animation is and how it works. How can it be achieved using computers?</p> <p><b>Animating Digitally</b> Learning skills in Pivot, stop frame animation software. Creating a stop frame animation using Pivot. Investigating techniques to make 2D animations feel more 3D</p> <p><b>Planning animations</b> Looking at storyboards and why they are useful. Planning and creating a stop frame animation</p>

	Pupils will be shown how to send emails attaching their work produced. This is how all work produced will be supplied to teachers for assessment					
<b>Art</b>	Introduction to ways of working by studying artists' mark-making and still life work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques	Introduction to ways of working by studying artists' mark-making and still life work, developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques	Appreciation of 2D visual language through exploration of line, tone, colour, texture, pattern.	Appreciation of 2D visual language through exploration of line, tone, colour, texture, pattern.	Develop own ideas through a variety of media and materials - Pencil, Paint, Oil, Chalk, Paste, 3D Materials. Produce a final response either in groups or individually	Develop own ideas through a variety of media and materials - Pencil, Paint, Oil, Chalk, Paste, 3D Materials. Produce a final response either in groups or individually
<b>Food Tech</b>	Learning about Kitchen Health and safety.	Learning about Kitchen Health and safety.	Learning basic cooking skills.	Learning basic cooking skills.	Understanding Kitchen hygiene.	Understanding Kitchen hygiene.
<b>Global Learning</b>	<b>Skills, skills, skills</b> Geographical and historical study skills	<b>What have the Romans ever done for us?</b> Roman life, Pompeii and Vesuvius	<b>Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"</b> Exploring the geography of the UK; What's worth visiting, why and where is it?	<b>A Frenchman's home is an Englishman's castle</b> Exploring the history of the UK and Kent	<b>Oh I do like to be beside the seaside! Stone castles or sand castles?</b> Learning about castles and feudal life and coastal geography	<b>What's on?</b> Geography and history of sport/ entertainment
<b>Global Learning - MFL</b>	<b>Bonjour!</b> Greetings Classroom language Numbers 0 – 15 Age  <b>Ça c'est mon truc!</b> Hobbies TV/ Cinema	<b>Bonjour!</b> Colours Days/Months Numbers 1 – 31 Birthdays Pencil case items  <b>Ça c'est mon truc!</b> Arranging to go out Café – ice creams	<b>Coucou! C'est moi!</b> Classroom language Parts of the body Physical description Dictionary skills  <b>Autour de moi</b> Fruit and vegetables Food that's good for you	<b>Coucou! C'est moi!</b> Family Personality Consolidation  <b>Autour de moi</b> Meals Restaurant	<b>Autour de moi</b> Where you live House description Ideal house  <b>C'est perso!</b> Clothes Shops	<b>On s'amuse!</b> Le Tour de France Fête Nationale project  <b>Autour de moi</b> Le Tour de France Fête Nationale

# Curriculum Plan

## Year 8



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Year 8 The Curriculum Map 2018-19						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Cirque Du Freak: Darren Shan</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> contemporary literature (fiction – fantasy); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative forms (news report/ eulogy); applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>A Christmas Carol: Charles Dickens</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer’s purpose; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>Myths and Legends</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer’s purpose; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p><b>Alternative unit: Different Cultures poetry (Agard, Zephaniah, Nicholls)</b></p>	<p><b>Activism and Children Who Changed the World: Spoken Language Unit</b></p> <p>KS3 National Curriculum links:</p> <p><u>Spoken Language:</u> using Standard English; communicating in formal/ informal contexts; in-class discussion and debate; giving short speeches and presentations; expressing own ideas and views; speaking with relevance and concision; participating in structured talks; summarising verbally; building on other’s contributions; notes for talks and presentations; recognising the difference between the written and spoken word.</p>	<p><b>Holes: Louis Sachar</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository (inc. narrative essays); imaginative writing; non-narrative forms; apply new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>Holes by Louis Sachar</b></p> <p>Summative assessment: Year 8 AQA end of year test.</p> <p><b>Extension unit: Old Possum’s Symposium of Cats by TS Eliot</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>

			<p>KS3 National Curriculum links:</p> <p><u>Reading</u>: wide range of contemporary poems; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation</p> <p><u>Writing</u>: formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>			
<b>Maths</b>	<p><u>Add &amp; Subtract problems</u> Pupils will further develop addition and subtraction written and mental calculation skills with small/large whole numbers; decimals and/or negative numbers. They will develop these skills through games, investigations and intelligent practice directly and also indirectly within topics such as perimeter, and interpreting graphs. Pupils will also have an opportunity to develop their understanding of time. Extension learning may include scatter graphs, stem and leaf graphs and averages.</p>	<p><u>Meaning of Division</u> Pupils will develop their understanding of division as repeated subtraction, sharing and grouping. They will learn to relate this to their understanding of multiplication. They will be consolidating understanding of odd and even numbers whilst developing their skills, dividing increasingly larger numbers, extending to decimals. Furthermore, pupils will find fractions</p>	<p><u>Equivalent Proportions</u> Pupils will learn about equivalence between fractions; capacity and volume; in money. Pupils who are confident in some of these topics may extend their understanding by looking at equivalence in algebra (simplifying more complex expressions) and equivalent ratios and fractions.</p>	<p><u>Calculating with Angles &amp; 3D Shape</u> Pupils will learn to develop skills in measuring and drawing angles and learn to apply a more developed understanding of angles to calculating missing angles on straight lines and in shapes. In addition to this, pupils will learn about 3D shapes and their volume, extending to surface area. Pupils may learn to play Domino games and solve Domino problems.</p>	<p><u>Applying Multiplication &amp; Division</u> Pupils will learn about applying their knowledge of multiplication and division within topics such as averages; multiples &amp; factors; fractions of amounts; pie charts and proportion. Pupils will be encouraged to further develop their recall of times tables and see the link between related multiplication facts.</p>	<p><u>Proportional Reasoning</u> Pupils will learn to apply their developing understanding of proportion (fractions, decimals, percent) within measurement problems; probability and time. Furthermore, pupils will further develop their calculation skills with fractions and percentages. Pupils who demonstrate proficiency in these topics may learn how to plot straight line graphs.</p>

		of quantities and learn about				
<b>World Beliefs</b>	<p><b>Tolerance Morals and rules</b></p> <p>Understand Morals and morality. Understand stigma and discrimination</p> <p>Look at Multicultural Britain.</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>What is the Gurdwara? To know and label the Gurdwara.</p> <p>Understand reincarnation and the Sikh beliefs.</p> <p>Look into detail the Hindu God Ganesh and create your own Hindu god.</p>	<p><b>Buddhist's beliefs</b></p> <p>Understand the life of the Buddha and how it changed.</p> <p>Understand what enlightenment is.</p> <p>To know and look at the four noble truths and the relationship with suffering.</p>	<p>What it means to be <b>Jewish</b></p> <p>Gain Knowledge of the Jewish food laws and recognise Kosher and Trief foods.</p> <p>Look at the Seder plate and the significance of Passover.</p>	<p><b>Muslims</b> and their traditions.</p> <p>Writing your name in Arabic and understand the difference to writing in our school.</p> <p>Understanding the five pillars mainly Salat the second pillar (prayer 5 times a day) and relating them to your own culture and way of life.</p>	<p>The nature of <b>Christians</b></p> <p>To explore what is means to be a Christian.</p> <p>Look at why Christians pray and what they use.</p> <p>How Christians pray and where can they pray and worship.</p>
<b>Science</b>	<p><b>Food and Nutrition (8A)</b></p> <p>This unit looks at the main components in the human diet and why they are needed. The digestive system is also covered in some detail, and the idea of enzymes is introduced.</p> <p><b>Combustion (8E)</b></p> <p>This unit looks at combustion engines to cover combustion and oxidation reactions, including those of hydrocarbons, metals and non-metals.</p> <p>The idea of an exothermic reaction is introduced and there is also a look at the pollution of the air by the products of fossil fuel combustion.</p>	<p><b>Fluids (8I)</b></p> <p>This unit looks at changes of state, and then goes on to look at fluids and some of their effects, including pressure, floating and sinking, and drag.</p> <p><b>Plants and their reproduction (8B)</b></p> <p>This unit covers reproduction in plants, both sexual and asexual, although the former is of chief importance. Classification and biodiversity are also covered. The theme that is threaded through the unit is the various</p>	<p><b>The Periodic table (8F)</b></p> <p>This unit aims to develop students' understanding of matter, atoms and chemical and physical change. Students then look at using the trends in the periodic table to make predictions about physical and chemical properties of elements and their compounds.</p> <p><b>Light (8J)</b></p> <p>This unit revises work from KS2 on light, which is then extended to consider how light travels and what happens when it meets an object.</p>	<p><b>Breathing and respiration (8C)</b></p> <p>This unit covers gas exchange in humans and other organisms, together with details of aerobic and anaerobic respiration in humans.</p> <p><b>Metals and their uses (8G)</b></p> <p>This unit reviews common physical properties of metals, and to introduce their main chemical properties. The idea that reactions can occur at different speeds is also illustrated and this leads to the introduction of the</p>	<p><b>Energy transfers (8K)</b></p> <p>This unit looks at energy transfers by heating in the context of homes. It looks at convection, conduction and radiation</p> <p><b>Unicellular organisms (8D)</b></p> <p>This unit takes a detailed look at what unicellular organisms are, the differences between different types, their problems and their uses.</p>	<p><b>Earth and Space (8L)</b></p> <p>This unit builds on work from KS2 on the Solar System and looks at the Earth, including the seasons and the Earth's magnetic field and gravity. It also looks at the Solar System and what is beyond the Solar System.</p> <p><b>Rocks (8H)</b></p> <p>This unit examines the different types of rock and the processes that bring about their formation, leading to the idea of a rock cycle that operates within a huge geological timescale. It also looks</p>

		uses that we have for plants.	The unit is set in the context of stage, film and illusions.	general reactivity series of metals.		at the Earth as a source of resources and the advantages of recycling metals.
<p><b>P.E.</b></p> <p>This is an overview of the PE programme of study but there be small variations on the timing of each topic</p>	<p><b><u>Survival (OAA):</u></b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b><u>Lower Grange Farm:</u></b> Safety procedures and techniques required for a variety of Outdoor Adventurous Activities including Rock Climbing, Caving and Segway.</p> <p><b><u>Hockey:</u></b> Recap any previous skills learnt and move onto more complex techniques and game play.</p>	<p><b><u>Handball:</u></b> Recap of skills learnt previously and move onto more complex techniques.</p> <p><b><u>Basketball:</u></b> Recap of skills learnt previously and more complex techniques e.g. set shot</p> <p><b><u>Health Based Fitness:</u></b> A range of activities that aim to improve general fitness of pupils</p> <p><b><u>OAA:</u></b> Building on teamwork and map reading skills across the school. With added emphasis on independence.</p>	<p><b><u>Swimming:</u></b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b><u>Survival (OAA):</u></b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b><u>Rugby:</u></b> Recap of skills learnt previously and more complex techniques and rules.</p>	<p><b><u>Football:</u></b> Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p><b><u>Dance:</u></b> Performing a range of dance styles and forms using a variety of techniques</p> <p><b><u>Health Based Fitness:</u></b> A range of activities that aim to improve general fitness of pupils.</p> <p><b><u>Netball:</u></b> Recap of skills learnt previously and more complex techniques and rules.</p>	<p><b><u>Lower Grange Farm:</u></b> Safety procedures and techniques required for a variety of Outdoor Adventurous Activities including Rock Climbing, Caving and Segway</p> <p><b><u>Swimming:</u></b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b><u>Badminton:</u></b> Recap of skills learnt previously and more complex techniques and rules.</p>	<p><b><u>Rounders/Softball:</u></b> Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p><b><u>Cricket:</u></b> Develop skills in Cricket, such as, fielding batting and bowling</p> <p><b><u>Athletics:</u></b> Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce an accomplished performance</p> <p><b><u>Tennis:</u></b> Recap of skills learnt previously and more complex techniques and rules.</p>

<p><b>Drama</b></p>	<p><b>Storytelling</b> <b>Unit Aims</b> To introduce students to the subject of drama. Provide a framework of explorative strategies to use during KS3 drama. <b>SMSC</b> To explore stories and myths from other cultures and to develop group skills</p>	<p><b>Body Language/Gesture</b> <b>Unit Aims</b> To further develop key drama skills with a specific emphasis on body language/physical theatre. <b>SMSC</b> Developing imagination and exploring ways of organising presenting ideas</p>	<p><b>Voice</b> <b>Unit Aims</b> For students to be equipped with the tools to use, manipulate and change their voice to perform characters with more depth. <b>SMSC</b> Use of voice in situations student may find them selves.</p>	<p><b>Movement</b> <b>Unit Aims</b> To develop an understanding of using body language/mime skills to build characters. <b>SMSC</b> To develop an understanding of how non verbal communication can have an impact on how we present ourselves</p>	<p><b>Tension</b> <b>Unit Aims</b> To explore through different stimuli how tension is create on stage by actors and action for an audience. <b>SMSC</b> Group work. Exploring situations.</p>	<p><b>TIE</b> <b>Unit Aims</b> Students to explore TIE as a genre and come up with their own TIE Performance. <b>SMSC</b> Understanding the dangers of smoking. Group work. Working with and for different age groups.</p>
<p><b>D and T</b></p>	<p><b>Designing and making nesting boxes</b> Understanding the properties of wood. Learning how to mark out, measure, join and cut wood using hand tools and machines. Applying a finish to wooden products.</p>	<p><b>Designing and making nesting boxes</b> Understanding the properties of wood. Learning how to mark out, measure, join and cut wood using hand tools and machines. Applying a finish to wooden products.</p>	<p><b>Structures and forces</b> Understanding how forces impact on structures and how to apply this knowledge to design and make paper products, including a chair.</p>	<p><b>Structures and forces</b> Understanding how forces impact on structures and how to apply this knowledge to design and make paper products, including a chair.</p>	<p><b>Introduction to Electronics</b> Designing and making an electronic product, including understanding electronic components and soldering.</p>	<p><b>Introduction to Electronics</b> Designing and making an electronic product, including understanding electronic components and soldering.</p>
<p><b>PSHE</b> <b>Citizenship</b></p>	<p>Recognising role models and managing peer influence  Identifying alcohol and drug use in society  British Heart Foundation restart a heart day</p>	<p>Rights and responsibilities in the community  Diversity, prejudice and discrimination  Kent Association for the Blind Workshop</p>	<p>Online safety and digital literacy  Managing on- and off-line friendships</p>	<p>Physical and mental health and wellbeing, including body image, diet and exercise</p>	<p>Introduction to sexuality and consent</p>	<p>Human rights and justice, democracy and politics</p>

<p><b>Music</b></p>	<p><b>4 Chord Songs</b></p> <p>- <i>Contemporary</i></p> <p>- For this unit pupils will be exploring the infamous 4 chord trick. They will learn medleys of songs that are based around this chord progression. Pupils will then begin to look at lyric writing with the ultimate goal of writing a 4 chord song. To achieve this pupils will also be learning about strophic structure.</p>	<p><b>Musicals/ Seasonal Focus</b></p> <p>- <i>Classical &amp; Contemporary</i></p> <p>- The aim of this unit is to introduce pupils to musical theatre, the skills needed to be part of a production and to develop our singing and performance skills. Pupils will be learning and analysing songs from musicals and will take a closer look at the 'The Lion King the Musical' as well as the more modern 'The Greatest Showman' and 'Hamilton'.</p>	<p><b>Introduction Into Sequencing</b></p> <p>- <i>Music Technology</i></p> <p>- Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top producers around the world opens up new opportunities for composition and experimentation. Throughout the unit pupils will be looking at how to sequence music using GarageBand. Some of the skills pupils will learn include drawing notes, quantisation, adding effects and more.</p>	<p><b>Music from the Caribbean</b></p> <p>- <i>World Music</i></p> <p>- Pupils will listen to and appraise a range of music from the Caribbean including Calypso, Soca and Reggae. They will learn and perform well-known pieces of music inspired by the music of the Caribbean before they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the inter-related dimensions of music give this music its distinctive sound.</p>	<p><b>Gamelan</b></p> <p>- <i>World Music</i></p> <p>- In this unit pupils will be immersed in the sound world of the music from the Indonesian islands of Java and Bali. They will perform and compose along to a traditional Indonesian puppet show utilising scales and techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces.</p>	<p><b>Pachelbel's Canon</b></p> <p>- <i>Classical</i></p> <p>- This famous piece of classical music has inspired composers since it's composition from punk rock to gangsta rap and even French spoken word. Pupils will learn different parts of Pachelbel's Canon before experimenting with improvisation over a ground bass. The ideas generated through improvisation will then inform their compositions as they work towards their final piece in small groups. Pupils will explore how effective use of texture and structure can enhance a piece of music.</p>
<p><b>Computing</b></p>	<p><b><u>Using Computers safely 5</u></b></p> <p>Overview: Looking at how we are not only safe online but in a computer environment. Also focusing on Emails, how to use them correctly, productively and safely. Also a look at cyberbullying and its effects.</p> <p><b>Working Safely</b></p>	<p><b><u>Algorithms 3 - Thinking like a computer scientist</u></b></p> <p>Overview: Investigating how we can decompose problems into smaller ones to solve problems. Algorithms can then show others how to solve the same problem.</p>	<p><b><u>Video Editing 2</u></b></p> <p>Overview: Building on previous knowledge to plan and create a movie using a set of criteria. A short promotional video will be produced showing the different ways that ICT is used at BGS. As part of this pupils will learn how to</p>	<p><b><u>Programming 5</u></b></p> <p>Overview: To look at algorithms and coding. Seeing how the two work together, with an introduction to flowcharts and some basic coding principles.</p> <p><b>Programming Principles</b></p>	<p><b><u>Data 2 – Spreadsheets</u></b></p> <p>Overview: Building on previous knowledge of data and learning about how spreadsheets can be used to manipulate and present different types of data.</p> <p><b>Spreadsheets</b></p>	<p><b><u>Hardware and software 3</u></b></p> <p>Overview: Looking at different types of hardware and software and how they can be use together to create a computer system.</p> <p><b>Hardware</b></p>

	<p>How to work safely in a computer suite. Looking at posture and possible Health and Safety issues in a computer environment.</p> <p><b>Emails</b> Investigating their uses and how we can use them productively. How to use them correctly and email etiquette. A look at some potential issues around emails and electronic communication.</p> <p><b>Cyberbullying</b> How to recognise and deal with cyberbullying Who to talk to if you suspect someone is being cyberbullied.</p> <p>This will link in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p><b>Algorithms</b> Looking at decomposing problems and why this is important in creating an algorithm. How decomposition can help with problem solving. Recognising patterns to streamline algorithms.</p> <p><b>New Ways of Working</b> Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration</p>	<p>use different methods of film capture: -Still cameras -Video cameras -Screen capture -Console capture</p> <p><b>Learning Movie editing Software</b> Looking at key skills to enable movie editing in software. Recapping core concepts in movie editing.</p> <p><b>Planning Digital artefacts</b> How to plan a short video and the use of storyboards in that process. Using criteria and why it is important. How and what video footage to capture.</p>	<p>Looking at sequences, loops and conditionals. What are they and what are they used for in programming.</p> <p><b>Debugging</b> What exactly is a bug, how to find bugs in code and how do we fix them.</p>	<p>Covering how we enter basic data into spreadsheets and what type of data can be used. How we format and manipulate data to make it more presentable. Pupils will cover modelling, using functions and formulas to perform calculations on data.</p>	<p>Input and output devices</p> <p><b>Software</b> Covering how hardware interacts with software. Pupils will be introduced to binary.</p> <p>Programming hardware Through the use of software: Pupils will use BBC MicroBITS to complete a number of different projects (in block code and textual). Through the use of MIT APPINVENTOR pupils will create Android Apps.</p>
<p><b>Art</b></p>	<p>Appreciation of surrealism art through primary and secondary sources</p>	<p>Appreciation of surrealism art through primary and secondary sources</p>	<p>Introduction to ways of working by studying artists' environment and developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.</p>	<p>Introduction to ways of working by studying artists' environment and developing research skills by finding out information about artists' work and writing an appreciation of basic concepts and techniques.</p>	<p>Develop own ideas through a variety of media and materials – pencil, paint, oil/chalk pastel, 3D materials. Produce a final response either in groups or individually.</p>	<p>Develop own ideas through a variety of media and materials – pencil, paint, oil/chalk pastel, 3D materials. Produce a final response either in groups or individually.</p>

<b>Food Tech</b>	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.
<b>Global Learning</b>	<b>We plough the fields and scatter</b> The Agricultural Revolution, weather and climate		<b>Age of Empire</b> The Industrial Revolution, Colonisation and Slavery Globalisation		<b>999 Letsbe Avenue</b> History and Geography of crime	
<b>Global Learning – MFL</b>	<b><i>Ça c'est mon truc!</i></b> Hobbies TV/ Cinema	<b><i>Ça c'est mon truc!</i></b> Arranging to go out Café – ice creams	<b><i>Autour de moi</i></b> Fruit and vegetables Food that's good for you	<b><i>Autour de moi</i></b> Meals Restaurant	<b><i>C'est perso!</i></b> Clothes Shops	<b><i>Autour de moi</i></b> Le Tour de France Fête Nationale



# Curriculum Plan

## Year 9



Year 9 The Curriculum Map 2018-19						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet).</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language (inc. figurative); studying plot, setting and characterisation; understanding the work of dramatists and stagecraft; using literary terminology.</p> <p><u>Writing:</u> formal expository; imaginative writing (inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>Goodnight Mr Tom by Michelle Magorian</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing (inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p><b>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman</b></p> <p>Same descriptors apply as above for main unit.</p>	<p><b>Goodnight Mr Tom by Michelle Magorian</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p><u>Writing:</u> formal expository; imaginative writing (inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p><b>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman</b></p> <p>Same descriptors apply as above for main unit.</p>	<p><b>Classic Literature</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer’s purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons.</p> <p><u>Writing:</u> formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>A Monster Calls by Patrick Ness</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation; understanding the work of dramatists and stagecraft.</p> <p><u>Writing:</u> formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p><b>Alternative unit for lower ability pupils: Wonder by RJ Palachio</b></p> <p>Same descriptors apply as above for main unit.</p>	<p><b>Complete Term 5 – A Monster Calls</b></p> <p><b>Extension unit: Discussion and Debate - Spoken Language Unit</b></p> <p>KS3 National Curriculum links:</p> <p><u>Spoken Language:</u> using Standard English; communicating in formal/ informal contexts; in-class discussion and debate; giving short speeches and presentations; expressing own ideas and views; speaking with relevance and concision; participating in structured talks; summarising verbally; building on other’s contributions; notes for talks and presentations; recognising the difference between the written and spoken word.</p>

		<p><b>Extension unit: Wilfred Owen's World War One poetry</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (inc. figurative); studying plot, setting and characterisation; using literary terminology.</p> <p><u>Writing:</u> summary/precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices.</p>	<p><b>Extension unit: Wilfred Owen's World War One poetry</b></p> <p>KS3 National Curriculum links:</p> <p><u>Reading:</u> seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (inc. figurative); studying plot, setting and characterisation; using literary terminology.</p> <p><u>Writing:</u> summary/precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices.</p>			
<b>Maths</b>	<p><u>Applying Calculation Skills</u></p> <p>Pupils will develop their calculation skills, rounding their answers as appropriate. They will learn about BIDMAS and how this relates to scientific and basic calculators, extending to developing knowledge of powers and roots. Throughout year 9, pupils may get the opportunity to be a 'Maths Mentor'</p>	<p><u>Using Unknowns</u></p> <p>Pupils will develop their skills in solving problems involving unknowns, such as missing parts of number sentences; writing algebraic expressions; substituting and solving equations; finding unknowns in time problems (e.g. the start time) and finding missing dimensions in area and volume problems. Pupils may learn about</p>	<p><u>Scales &amp; Scaling</u></p> <p>Pupils will learn about the connections between scaling and multiplication/division. Pupils will apply this to topics such as enlargement; proportion; using maps and decimals. Pupils will learn about scale ratios, and apply this to ratio problems, beginning with concrete and pictorial problems and extending to using</p>	<p><u>Calculating with Fractions</u></p> <p>Pupils will develop skills in calculating with fractions, decimals and percentages. They will learn to relate this with their knowledge of units of measures. More proficient pupils will extend their knowledge of probability.</p>	<p><u>Algebra &amp; Algebraic Graphs</u></p> <p>Pupils will learn about sequences and relate this to linear graphs. Pupils will also develop their understanding and skills with negative numbers; co-ordinates; substitution and conversion graphs.</p>	<p><u>Number &amp; Algebra in Geometry</u></p> <p>Pupils will learn about the relationship between the diameter and the circumference of a circle (<math>\pi</math>) and begin to find the circumference, and possibly the area, of a circle. Pupils will develop their understanding of 2D shapes and their angle properties. Pupils will learn about constructing shapes accurately. Pupils</p>

	for a term: supporting primary pupils with their learning in Maths. This structured intervention is designed to build confidence, encourage Maths talk and develop reasoning.	Pythagoras' theorem and find missing numbers in associated right-angled triangles.	ratio within abstract problems.			demonstrating proficiency in these skills may learn about the tangent, then sine and cosine ratios in trigonometry.
<b>World Beliefs</b>	<p><b>Tolerance Morals and rules</b></p> <p>What Is stereotyping?</p> <p>Understand the meanings of prejudice and discrimination.</p> <p>Why do people suffer? Multi-cultural UK and rights and responsibilities.</p> <p>Start to explore extremism.</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>Identify India and be familiar with India on the globe.</p> <p>To know facts and culture of India and Henna designs.</p> <p>Understand what Karma is and explore how Hindus worship in the Mandir.</p>	<p><b>Buddhist's beliefs</b></p> <p>Explore the four noble truths in detail.</p> <p>To know Buddha's enlightenment and What is the eighth fold path.</p> <p>Take part and experience Meditation and well-being ideas.</p>	<p>What it means to be <b>Jewish</b></p> <p>Understand why Jewish people and young people celebrate and have Bar and Bat Mitzvahs.</p> <p>Recognise a synagogue and identify items inside of a synagogue.</p>	<p><b>Muslims</b> and their traditions.</p> <p>What is Ramadan and the Sawm (the fourth Pillar).</p> <p>Who was Muhammed?</p> <p>What does the Quran actually say and have a greater understanding of the Quran and the Hadith.</p>	<p>The nature of <b>Christians</b></p> <p>What is the Trinity?</p> <p>Understand the relationships between people and the Trinity and the nature of God.</p> <p>Revisit the church and who was Jesus.</p> <p>Start to look at the Bible and Jesus's miracles.</p>
<b>Science</b>	<p><b>Genetics and Evolution (9A)/ GCSE Bio topic 1)</b></p> <p>This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.</p>	<p><b>Forces and Motion (9I)/ GCSE Physics Topic 1)</b></p> <p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p>	<p><b>C1/C2 States of matter, atomic structure, periodic table and bonding</b></p> <p>Pupils will look at the atom and investigate the information that the periodic table will tell us. They will go on to look at the different types of bonding.</p>	<p><b>Plants (9B/GCSE Bio topic 3 Plants and Plant structures)</b></p> <p>This unit looks at photosynthesis and aerobic respiration in plants in more detail, and then considers plant adaptations. The products we get from plants are then looked at, before studying farming methods and their problems.</p>	<p><b>Reactivity (9F)</b></p> <p>This unit looks metals, physical changes and gas pressure and then the reactivity series and a chemical method of preventing rusting are covered. Exothermic and endothermic reactions are introduced, followed by displacement reactions. The method of extraction of a metal is related to its position in the reactivity series.</p>	<p><b>Waves and the electromagnetic spectrum (GCSE physics topic 2)</b></p> <p>Pupils will look at waves, the properties of them and how to calculate speed. Pupils will then go onto the electromagnetic spectrum and study their properties and uses</p>

					Calculation of percentage change is related to oxidation and thermal decomposition reactions	
<p><b>P.E.</b></p> <p>This is an overview of the PE programme of study but there be small variations on the timing of each topic</p>	<p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils</p> <p><b>Basketball:</b> Recap of skills learnt previously and more complex techniques added e.g. lay-up and guarding</p> <p><b>Handball:</b> Recap any previous skills learnt and move onto more complex techniques and game play.</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b>Hockey:</b> Recap any previous skills learnt and move onto more complex techniques and game play.</p>	<p><b>Survival (OAA):</b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b>Handball:</b> Recap any previous skills learnt and move onto more complex techniques and game play.</p> <p><b>Basketball:</b> Recap of skills learnt previously, and more complex techniques added e.g. set shot and guarding</p> <p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils</p> <p><b>Volleyball:</b> Introduction into the basic skills and techniques of Volleyball (Dig, Set and Spike)</p>	<p><b>Football:</b> Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils</p> <p><b>Dance:</b> Performing a range of dance styles and forms using a variety of techniques</p> <p><b>Lower Grange Farm:</b> Safety procedures and techniques required for a variety of Outdoor Adventurous Activities including Rock Climbing, Caving and Segway</p> <p><b>Rugby:</b> Recap of skills learnt previously and more complex techniques and rules.</p>	<p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p> <p><b>Health Based Fitness:</b> A range of activities that aim to improve general fitness of pupils</p> <p><b>Dance:</b> Performing a range of dance styles and forms using a variety of techniques</p> <p>Acquisition of basic skills. Control using a variety of body parts and understanding of basic techniques</p> <p><b>Table Tennis:</b> Introduction into the techniques and control required to play a variety of games including singles and doubles.</p>	<p><b>Rounders/Softball</b></p> <p>Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p><b>Athletics:</b> Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce an accomplished performance</p> <p><b>Cricket:</b> Develop skills in Cricket, such as, fielding batting and bowling</p> <p><b>Survival (OAA):</b> Outdoor team games, map reading and orientation at Shorne Country Park, Penenden Heath and Mote Park</p> <p><b>Badminton:</b> Recap of skills learnt previously and more complex techniques and rules.</p>	<p><b>Lower Grange Farm:</b></p> <p>Safety procedures and techniques required for a variety of Outdoor Adventurous Activities including Rock Climbing, Caving and Segway</p> <p><b>Athletics:</b> Track and Field events extended, focus on improving techniques. Focus on pupils combining and linking skills to produce an accomplished performance</p> <p><b>Cricket:</b> Develop skills in Cricket, such as, fielding batting and bowling</p> <p><b>Rounders/Softball</b></p> <p>Develop skills in Rounders/Softball such as, fielding, batting and bowling</p> <p><b>Tennis:</b> Recap of skills learnt previously and more complex techniques and rules.</p>

<p><b>Drama</b></p>	<p><b>History of Theatre</b> (Melodrama/Commedia) <b>Unit Aims</b> To explore Theatre History and learn to identify some key features in Commedia/Melodrama <b>SMSC</b> To use their understanding of theatre history to enable them to identify and interpret key ideas in modern drama/media</p>	<p><b>Refugees</b> <b>Unit Aims</b> Students will understand the difficulties and struggles of a refugee and an asylum seeker. <b>SMSC</b> Awareness of worldwide struggles Community awareness Tolerance. Language barriers</p>	<p><b>Fairytale</b> <b>Unit Aims</b> To explore fairytales and how these can be changed and manipulated to suit different themes. Students will learn about characters and adaptation. <b>SMSC</b> Focus on developing an understanding on morals, both in life and in storytelling and how these morals can change as the drama changes.</p>	<p><b>Devising</b> <b>Unit Aims</b> To explore using drama techniques to help us devise from a stimulus. Development of devising skills <b>SMSC</b> Developing an understanding and tolerance of different people and situations. To think about reasons and ways people might isolate themselves.</p>	<p><b>Macbeth</b> <b>Unit Aims</b> To give students an insight and love of Shakespeare, this unit also embed learning from English <b>SMSC</b> Understanding of right and wrong Exploration of revenge History and British values through story and language</p>	<p><b>Soap opera</b> <b>Unit Aims</b> To explore conventions in a key genre in modern culture. To develop skills in characterisation <b>SMSC</b> To explore key issues in modern life and explore the ways the media presents them. To work together on an extended group project</p>
<p><b>D and T</b></p>	<p><b>Aesthetic Product Group A</b> Designing and making a clock based on self-portraits studied in art including 2d design and CAD/CAM. Modelling and testing and evaluation.</p>	<p><b>Aesthetic Product Group B</b> Designing and making a clock based on self-portraits studied in art including 2d design and CAD/CAM. Modelling and testing and evaluation.</p>	<p><b>Textile Printing Group A</b> Urban landscape inspired designing and printing using CAD and Sublimation ink printing.</p>	<p><b>Textile Printing Group B</b> Urban landscape inspired designing and printing using CAD and Sublimation ink printing.</p>	<p><b>Containing Product Group A</b> Designing and making a product to contain personal items Including product analysis, target market and specification.</p>	<p><b>Containing Product Group A</b> Designing and making a product to contain personal items Including product analysis, target market and specification.</p>
<p><b>PSHE</b> <b>Citizenship</b></p>	<p>Understanding different careers and future aspirations</p> <p>Careers Evening</p> <p>British Heart Foundation restart a heart day</p>	<p>Peer influence, healthy and unhealthy relationships assertiveness and risk, gang crime.</p> <p>Magistrate Workshop</p>	<p>Families and parenting conflict, resolution and the dangers of running away from home</p> <p>Managing change and loss</p>	<p>Managing peer pressure Assessing the risks of drug and alcohol abuse. Lifestyle balance, diets, exercise and healthy choices.</p> <p>First aid</p>	<p>Revisiting relationships and sex education including healthy relationships contraception and consent</p>	<p>Tackling racism, homophobia, transphobia, sexism and religious discrimination</p>

<p><b>Music</b></p>	<p><b>Minimalism</b></p> <p>- Classical</p> <p>- 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.</p>	<p><b>Club Dance Music /Seasonal Focus</b></p> <p>- Music Technology</p> <p>- 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.</p>	<p><b>Samba Music Cont'd</b></p> <p>- World Music</p> <p>- 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.</p>	<p><b>The Blues</b></p> <p>- Jazz/Blues</p> <p>- 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.</p>	<p><b>Live Lounge Part 1</b></p> <p>- Contemporary</p> <p>- 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.</p>	<p><b>Film Music</b></p> <p>- Programme Music</p> <p>- Throughout the unit pupils will listen and appraise various pieces of music from films and will discuss how they suit the films they've been written for. Pupils will perform film music from different composers individually, in groups and as a class in order to experience playing the different compositional techniques. Pupils will apply these techniques to compose music for a film clip which reflects different moods/emotions/actions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical elements to enhance a story/film.</p>
<p><b>Computing</b></p>	<p><b><u>Using Computers safely 6</u></b></p> <p>Overview: Looking at how we use online services to collaborate. Using services like chat, wikis and email. How do we stay safe in these environments?</p>	<p><b><u>3D Design - Sketch up</u></b></p> <p>Overview: CAD Investigating new software – Sketchup, pupils will be introduced to the concept of CAD (Computer Aided Design). Small items will be</p>	<p><b><u>Presentation 3 - Web design</u></b></p> <p>Overview: Learning about how we build websites and the core elements that make up a good webpage.</p>	<p><b><u>Data 3 - Databases</u></b></p> <p>Overview: Building on previous knowledge of data. Moving onto how we can now manipulate and use data with Databases and why and when this is a better use</p>	<p><b><u>Animation 4 – Advanced animating</u></b></p> <p>Overview: Building on previous knowledge of animation principles students will be using animation software to animate using stop frame</p>	<p><b><u>DTP 3 – Advanced Publisher skills</u></b></p> <p>Overview: Drawing together many of the key skills of DTP and Publisher then moving onto more advanced skills:</p>

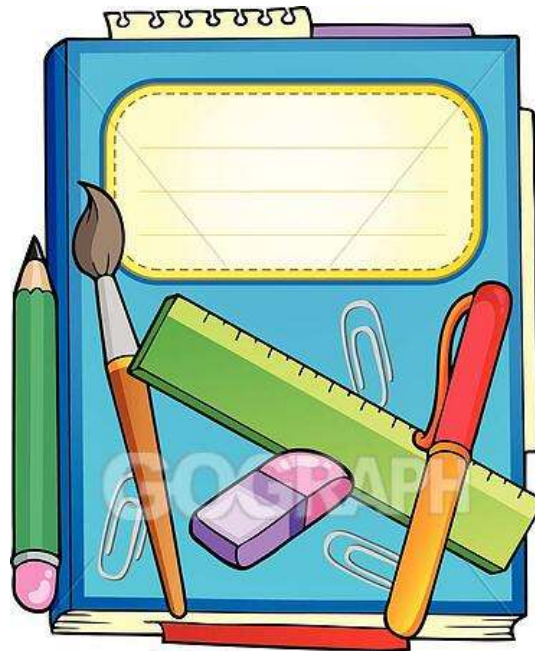
	<p><b>Online services</b> How do we use wikis and chat to communicate? What are the similarities and differences? When do we use the different services and why?</p> <p><b>Emails</b> Re capping previous knowledge of emails. Consolidating these skills and learning more advanced ones like using the address book, sending to groups and organising your inbox using rules. Again highlighting how to stay safe. Free cam</p> <p>This will link in with the school's online safety and acceptable use policy. All pupils will be introduced to a child speak version of this policy and the content of this will be referred to within lessons.</p>	<p>created to learn the basic skills before a large planned project is undertaken to build a 3D home within the set criteria of Plan-Create-evaluate cycle - Why do we need to plan? Why do we need to evaluate and keep track of our progress? This cycle is used for most digital artefacts and is useful to collate ideas and understand what is needed to complete a project and if the criteria has been successfully achieved.</p> <p><b><u>New Ways of Working</u></b> Students will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration.</p>	<p><b>Learning WebPlus</b> Looking at key skills to enable the creation of websites in WebPlus.</p> <p><b>Planning Digital artefacts</b> How to plan a website and the use of design templates and storyboards in that process. Using criteria and why it is important.</p>	<p>compared to spreadsheets.</p> <p><b>Database skills</b> Creating a database and understanding fields, key fields and records. Creating tables, forms, reports and queries. Using databases to answer questions and query the data held.</p>	<p>and key frame. Students will also be Learning tools to create custom objects to animate.</p> <p><b>Stopframe Animation</b> Recapping on what exactly stop frame animation is and how it works. How can it be achieved using computers? Looking at onion skinning and its purpose.</p> <p><b>Keyframe Animation</b> Looking at the key difference between stop frame and key frame and when we would use them. Learning skills such as Tweening, Key frames, timing, layers and manipulating animation paths</p> <p><b>Vector drawing</b> Investigating and learning how to use computers to create vector drawings. What are the advantages to vectors</p> <p><b>3D Animation</b> Pupils will be exposed to using Blender for creating a simple 3D animation.</p>	<p>Such as Headers and footers, pagination, style sheets and master pages, key techniques, formatting, layout and white space.</p> <p><b><u>Consolidation of Software Skills used for Business</u></b> This final mini-project will draw together many of the skills learnt using office software which the pupils have been exposed to at Key Stage 3. This will form an introduction of what the pupils will expect from units and qualifications at Key Stage 4 in which several pieces of software are used in a given scenario.</p>
<b>Art</b>	Identity Theme Learning about facial proportions, techniques for recording features, experimental	Identity Theme Learning about facial proportions, techniques for recording features, experimental	Introduction to ways of working by studying artists' portraiture work, developing research skills	Introduction to ways of working by studying artists' portraiture work, developing research skills	Create a self-portrait that tells us a little about who you are, the things and people that are	Create a self-portrait that tells us a little about who you are, the things and people that are



	drawing techniques including blind drawing, experimental drawing and contour line drawing	drawing techniques including blind drawing, experimental drawing and contour line drawing	by finding out information about artists' work and writing an appreciation of basic concepts and techniques.	by finding out information about artists' work and writing an appreciation of basic concepts and techniques.	important to you and where you live.	important to you and where you live.
<b>Food Tech</b>	Learning to cook independently from a recipe.	Learning to cook independently from a recipe.	Cooking meals on a budget.	Cooking meals on a budget.	Improving and advancing cooking skills.  Preparing and cooking meals for others	Improving and advancing cooking skills.  Preparing and cooking meals for others
<b>Global Learning</b>	<b>ELC Unit 1: Medicine and Health through time</b>		<b>ELC Unit 2: Changing trends in tourism</b>		<b>#POTUS</b> USA in the 20 <sup>th</sup> and 21 <sup>st</sup> century; landform features including glaciation, rivers and coasts	
<b>Global Learning - MFL</b>	<b>Using French to discuss work</b>  School Subjects Likes/Dislikes Describing Teavhers	<b>Using French to discuss work</b>  School Plan Routines Job	<b>Being a tourist in a French speaking country</b>  Tourist Attractions Transport Accommodation Souvenirs	<b>Being a tourist in a French speaking country</b>  Booking Tickets Booking Accommodation Positives/Negatives of Destination	<b>Qu'est-ce que tu veux faire?</b>  Future plans Environment	<b>Escapades</b>  Making holiday plans Le Tour de France Fête Nationale project
<b>Vocational</b>	<b>Group A</b>  Forest School  <b>Group B</b>  Options based:  1) Public Services: • Forensics and crime scenes • Police officer visit – Q&A • Interrogation vs Investigation • Dog handling • Prisons and crime punishment	<b>Group A</b>  Options based:  1) Public services (JOS) • Forensics and crime scenes • Police officer visit – Q&A • Interrogation vs investigation • Dog handling • Prisons and crime punishment  2) Creative Media and Art • Photography	<b>Group A</b>  Forest School  <b>Group B</b>  Options based:  1) Animal Care • Canine management/ training • Rehoming and dog adoption • Dog walking • RSPCA charity work  2) Home Economics • Decoupage	<b>Group A</b>  Options based:  1) Animal Care • Canine management • Rehoming and dog adoption • Dog walking • RSPCA charity work  Home Economics: • Decoupage • Sewing • Cooking (fruit picking – jams and pies) • Gardening	<b>Group A</b>  Forest School  <b>Group B</b>  Options based:  1) Water Sports (MStevens/ MSteer/ KWiley) • Scuba diving • Snorkelling • Kayaking • Fishing/ angling  2) Outdoor Adventure • Orienteering • Outdoor Pursuit	<b>Group A</b>  Options based:  3) Water Sports • Scuba diving • Snorkelling • Kayaking • Fishing/ angling  4) Outdoor Adventure • Orienteering • Climbing • Cycling • Fossil/ bone hunting  <b>Group B</b> Forest School

	<p>2) Creative Media and Art:</p> <ul style="list-style-type: none"> <li>• Photography</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Media and Virtual Reality</li> <li>• Journalism</li> <li>• Art – drawing</li> </ul> <p><b>Group B</b> Forest School</p>	<ul style="list-style-type: none"> <li>• Sewing</li> <li>• Cooking (fruit picking – jams and pies)</li> <li>• Gardening</li> </ul>	<p><b>Group B</b> Forest School</p>	<ul style="list-style-type: none"> <li>• Climbing</li> <li>• Cycling</li> <li>• Fossil/ bone hunting</li> </ul>	
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# Curriculum Plan IMPACTS



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Squirrels IMPACTS (Key Stage 2) The Curriculum Map

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

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

	<b>Term 1 (8 Weeks)</b>	<b>Term 2 (7 weeks)</b>	<b>Term 3 (6 weeks)</b>	<b>Term 4 (6 weeks)</b>	<b>Term 5 (6 weeks)</b>	<b>Term 6 (6 ½ weeks)</b>
English	<p>Reading: Begin to retrieve and infer information from a text. Discuss the sequence of events in books and how they are related. Applies phonic knowledge and other skills to decode words. Can understand the significance of the title and events and can explain what has been read to them. Discusses word meanings Recognises simple literary language in stories. Participates in discussion about the texts that has been shared with them.</p> <p>Writing: AO5 Contributes ideas using visual prompts. Uses appropriate vocabulary to describe a picture.</p>	<p>Rose Blanche by</p> <p>Focus: Remembrance</p> <p>Reading: Begin to retrieve and infer information from a text. Discuss the sequence of events in books and how they are related. Applies phonic knowledge and other skills to decode words. Can understand the significance of the title and events and can explain what has been read to them. Discusses word meanings Recognises simple literary language in stories. Participates in discussion about the texts that has been shared with them.</p> <p>Writing:</p>	<p>Scott of the Antarctic Non fiction</p> <p>Focus: Winter/Ice</p> <p>Reading: Begin to predict based on understanding of texts. To discuss their understanding and meanings of words in context. Checks text makes sense to them as they read and correct mistakes. Build on inference and deduction skills. Discuss the sequence of events in a books in increasing detail. Identify how language used contributes to meaning. Know that non-fiction books are structured in a different way.</p> <p>Writing:</p>	<p>The Great Chocoplot by Roberto Innocenti and Ian McEwan Focus: Easter Reading: Begin to predict based on understanding of texts. To discuss their understanding and meanings of words in context. Checks text makes sense to them as they read and correct mistakes. Build on inference and deduction skills. Discuss the sequence of events in a books in increasing detail and longer length books. Identify how language used contributes to meaning. Actively participates in discussion about the texts shared.</p> <p>Writing: AO5</p>	<p>Greta and the Giants by Zoe Tucker and Zoe Persico Focus: Activism Reading: Prepare texts to read aloud or perform using intonation, tone, volume and action. Retrieve, infer, record and present information and make predictions. Use knowledge of similar words to read aloud and to understand the meaning of new words they meet. Discuss how words and phrases capture the reader’s interest and imagination. Begin to identify simple themes within a text. Actively participates in discussion about the texts shared.</p> <p>Writing: AO5</p>	<p>Flotsam by David Weisner Focus: Seaside/Summer</p> <p>Reading: Prepare texts to read aloud or perform using intonation, tone, volume and action. Retrieve, infer, record and present information and make predictions. Use knowledge of similar words to read aloud and to understand the meaning of new words they meet. Discuss how words and phrases capture the reader’s interest and imagination. Begin to identify simple themes within a text. Actively participates in discussion about the texts shared.</p> <p>Writing: AO5</p>

<p>Composes a sentence orally before writing it. Writes key words for a purpose Leaves spaces between words. Sequences sentences to form a short narrative. AO6 Uses a capital I for the personal pronoun. Uses capital letters and full stops to start and end a sentence. Applies phonetic knowledge in writing and spelling. Uses the regular past tense of verbs –ed, -ing Can use adjectives to describe. Listen to, discuss and express views about a wide range of stories beyond the level they can read independently. Recognises simple literary language. Discuss and clarify the meaning of words Make inferences on the basis of what is being said and done. Predicting what will happen next on the basis of what has been read do far. Segment words into phonemes and represent these by graphemes – spelling some correctly.</p>	<p>AO5 Contributes ideas using visual prompts. Uses appropriate vocabulary to describe a picture. Composes a sentence orally before writing it. Writes key words for a purpose Leaves spaces between words. Sequences sentences to form a short narrative. AO6 Uses a capital I for the personal pronoun. Uses capital letters and full stops to start and end a sentence. Applies phonetic knowledge in writing and spelling. Uses the regular past tense of verbs –ed, -ing Can use adjectives to describe. Listen to, discuss and express views about a wide range of stories beyond the level they can read independently. Recognises simple literary language. Discuss and clarify the meaning of words Make inferences on the basis of what is being said and done. Predicting what will happen next on the basis</p>	<p>AO5 Writes capital letters of the same size, orientation and relationship to one another and to lower case letters. Begins to use a range of writing genres. Can use a plan to order writing. Can use simple connectives/conjunctions to link ideas.  AO6 Can use question marks and exclamation marks with a degree of accuracy. Can write from memory simple sentences dictated by an adult. Shows understanding of simple prefixes e.g. un- Begin to understand and use adverbs. Listen to and discuss a wide range of fiction and begin to identify themes within these. Discuss words and phrases that capture the reader’s interest and imagination. Ask questions to improve their understanding. Infer characters’ feelings, thoughts and motives from their actions. Identify the main ideas from a paragraph.</p>	<p>Writes capital letters of the same size, orientation and relationship to one another and to lower case letters. Begins to use a range of writing genres. Can use a plan to order writing. Can use simple connectives/conjunctions to link ideas.  AO6 Can use question marks and exclamation marks with a degree of accuracy. Can write from memory simple sentences dictated by an adult. Shows understanding of simple prefixes e.g. un- Begin to understand and use adverbs. Listen to and discuss a wide range of fiction and begin to identify themes within these. Discuss words and phrases that capture the reader’s interest and imagination. Ask questions to improve their understanding. Infer characters’ feelings, thoughts and motives from their actions. Identify the main ideas from a paragraph. Create settings, characters and plot.</p>	<p>Can write legibly with letters of consistent size and orientation. Can use verbs accurately in a range of genres. Begins to paragraphs to group ideas. Can use headings and subheadings.  AO6 Applies simple spelling rules and guidance. Can use a range of openers for effect. Can use inverted commas. Can use apostrophes for contraction. Can use a pronoun. Use their knowledge of root words, prefixes, suffixes to read aloud and understand the meaning of new words. Prepare work to read aloud and perform showing understanding of intonation, tone, pace and volume. Check that the text makes sense to them, discussing words in context. Participate in discussion about books both that are read to them or they have read themselves. Organise paragraphs around a theme. Build a rich and varied vocabulary and a range of sentence structures.</p>	<p>Can write legibly with letters of consistent size and orientation. Can use verbs accurately in a range of genres. Begins to paragraphs to group ideas. Can use headings and subheadings.  AO6 Applies simple spelling rules and guidance. Can use a range of openers for effect. Can use inverted commas. Can use apostrophes for contraction. Can use a pronoun. Use their knowledge of root words, prefixes, suffixes to read aloud and understand the meaning of new words. Prepare work to read aloud and perform showing understanding of intonation, tone, pace and volume. Check that the text makes sense to them, discussing words in context. Participate in discussion about books both that are read to them or they have read themselves. Organise paragraphs around a theme. Build a rich and varied vocabulary and a range of sentence structures.</p>	<p>Can write legibly with letters of consistent size and orientation. Can use verbs accurately in a range of genres. Begins to paragraphs to group ideas. Can use headings and subheadings.  AO6 Applies simple spelling rules and guidance. Can use a range of openers for effect. Can use inverted commas. Can use apostrophes for contraction. Can use a pronoun. Use their knowledge of root words, prefixes, suffixes to read aloud and understand the meaning of new words. Prepare work to read aloud and perform showing understanding of intonation, tone, pace and volume. Check that the text makes sense to them, discussing words in context. Participate in discussion about books both that are read to them or they have read themselves. Organise paragraphs around a theme. Build a rich and varied vocabulary and a range of sentence structures.</p>
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	<p>Learn to spell common exception words. Use past and present tense correctly. Use noun phrases. Use capital letters and full stops accurately moving onto question marks and exclamation marks.</p>	<p>of what has been read do far. Segment words into phonemes and represent these by graphemes – spelling some correctly. Learn to spell common exception words. Use past and present tense correctly. Use noun phrases. Use capital letters and full stops accurately moving onto question marks and exclamation marks.</p>	<p>Create settings, characters and plot. Use simple organisational devices. Use phonetically plausible attempts at spelling unknown words. Use conjunctions to extend sentences. Use adverbs to express time and cause. Write from memory simple sentences that the adult has dictated.</p>	<p>Use simple organisational devices. Use phonetically plausible attempts at spelling unknown words. Use conjunctions to extend sentences. Use adverbs to express time and cause. Write from memory simple sentences that the adult has dictated.</p>	<p>Discuss and record ideas about a range of topics. Read aloud their own writing to a small group. Use and punctuate direct speech.</p>	<p>Discuss and record ideas about a range of topics. Read aloud their own writing to a small group. Use and punctuate direct speech.</p>
Maths	<p>Unit 1: Measuring Length in centimetres Pupils will practise measuring lengths with a ruler and a tape measure. They will use rulers, as a number line, to build their understanding of the position and order of numbers. Some pupils may be extended to investigate the perimeter of shapes.</p> <p>Unit 2: Coins and Notes Pupils will learn about counting coins and then notes. They will explore the value of each coin, developing their understanding of what sorts of things different combinations of coins can</p>	<p>Unit 1: Partitioning numbers Pupils will learn about separating numbers of increasing size. Resources may include part-whole models; base 10; Numicon; packets of 10 objects (e.g. straws or pencils), etc. Some pupils may be extended to partition decimal numbers.</p> <p>Unit 2: Measuring lengths in different units Pupils will connect their understanding of partitioning numbers with their understanding of measuring length in centimetres. They will learn and develop their skills at measuring in metres, centimetres and (if appropriate) mm and km. Some pupils may</p>	<p>Unit 1: Dates &amp; Calendars Pupils will learn about dates and calendars, including writing the date and (where appropriate) memorising their dates of birth and similarly important dates. Pupils will develop their skills at using a calendar and solving time problems.</p> <p>Unit 2: Estimating &amp; rounding. Pupils will develop their numberline skills from earlier measurement units and use them to round and estimate numbers. Some pupils may continue making representations of one and two digit numbers. Others could be extended</p>	<p>Unit 1: Fractions Pupils will develop their understanding of fractions as a part of a whole shape and amount. Some pupils will also develop their understanding of fractions as a number placed on a number-line.</p> <p>Unit 2: Shape Pupils will develop their understanding of shape and the language of shape. They will be naming shapes and investigating their properties. Some pupils may investigate angles found in shapes.</p> <p>Unit 3: Core Skills – Counting in groups/multiplication as repeated addition</p>	<p>Unit 1: Position, direction, angles and co-ordinates Pupils will develop language of position and direction. They will use maps to give and receive directions. Pupils will develop their knowledge of angles. Some pupils may learn about reading and plotting co-ordinates.</p> <p>Unit 2: Addition and Subtraction Pupils will continue to develop their skills with addition and subtraction. They will be consolidating their understanding and using it to solve problems. Pupils with relative strengths in both addition and subtraction will work on their multiplication skills,</p>	<p>Unit 1: Statistics Pupils will develop their statistical skills through planning, conducting and reviewing investigations using the data handling cycle. They will develop skills reading, designing and completing data collection tables and graphs to present their findings.</p> <p>Unit 2: Personal finance Pupils will develop knowledge about budgeting and saving money through practical investigations. Most pupils will practise and further develop their addition and subtraction skills in this unit. Some pupils may learn about or develop their knowledge in percentages.</p>

	<p>buy. Pupils will learn about the connection between counting amounts of the same coin, and counting in times tables.</p> <p>Unit 3: Core skills – Addition and subtraction (focus on mental methods)</p> <p>Pupils will develop their addition and subtraction skills, including memorising number facts and using derived facts, through games, problem solving, skills practise, online resources (e.g. Sumdog &amp; Numbots) and through planned intervention.</p>	<p>practise converting metric units of measure.</p> <p>Unit 3: Core skills – Addition and subtraction (focus on written methods)</p> <p>Pupils will further develop written methods in addition and subtraction through games, problem solving, skills practise, online resources (e.g. Sumdog &amp; Numbots) and through planned intervention.</p> <p>Unit 4: Temperature</p> <p>Pupils will learn to read a thermometer and interpret the temperature. Some pupils may learn about negative numbers.</p>	<p>through rounding larger numbers.</p> <p>Unit 3: Core Skills – Time</p> <p>Pupils will develop their skills at reading and setting the time through games, problem solving, skills practise, online resources (e.g. Sumdog) and through planned intervention.</p>	<p>Pupils will develop their counting skills (e.g. counting in 2s, 3s, 5s, 10s, 25s, 50s, 100s, etc.) through games, problem solving, skills practise, online resources (e.g. Sumdog) and through planned intervention.</p>	<p>including using written methods.</p> <p>Unit 3: Core Skills – Multiplication</p> <p>Pupils will develop their multiplication skills through games, problem solving, skills practise, online resources (e.g. Sumdog and Times Table Rockstars) and through planned intervention.</p>	<p>Unit 3: Core Skills – Division</p> <p>Pupils will develop their division skills through games, problem solving, skills practise, online resources (e.g. Sumdog and Times Table Rockstars) and through planned intervention.</p> <p>Unit 4: Weight &amp; Capacity</p> <p>Pupils will measure weight and capacity. They will learn about units of measure used with weight and capacity and develop confidence at measuring. Some pupils may work at converting between metric units of measure.</p>
Science	<p>All about me</p> <p>Reproduction, Genetics and Variation</p> <p>Pupils will revisit cells and reproduction to form the basis of understanding where they come from and what makes them the same and different from others before looking at how living things change over many millions of years.</p>		<p>Looking after my community</p> <p>Ecosystems, habitats and the environment</p> <p>Pupils will learn about different ecosystems and the animals that live there, how to look after the environment and the impact that they have on the planet.</p>		<p>My place in the Universe</p> <p>Earth science and the solar system.</p> <p>Pupils will learn about the structure of the Earth and some natural disasters before looking at the solar system, how they investigate space and what else is in the Universe.</p>	
Computing	<p>E-Safety – Pupils will be reminded of what SMART Rules and cyberbullying are. We will look at terminology relating to e-safety and potential dangers in being online. Throughout there will be</p>	<p>Term 2</p> <p>Effective searching on the internet – Pupils will be taught how to do keyword searching and how to use Boolean operators</p>	<p>Term 3</p> <p>Health and Safety at a computer – Pupils will be taught about health and safety when using computers.</p>	<p>Using spreadsheets – Pupils will be taught how to use formulae and functions within a spreadsheet. How to change the appearance of this to be more readable through formatting and</p>	<p>Creating digital artefacts</p> <p>Through a given scenario pupil will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The</p>	<p>CAD (Investigating new software)</p> <p>Using Google Sketchup, pupils will be introduced to the concept of CAD (Computer Aided Design). Small items will be created to learn the basic</p>

	<p>an emphasis on how to remain safe.</p> <p>File management – Pupils will learn how to manage files and folders, how to name, sort into order and more.</p> <p>Using email – Pupils will be taught what email etiquette is and how to compose emails, send, forward and reply to messages. Advanced skills will be covered</p>	<p>Using a word processor to create documents Pupils will be looking at the features of MS Word in depth, how to format documents and include content other than text.</p> <p>New ways of working – using Microsoft TEAMS and cloud storage</p>	<p>Websites using web development software – Pupils will be taught how to create a simple website on a given theme.</p>	<p>how to present data through graphs and charts.</p>	<p>unit will consolidate their learning of word processing, presentation, DTP software and using the internet from previous units and further develop upon skills already learnt.</p>	<p>skills before a large planned project is undertaken to build a 3D home within the set criteria of Plan-Create-evaluate cycle - Why do we need to plan? Why do we need to evaluate and keep track of our progress? This cycle is used for most digital artefacts and is useful to collate ideas and understand what is needed to complete a project and if the criteria has been successfully achieved.</p>
<p>Topic Links <i>History</i> <i>Geography</i> <i>Art</i> <i>DT</i></p>						
<p>PSHE</p>	<p>Ourselves: All about me: My likes and dislikes. Getting to know mentor group and form group&gt; My place in the world – belonging circle. Identifying important people in my life. My favourite space. Feeling safe. Identifying safe spaces Where do I feel safe and comfortable? Macmillan coffee morning</p>	<p>Ourselves: Personal hygiene. The importance of personal hygiene, managing puberty. Healthy eating. Identify and prepare healthy meals. Getting enough sleep the importance of sleep and how to make it happen. My place in the world – school and family Setting personal targets. Identify what I want to achieve and with support explore ways to achieve.</p>	<p>Community: What makes a good friend? Identify qualities and skills that make someone a good friend. What is in our community? Shops and services. Describe our local school community and own local community. Improving our school community. Explore different ideas for improving our community.</p>	<p>Community: What makes a good friend? Show how I can be a good friend. Finding and making friends. Knowing the difference between physical friends and virtual friends – online safety. What is in our community? Shops and services. using local shops and services. Belonging to a community. Why is community important?</p>	<p>Out and about: Grow your own. What can I grow and where can I grow it? Using gardening equipment safely. Following the allotment rules. Great British bird watch. Attracting wildlife to our outdoor learning area, how and why? Reduce, reuse, recycle. What does this mean? Where and how can we recycle? Where is my nearest charity shop? Following directions. Locals journeys.</p>	<p>Out and about: Grow your own. What do plants need? Using gardening equipment safely. Following the allotment rules. Roles and responsibilities. Making a difference, helping others. Getting ready for adulthood. Personal hygiene and appearance. Becoming more independent in my personal care, looking after my clothes and belongings. Celebrating personal achievements</p>



	Plan and host a charity coffee morning for MacMillan nurses.	Feeling safe where are my safe spaces in school. Keeping myself and others safe.	Setting personal targets. Identify ways to achieve this Roles and responsibilities opportunities to contribute to the wider school community. Taking responsibility for my actions.	How do I get involved in my community?	Road safety. Using crossings and other safety features. Personal hygiene and appearance. Developing good practices.	
RE		(Christian)				
PE						
Music	<b>Pachelbel's Canon</b> - This famous piece of classical music has inspired composers since it's composition from punk rock to gangsta rap and even French spoken word. Pupils will learn different parts of Pachelbel's Canon before experimenting with improvisation over a ground bass. The ideas generated through improvisation will then inform their compositions as they work towards their final piece in small groups. Pupils will explore how effective use of texture and structure can enhance a piece of music.	<b>Music Plus Digital: Ukuleles/Seasonal Focus</b> - The ukulele is a fantastic instrument to facilitate good music making. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students' musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless of any barriers to learning. MusicPlus Digital (MPD) allows children to learn the ukulele in a fun exciting way, allowing more children to learn, whilst addressing and complementing all aspects of the national	<b>African rhythm and Song</b> - In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. They will learn about the way the African continent uses a typical rock band set up and will learn and perform and song in a language called Northern Ndebele.	<b>BBC 10 Pieces</b> - Each year the BBC releases 10 pieces of classical music and resources to allow pupils to access them. The material is always really engaging and there are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released	<b>Music Technology and Live Sound</b> - This unit will explore how to use different pieces of software and online tools to make music using computers and technology. Pupils will also learn how to set up a PA system and to manipulate sounds in real time.	<b>Live Lounge Part 1</b> - 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.

		curriculum. Pupils will also start to learn Christmas songs on a variety of instruments.				
<b>Enrichment Opportunities</b>	Grow you own (outdoor learning area) Exercise and fresh air. Play and leisure. Visit to school allotment. Dynamite gym	Helping in my school community Exercise and fresh air. Play and leisure. Visit to school allotment. Dynamite gym	Visit local shops and facilities. Visit to school farms and garden centres Dynamite gym	Grow your own (outdoor learning area) Visit school allotment. Visits to school farms and garden centres. Dynamite gym	Grow your own (outdoor learning area) Visits to gardens and garden centres. Dynamite gym	Grow your own (outdoor learning area) Visits to gardens and garden centres. Dynamite gym
<b>Linked Provision</b>						

# Curriculum Plan

## Year 10



Year 10 The Curriculum Map 2018-19						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>An Inspector Calls – GCSE pathway and Entry level pathways</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: high quality classic literature; 20<sup>th</sup> century text; English literary heritage; summarising and synthesising information;</p>	<p><b>A Woman in Black by Susan Hill – GCSE and Entry Level Pathway</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: high quality classic literature; 20<sup>th</sup> century text; English literary heritage; summarising and synthesising information; drawing on context to</p>	<p><b>Step Up to English: Component One: Media Campaigns (practice unit) – Entry Level pathway</b></p> <p><b>Introduction to Media – GCSE pathway</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: reading extended non-fiction (media,</p>	<p><b>Of Mice and Men – GCSE pathway</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: high quality classic literature; 20<sup>th</sup> century text; summarising and synthesising information; drawing on context to inform</p>	<p><b>Step up to English: Component One (title of unit TBC) – Entry Level and GCSE pathways (Silver and Gold)</b></p> <p>AQA: Step up to English Assessment Objectives:</p> <p><u>Reading</u> <b>AO1</b>: Read and understand texts. Identify and interpret explicit and</p>	<p><b>Completion of Step up to English unit from Term 5</b></p> <p><b>Stone Cold – Entry Level</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: 21<sup>st</sup> century text; reading for pleasure; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting</p>

<p>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.</p> <p><u>Writing</u>: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><u>*Additional Spoken Language descriptor</u>: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>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.</p> <p><u>Writing</u>: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><u>*Additional Spoken Language descriptor</u>: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>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.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p><u>*Additional Spoken Language descriptors</u>: listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>	<p>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.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><b>Alternate text – The Kite Runner – Entry Level</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: high quality classic literature; 21<sup>st</sup> century text; seminal world literature; summarising and</p>	<p>implicit information and ideas.</p> <p><b>AO2</b>: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p><b>AO3</b>: Compare writers' ideas and perspectives.</p> <p><b>AO4</b>: Evaluate texts and support this with appropriate textual references.</p> <p><u>Writing</u></p> <p><b>AO5</b>: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p><b>AO6</b>: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><u>Spoken Language</u></p> <p><b>AO7</b>: Demonstrate presentation skills.</p> <p><b>AO8</b>: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p>	<p>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.</p> <p><u>Writing</u>: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p><b>GCSE Additional Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow</b></p> <p>KS4 National Curriculum links:</p> <p><u>Reading</u>: 19<sup>th</sup> century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary</p>
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<b>Maths</b>	<p>EL &amp; GCSE: Number &amp; Place Value EL: Pupils will develop and demonstrate their understanding of the place value of numbers and apply this to rounding, ordering and comparison problems; GCSE: Pupils will solve problems with multiples and factors; calculate with BIDMAS; and extend their rounding skills to include rounding with decimal</p>	<p>EL &amp; GCSE: Calculation EL: Pupils will demonstrate their skills in adding, subtracting, multiplying and dividing without a calculator. GCSE: Pupils will develop written methods for addition, subtraction, multiplication and division with whole numbers and decimals. Pupils will develop calculator skills and begin to calculate with powers. Pupils will develop</p>	<p>EL &amp; GCSE: Proportional Reasoning EL: Pupils will develop understanding and skills with simple fractions, finding fractions of amounts, shapes and numbers. Furthermore, pupils will add and subtract fractions with the same denominator and scale quantities using a calculator. GCSE: Pupils will demonstrate increased competence at calculating</p>	<p>EL &amp; GCSE: Money EL: Pupils will demonstrate increased confidence at using coins and notes. They will learn about using decimals in the context of money and explore the rough values of different commonly bought items. GCSE: Pupils will calculate with money, and use language such as credit/debit; turnover/profit. They</p>	<p>EL: Time; GCSE: Algebra EL: Pupils will develop their skills in reading, setting and solve simple problems with time. GCSE: Pupils will learn about distance time calculations and graphs and solve problems related to speed, extending to density and pressure calculations. They will also develop their understanding of algebra, learning about</p>	<p>EL: Measure; GCSE: Geometry &amp; Measure EL: Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units. GCSE: Pupils will build their confidence working with formulae as they learn about finding the area and perimeter of various shapes. Pupils will learn about converting metric and</p>

	places and then significant figures.	their understanding of linear graphs.	with fractions in a variety of contexts, including probability. Pupils will also learn about relating fractions and ratio.	will learn about increasing and decreasing amounts by a percentage; solving proportion problems and calculating interest.	multiplying out brackets and factorising.	imperial units of measure, including using scales and construction.
<b>World Beliefs</b>	<p><b>Tolerance Morals and rules</b></p> <p>To explore and explain the history of discrimination.</p> <p>Have an understanding and view of tolerance and equality.</p> <p>Analyse Cultural appropriation.</p> <p>Identify Human rights.</p> <p>Recognise equality with Religion and sexuality.</p>	<p>Who are <b>Hindus and Sikhs?</b></p> <p>Look at Hindu Art, culture and colour and take part in own Hindu design.</p> <p>Explore reincarnation and have your own ideology of this belief.</p> <p>Look into detail at Ganesh Chaturthi and why he is important to Hindus.</p> <p>Analyse and explore the Guru Granth Sahib.</p>	<p><b>Buddhist's</b> beliefs</p> <p>Revisit the eightfold path and how is it designed to relieve suffering. Look at Buddhists around the world.</p> <p>To know the three marks of existence.</p> <p>Start to look at similarities and differences with Theravada and Mahayana Buddhists.</p> <p>Take part and experience Meditation and well-being activities.</p>	<p>What it means to be <b>Jewish</b></p> <p>Be familiar with Ghettos and the promise Land. Why were Jews persecuted?</p> <p>Look at why Jerusalem is so important to Jews but also to people from all over the world.</p> <p>Explore the history of Judaism.</p>	<p><b>Muslims</b> and their traditions.</p> <p>Recognise the difficulties that being a Muslim could be and the misunderstandings people have.</p> <p>Who is God for Muslims?</p> <p>Explore the Hajj as a pilgrimage to Mecca to see the Ka'bah.</p>	<p>The nature of <b>Christians</b></p> <p>Discover how to read a bible and use the bible code.</p> <p>Explore the many books within the bible.</p> <p>Leadership in church and women in Christianity.</p>
<b>Science</b>	<p><b>KS4 Combined Science C1 States of matter, atomic structure, periodic table and bonding</b></p> <p>Pupils will look at the atom and investigate the information that the periodic table will tell us. They will go on to look at the different types of bonding.</p>	<p><b>KS4 Combined Science B1 Genetics, evolution and co-ordination</b></p> <p>This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.</p>	<p><b>KS4 Combined Science P2 Waves</b></p> <p>Pupils will look at waves, the properties of them and how to calculate speed. Pupils will then go onto the electromagnetic spectrum and study their properties and uses</p> <p><b>B2 Health, disease and the development of medicines</b></p> <p>Pupils will look at pathogens, how diseases</p>	<p><b>KS4 Combined P1 Forces and Motion</b></p> <p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p>	<p><b>KS4 Combined Science C2 Separation techniques</b></p> <p>Pupil look at what mixtures are and different ways to separate mixtures including filtration, evaporation, distillation and chromatography.</p>	<p><b>KS4 Combined Science C3 Acids and Metals</b></p> <p>Pupils will recap acids and alkalis from year 7 as well as look at how salts are made and the reactivity series</p> <p><b>B2a Plants and Ecosystems</b></p> <p>Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants in an ecosystem and the carbon cycle.</p>

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



<b>D and T</b>	<b>WJEC 3D design GCSE</b> Working with metal and acrylic, creating patterns. Researching stained glass. Analysis of designers/artists.	<b>WJEC 3D design GCSE</b> Researching design movements. Visit to museum. Wood skills. Working drawings.	<b>WJEC 3D design GCSE</b> Exploring materials and techniques. Sublimation printing.	<b>WJEC 3D design GCSE</b> Designing products. Making Products.	<b>WJEC 3D design GCSE</b> Making and testing products. Visit to craftsperson and industrial production.	<b>WJEC 3D design GCSE</b> Portfolio completion and assessment.
<b>PSHE Citizenship</b>	Transition to key stage 4 Identifying the range of 16+ provision and the routes into them  Exploration of job families and the relationship with future careers and STEM subjects  Careers Evening  British Heart Foundation restart a heart day	Revisiting internet safety Understanding the risks associated with social media and recognising exploitation  Magistrate Workshop	Tackling relationship myths and expectations. Parenting and pregnancy, revisiting consent. Risks of STI's, sexting and pornography  Sexual Health Nurse Workshop	Independent living skills and the consequences of debt and gambling  Santander Workshop	Preparation for Work Experience Work Experience Week  Visit to Magistrates Court  Visit to FE College	Evaluation of work experience and readiness for post 16 provision  Planning and preparation for Year 11 Enterprise Project  Longsole Church Volunteering Opportunity
<b>Computing</b>	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level
<b>Food Tech</b>	Encouraging independent cooking and making choices.	Encouraging independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.
<b>Music</b>	<b>Bronze Arts Award</b>  The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music)	<b>Bronze Arts Award</b>  The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music)	<b>Bronze Arts Award</b>  The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music)	<b>Bronze Arts Award</b>  . The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to	<b>Bronze Arts Award</b>  . The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music)	<b>Bronze Arts Award</b>  . The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their

<p>and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other</p>	<p>and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p>	<p>and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. 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Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can</p>	<p>and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. 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Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the</p>
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	<p>areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times</p>	<p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times</p>	<p>the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times.</p>	<p>choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times.</p>	<p>areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times.</p>	<p>number of different pathways taken pupils will undertake different sections at different times.</p>
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# Curriculum Plan

## Year 11



Year 11 The Curriculum Map 2018-19						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>The Canterville Ghost by Oscar Wilde: Entry Level Pathway</b></p> <p><b>KS4 National Curriculum Links:</b></p> <p><u>Reading:</u> English heritage text; 19<sup>th</sup> century literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses.</p> <p><u>Writing:</u> adapting writing for purpose (to explain, to describe, to respond to</p>	<p><b>Step up to English Silver/ Gold Award - Component Two: title TBC – Entry Level and GCSE pathways</b></p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives:  <a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF</a> (Page 15)</p> <p><b>Spoken Language Endorsement – GCSE formal presentation</b></p> <p>AQA GCSE Spoken Language descriptors:</p>	<p><b>Step up to English Silver/ Gold Award – Component One: title TBC – Entry Level Pathway</b></p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives:  <a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF</a> (Page 15)</p> <p><b>AQA Paper 1 – Introduction to the Unit – GCSE pathway</b></p> <p>AQA English Language GCSE Assessment Objectives:</p>	<p><b>Step up to English Silver/ Gold Award - Component Two: title TBC – Entry Level Pathway</b></p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives:  <a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF</a> (Page 15)</p> <p><b>Alternative text for Entry Level Pathway: Ian McEwan's Daydreamers</b></p>	<p><b>Step up to English – Completion of all outstanding units for submission – Entry Level pathway</b></p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives:  <a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF</a> (Page 15)</p> <p><b>Alternative 'Project Based' Unit for Entry Level Pathway: Inspirational Figures</b></p>	

<p>information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose.</p> <p><b>Alternative text:</b> <b>Sweeney Todd</b> – same KS4 descriptors apply as above unit.</p> <p><b>Step Up to English Gold Award – Component One and Two: title TBC GCSE pathway</b></p> <p>AQA: Step up to English Assessment Objectives</p> <p>*See Year 10 Term 5 for detailed breakdown on reading, writing and spoken language skills.</p> <p>Or use this link for the objectives: <a href="https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF">https://filestore.aqa.org.uk/resources/english/specifications/AQA-5970-SP-2015.PDF</a> (Page 15)</p>	<ul style="list-style-type: none"> <li>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</li> <li>responding to spoken language: listening to and responding appropriately to any questions and feedback</li> <li>spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.</li> </ul>	<p><u>Reading</u> <b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u> <b>AO5:</b> 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 <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures</p>	<p><b>AQA Paper 2 – Introduction to the Unit – GCSE pathway</b></p> <p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> <b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u> <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas,</p>	<p><b>AQA Paper 1 and 2 revision unit:</b></p> <p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> <b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u> <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas,</p>	<p>AQA English Language GCSE Assessment Objectives:</p> <p><u>Reading</u> <b>AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts <b>AO2:</b> Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>AO4:</b> Evaluate texts critically and support this with appropriate textual references</p> <p><u>Writing</u> <b>AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas,</p>	
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			for clarity, purpose and effect, with accurate spelling and punctuation.	using structural and grammatical features to support coherence and cohesion of texts <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	grammatical features to support coherence and cohesion of texts <b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
<b>Maths</b>	EL & GCSE: Geometry EL: Pupils will build on their language relating to properties of shapes and the names of 2D and 3D shapes, identifying lines of symmetry and nets of 3D solids. Pupils will also learn about giving directions using compass directions. GCSE: 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. Extension learning includes: trigonometric ratios; congruent and similar triangles; and circle theorems.	EL & GCSE: Statistics EL: 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. GCSE: 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. Extension objectives include histograms and simultaneous equations.	EL: Complete folder; GCSE: Pythagoras & Algebra EL: Pupils will complete their Entry Level portfolios and then work on functional Maths skills and activities. GCSE: Pupils will learn about Pythagoras' theorem and use it to solve problems. Square numbers in formulae will be reinforced whilst learning about quadratic sequences. Pupils will also learn about solving equations. Some pupils may reinforce key skills such as multiplying and dividing fractions; listing outcomes and reading two-way tables.	EL: Complete folder; GCSE: Trigonometry & Powers EL: Pupils will complete their Entry Level portfolios and then work on functional Maths skills and activities. GCSE: 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 and using ratios.	EL: Complete folder; GCSE: Geometry & Algebra EL: Pupils will complete their Entry Level portfolios and then work on functional Maths skills and activities. GCSE: Pupils will learn about translation & vectors. They will also be revising for their upcoming GCSE exams.	Complete exam work Pupils will revise for and complete examinations and will then work at functional Maths skills and activities.
<b>World Beliefs</b>	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	
<b>Science</b>	<b>GCSE/Entry Level</b>	<b>GCSE/Entry Level</b>	<b>GCSE/Entry Level</b>	<b>GCSE/Entry Level Recap/Revision:</b>	<b>GCSE/Entry Level</b>	<b>KS4 Entry Level/Further Entry</b>

	<p><b>P2a Electricity and Magnets</b> Pupils will look at circuits and resistance and how electricity is transmitted to our houses. Pupils will go on to study magnets and electromagnets.</p> <p><b>P2b Energy and Particles</b> Pupils will look at calculating power, what causes pressure and what happens when you stretch springs and other materials.</p>	<p><b>C2b Fuels and Earth's atmosphere</b> Pupils will look at fractional distillation and how crude oil is split into useful components together with the effects of burning fuels on the environment.</p> <p><b>B2b Human biology</b> Pupils will look at gas exchange including respiration, and how the body regulates sugar and temperature.</p>	<p><b>C2a Elements and chemical reactions</b> Pupils will look at chemical reactions and the properties of elements in different groups of the periodic table as well as endothermic and exothermic reactions.</p> <p><b>C1b Separation techniques</b> Pupils look at what mixtures are and different ways to separate mixtures including filtration, evaporation, distillation and chromatography.</p>	<p><b>B2 Health, disease and the development of medicines</b> Pupils will look at pathogens, how diseases are spread and how the body responds to invasion</p> <p><b>Recap/Revision:</b> <b>B1 Genetics, evolution and co-ordination</b> This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.</p> <p><b>Recap/Revision:</b> <b>B2a Plants and Ecosystems</b> 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 in an ecosystem and the carbon cycle.</p>	<p><b>P1b Waves and Radiation</b> Pupils will look at waves, the properties of them and how to calculate speed. Pupils will then go onto the electromagnetic spectrum and study their properties and uses</p> <p><b>Recap/Revision:</b> <b>P1 Forces and Motion</b> This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p> <p><b>Recap/Revision:</b> <b>C1 States of matter, atomic structure, periodic table and bonding</b> 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.</p>	<p>Exams Revision</p>
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<p><b>P.E.</b></p> <p>This is an overview of the PE programme of study but there be small variations on the timing of each topic</p>	<p><b>Cycling (Cyclopark):</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p><b>Entry Level:</b> Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p>	<p><b>Cycling (Cyclopark):</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p><b>Entry Level:</b> Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p>	<p><b>Entry Level:</b> Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p><b>Golf (offsite):</b> Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p><b>Cycling (Cyclopark):</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>	<p><b>Entry Level:</b> Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics</p> <p><b>Golf (offsite):</b> Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety</p> <p><b>Cycling (Cyclopark):</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p> <p><b>Swimming:</b> Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability</p>
<p><b>D and T</b></p>	<p><b>WJEC 3D Design GCSE</b> Sustained project work. Responding to a brief through research. Visit to gallery or designer to</p>	<p><b>WJEC 3D Design GCSE</b> Developing working drawings and design solutions including modelling and problem</p>	<p><b>WJEC 3D Design GCSE</b> Making products using skills knowledge and understanding of materials. Evaluation and</p>	<p><b>WJEC 3D Design GCSE</b> Making products using skills knowledge and understanding of materials. Evaluation and</p>	<p><b>WJEC 3D Design GCSE</b> COMPONENT 2 Externally Set Assignment.</p>	<p><b>WJEC 3D Design GCSE</b> COMPONENT 2 Externally Set Assignment.</p>

	inspire response. Generation of ideas and portfolio work.	solving. Develop skills required to realise final solution.	exploration of alternative solutions.	exploration of alternative solutions.	Preparation for sustained focus work. 10 hours supervised examination.	Preparation for sustained focus work. 10 hours supervised examination.
<b>PSHE Citizenship</b>	<p>Understanding the college application process and plans beyond school</p> <p>Writing a personal statement and CV</p> <p>Participation in the Happy Apple Enterprise Project</p> <p>British Heart Foundation restart a heart day</p>	<p>Preparation for work experience week</p> <p>Work experience week and review</p> <p>Completion of personal statements and CV's</p> <p>Independent Advice and Guidance meetings My Trust</p>	<p>Revisiting sexual health and consent</p> <p>Recognising and challenging extremism and radicalisation</p> <p>Revisiting online safety</p> <p>Sexual Health Nurse Workshop</p>	<p>Health, safety and security in and out of the workplace and independent travel arrangements</p> <p>First Aid revisited</p> <p>Driving responsibilities</p>	<p>British values, human rights and community cohesion</p> <p>Revisiting CV's and personal statements</p> <p>Job searches and application</p>	
<b>Computing</b>	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level	Functional Skills – Level 1/2 and Entry Level
<b>Art award</b> Pupils are encouraged to effectively develop ideas through personal investigations	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves,	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves, planning and	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves,	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves,	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves,	<b>Silver Arts Award</b> The Silver Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable and accessible but significantly more challenging than the Bronze Award achieved in Year 10. The Silver Award is split into two main units. Unit 1, Arts practice and pathways involves young people setting themselves, planning and implementing an arts challenge, reviewing

	planning and implementing an arts challenge, reviewing an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.	implementing an arts challenge, reviewing an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.	planning and implementing an arts challenge, reviewing an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.	planning and implementing an arts challenge, reviewing an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.	planning and implementing an arts challenge, reviewing an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.	an arts event and researching future opportunities in the arts. Unit 2 is focussed around arts leadership and pupils are required to plan, implement and review an arts project all whilst focusing on developing their leadership roles and communication skills.
<b>Food Tech</b>	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Practical cooking in preparation for Food Hygiene Certificate	Food Hygiene Certificate exam	Practical cooking