

# BOWER GROVE SCHOOL CURRICULUM PLAN 2024– 2025



# 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/carers and the views of parent/carers 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, residentials and work experience.

- Prepare pupils for the opportunities, responsibilities and experience of adult life.
- Monitor and assess pupils progress for the purpose of ensuring high standards of achievement.
- Engage pupils in understanding how they make improved progress through Assessment for Learning.
- Equip our pupils with an understanding of respect for Fundamental British Values.

# Implementation

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

**Phonics** – Little Wandle Letters and Sounds is an effective scheme to teaching reading, spelling and writing. It promotes pupil’s engagement in learning through teacher energy and enthusiasm, high levels of interaction between teachers and children, focuses on praise and encouragement and builds on and celebrating success. Phonics is taught explicitly in the primary phase as well as being reinforced frequently throughout the day. Phonics is taught also in Key Stage 3/4 to those pupils still mastering these skills in English lessons as well as targeted intervention.

**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. Pupils interventions identified in Provision Plans are delivered as an integrated element of classroom learning.

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

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

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

## Impact

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

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

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

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## Frogs Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<p><b>All about me</b></p> <p>Children will look closely at themselves, discussing what they look like and how they are different to their peers. They will discuss their family tree and what it means to belong to a family or a community. Children will have opportunities to discuss parts of the body; labelling various parts and learning about the 5 senses.</p>	<p><b>Traditional Tales and Christmas</b></p> <p>Children will learn some fairy tales and be able to retell these, recognising key characters. They will learn, sing and recite nursery rhymes. Children will learn about celebrations; Fireworks (Guy Fawkes), Poppies and Armistice Day, Diwali and Christmas.</p>	<p><b>Dinosaurs</b></p> <p>Children will learn some key facts about dinosaurs; learning what they ate and where they lived. Children will investigate the eating habits of dinosaurs, discussing the terms; herbivore, carnivore and omnivore. Children will investigate and create their own fossils.</p>	<p><b>Transport and Journeys</b></p> <p>Children will learn about the importance of transport in today's world. They will discuss modes of transport that they have used and how transport has changed over time. Children will have opportunities to create their own vehicle. Children will share journeys they have been on and where journeys can take us.</p>	<p><b>Wild Animals</b></p> <p>Children will research the world that they live in. Starting with the town they live in, to England, to Great Britain extending to the wider world and places they have visited. Children will discuss what animals live in different countries. Children will learn about life in different countries and how animals survive in different climates. Children will be encouraged to show curiosity about the world in which they live.</p>	<p><b>Pirates</b></p> <p>Children will build on their knowledge of the world. Children will investigate different fictional pirates and discuss the differences between them. They will discuss life in other countries and show curiosity towards what pirates may have been like in the past. They will learn that fictional characters are often linked with the past. Children will discuss whether pirates exist today.</p>
<b>Core Text</b>	<p><b>Fiction:</b> All kinds of people Once there were giants Owl babies Cave baby</p> <p><b>Non-Fiction:</b> Look Inside your body Me and my amazing body</p>	<p><b>Fiction:</b> Goldilocks and the three bears Beware of the Bears A Bad Week for the Three Bears The Three Little Pigs The 3 Little Pigs &amp; the Somewhat Bad Wolf The 3 Horrid Pigs and</p>	<p><b>Fiction:</b> Harry and the dinosaurs Dear Dinosaur There's a Diplodocus at the door Dinosaurs love underpants 10 little dinosaurs The dinosaur that pooped a planet</p>	<p><b>Fiction:</b> Maisie goes on holiday The Queen's handbag Mr Gumpy's motor car Oi! Get off our train The magic bed Journey The suitcase</p> <p><b>Non-Fiction:</b> Cars, trains, ships and</p>	<p><b>Fiction:</b> Class 2 at the zoo Giraffe's can't dance Handa's surprise Walking through the jungle Oi Frog! Elmer series Brown bear, Brown bear</p>	<p><b>Fiction:</b> The pirates are coming 10 little pirates Captain Flinn and the dinosaurs Pirates love underpants The night pirates Pirate Pete and his smelly feet</p> <p><b>Non-Fiction:</b></p>

		<p>the Big Friendly Wolf Hansel &amp; Gretel</p> <p><b>Nursery Rhymes:</b> Humpty Dumpty I'm a Little Teapot Baa Baa Black Sheep Hickory Dickory Dock Hey Diddle Diddle</p> <p><b>Non-Fiction:</b> Guy Fawkes Poppies &amp; Armistice Day Diwali Christmas</p>	<p><b>Non-Fiction:</b> Pre- Historic life</p>	<p>planes Things that go- let's get moving Amazing aeroplanes Easter - Christianity</p>	<p>Polar bear, Polar bear</p> <p><b>Non-Fiction:</b> Let's save the animals Zoo maps and leaflets</p>	<p>Pirate poems</p>
<p><b>Communication and Language</b></p> <p>EYFS</p> <p><b>Literacy</b></p> <p>EYFS</p> <p><b>Following Little Wandle phonics programme</b></p>	<p><b>Phonics- Little Wandle</b> Recognises letters in own name. Selects CVC word to match pictures.</p> <p><b>Speaking and Listening-</b> Begins to listen and respond to adults and their peers. Use spoken language to develop understanding and explore ideas. Participate in performances, role play.</p> <p><b>Reading-</b> Independently looks at a book for a sustained period. Develop pleasure in reading. Able to distinguish</p>	<p><b>Phonics- Little Wandle</b> Says correct sound (phoneme) in response to written letter (grapheme). Name the letters of the alphabet in order. Blend phonemes to read CVC words.</p> <p><b>Speaking and Listening-</b> Can initiate and maintain interaction and communication with an adult or peer. Understands and uses prepositions correctly in short phrases through speech.</p> <p><b>Reading-</b> Tracks correctly when reading. Makes predictions in familiar stories.</p>	<p><b>Phonics- Little Wandle</b> Recognise at least half of the letters of the alphabet by shape.</p> <p><b>Speaking and Listening-</b> Answers basic questions regarding text. Attempts to write some letters correctly Retells a simple familiar story to a small group.</p> <p><b>Reading-</b> Develop reading by blending the sounds in words that contain the graphemes taught so far. Read aloud books closely matched to their improving phonic knowledge Sound out unfamiliar words. Demonstrates an understanding of what</p>	<p><b>Phonics- Little Wandle</b> Applies phonic knowledge to decode regular words.</p> <p><b>Speaking and Listening-</b> Answer and ask questions. Contributes ideas to mind-mapping, using a visual prompt. Contributes ideas to group writing. Use language to imagine and recreate roles and experiences in play situations. Maintains attention, concentrates and sits quietly when appropriate in a larger group. Sustains and maintains conversation with an adult or peer - taking turns appropriately</p> <p><b>Reading-</b> Predict what might happen</p>	<p><b>Phonics- Little Wandle</b> Applies phonic knowledge to decode regular words. Knows the names &amp; sounds of all the letters of the alphabet. Gives correct sound to grapheme for all phonemes learnt. Is aware of same sound in words e.g. ee/ea Is aware of simple rhyming CVC words.</p> <p><b>Speaking and Listening-</b> Listens and gives attention to others in 1:1 situations or small groups when conversations interest them. Responds to What? Who? Where? question types</p>	<p><b>Phonics- Little Wandle</b> Show an understanding of consonant blends. Show an understanding of trigraphs. Show an understanding of digraphs. Rhymes two simple CVC rhyming words .</p> <p><b>Speaking and Listening-</b> Gives appropriate word to complete sentences. Retells stories in own words to a small audience. Expands own story by giving more than one detail Demonstrates an understanding, when talking to others, about what they have read</p>

	<p>between print or pictures in text. Shares books independently with adults/children. Points to named objects in book. Share stories and comment on picture-based text.</p> <p><b>Writing-</b> Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly. Dictates a name and caption for a picture. Communication and Interaction to convey meaning. Attempts to use some familiar words. To be able to write graphemes on hearing the corresponding phoneme. Traces letters; composing a sentence orally before writing it.</p>	<p>Discuss events &amp; pictures with Support. Answers simple questions about a Story.</p> <p><b>Writing-</b> Dictates narrative for different purposes. Suggest the correct initial sound letter sound of a word. Confidently copy writes. Write graphemes on hearing the corresponding phoneme. Group letters to imitate or write words. Writes their own caption for a picture and letter shapes, supported by an adult. Suggests the correct initial letter of a word. Beginning to use more complex sentences and link ideas e.g. using 'and/because'.</p>	<p>they have read. Reads or recognises a number of familiar words. Begin to understand a non-fiction book. Makes simple predictions in a narrative text.</p> <p><b>Writing-</b> Leaves spaces between words. Says sentence out loud before writing, with support Dictates short relevant phrases for pictures. Suggests appropriate words in shared writing. Begin to write from memory a simple sentence/s dictated by the teacher. Writes above or underneath a picture.</p>	<p>on the basis of what has been read so far. Understand the title and events. Sequence a familiar story. Responds to familiar stories &amp; joins in with repetitive passages. Identifies the main character in a story. Identifies the main subject of a non-fiction text</p> <p><b>Writing-</b> Begins some letters in the correct direction. Say out loud what they are going to write about. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p>	<p>appropriately, using simple sentences or short phrases. Recounts or "reads" what they have written about or what they have made/ drawn.</p> <p><b>Reading-</b> Can retell a story in their own words. Confidently identifies the beginning &amp; end of a story. Gives a simple reason for disliking a story.</p> <p><b>Writing-</b> Segments spoken words into phonemes and represents these by graphemes, saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Recognise 'I' as a personal pronoun. Writes some recognisable CVC, CCVC and CVCC words in writing. Uses learnt digraphs in writing. Applies phonetic knowledge to writing and spelling.</p>	<p>Joins in a discussion about what they have read. Listens to stories and anticipates key events Listens and responds to adults and peers with relevant comments, questions or actions in a range of situations. Beginning to show that they understand 'why' and 'how' questions through own responses.</p> <p><b>Reading-</b> Check that the text makes sense to them as they read Predict what might happen on the basis of what has been read so far.</p> <p><b>Writing-</b> Attempts to read own writing. Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lowercase letters in the correct direction, starting and finishing in the right place.</p>
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<p><b>English</b></p>	<p><b>All about me</b></p> <p>Children will look closely at themselves, discussing what they look like and how they are different to their peers. They will discuss their family tree and what it means to belong to a family or a community. Children will have opportunities to discuss parts of the body; labelling various parts and learning about the 5 senses.</p>	<p><b>Traditional Tales and Christmas</b></p> <p>Children will learn some fairy tales and be able to retell these, recognising key characters. They will learn, sing and recite nursery rhymes. Children will learn about celebrations; Fireworks (Guy Fawkes), Poppies and Armistice Day, Diwali and Christmas.</p>	<p><b>Dinosaurs</b></p> <p>Children will learn some key facts about dinosaurs; learning what they ate and where they lived. Children will investigate the eating habits of dinosaurs, discussing the terms; herbivore, carnivore and omnivore. Children will investigate and create their own fossils.</p>	<p><b>Transport and Journeys</b></p> <p>Children will learn about the importance of transport in today's world. They will discuss modes of transport that they have used and how transport has changed over time. Children will have opportunities to create their own vehicle. Children will share journeys they have been on and where journeys can take us.</p>	<p><b>Wild Animals</b></p> <p>Children will research the world that they live in. Starting with the town they live in, to England, to Great Britain extending to the wider world and places they have visited. Children will discuss what animals live in different countries. Children will learn about life in different countries and how animals survive in different climates. Children will be encouraged to show curiosity about the world in which they live.</p>	<p><b>Pirates</b></p> <p>Children will build on their knowledge of the world. Children will investigate different fictional pirates and discuss the differences between them. They will discuss life in other countries and show curiosity towards what pirates may have been like in the past. They will learn that fictional characters are often linked with the past. Children will discuss whether pirates exist today.</p>
<p><b>Literacy EYFS Year R/1</b></p>	<p><b>Fiction:</b> All kinds of people Once there were giants Owl babies Cave baby</p> <p><b>Non-Fiction:</b> Look Inside your body Me and my amazing body</p>	<p><b>Fiction:</b> Goldilocks and the three bears Beware of the Bears A Bad Week for the Three Bears The Three Little Pigs The 3 Little Pigs &amp; the Somewhat Bad Wolf The 3 Horrid Pigs and the Big Friendly Wolf Hansel &amp; Gretel</p> <p><b>Nursery Rhymes:</b> Humpty Dumpty I'm a Little Teapot Baa Baa Black Sheep Hickory Dickory Dock</p>	<p><b>Fiction:</b> Harry and the dinosaurs Dear Dinosaur There's a Diplodocus at the door Dinosaurs love underpants 10 little dinosaurs The dinosaur that pooped a planet</p> <p><b>Non-Fiction:</b> Pre- Historic life</p>	<p><b>Fiction:</b> Maisie goes on holiday The Queen's handbag Mr Gumpy's motor car Oi! Get off our train The magic bed Journey The suitcase</p> <p><b>Non-Fiction:</b> Cars, trains, ships and planes Things that go- let's get moving Amazing aeroplanes Easter - Christianity</p>	<p><b>Fiction:</b> Class 2 at the zoo Giraffe's can't dance Handa's surprise Walking through the jungle Oi Frog! Elmer series Brown bear, Brown bear Polar bear, Polar bear</p> <p><b>Non-Fiction:</b> Let's save the animals Zoo maps and leaflets</p>	<p><b>Fiction:</b> The pirates are coming 10 little pirates Captain Flinn and the dinosaurs Pirates love underpants The night pirates Pirate Pete and his smelly feet</p> <p><b>Non-Fiction:</b> Pirate poems</p>

		<p>Hey Diddle Diddle</p> <p><b>Non-Fiction:</b></p> <p>Guy Fawkes</p> <p>Poppies &amp; Armistice Day</p> <p>Diwali</p> <p>Christmas</p>				
<p><b>Maths/Number. Numerical Patterns</b></p> <p><b>Following White Rose Maths EYFS</b></p>	<p><b>WRM Autumn Unit 1: Getting to know you</b></p> <p>Pupils will settle into the start of term with constructive mathematical activities that develop their understanding of class routines, arrangements and structures.</p> <p><b>WRM Block 1: Match, sort and compare</b></p> <p>Pupils will match physical objects, pictures and objects and identify a set. They will sort objects to and create their own rules for these, as well as comparing amounts. Identifying and making sets &amp; developing 1:1 correspondence.</p> <p><b>Block 2: Talk about Measure and Pattern</b></p> <p>Pupils will compare size, mass and capacity. They will explore simple patterns, copying and continuing these and then creating</p>	<p><b>WRM Autumn Block 5: 1, 2, 3, 4, 5</b></p> <p>Pupils will explore different representations of numbers.</p> <p><b>Block 4: Circles and Triangles</b></p> <p>Pupils will identify and name circles &amp; triangles, identify shapes in the environment and describe their position.</p> <p><b>Block 6: Shapes with 4 Sides</b></p> <p>Pupils will identify and names shapes with 4 sides and identify these in the environment. Pupils will talk about their daily routine and identify the differences between activities at night and during the day.</p>	<p><b>WRM Spring Block 1: Alive in 5</b></p> <p>Pupils will develop their understanding of zero and counting back to zero. Pupils will develop their understanding that all numbers are made up from smaller numbers (composition) and be encouraged to subitise (recognising small quantities without counting).</p> <p><b>Block 2: Mass and Capacity</b></p> <p>Pupils will compare the mass of items identifying which is heavier or lighter. They will explore and identify the capacity of containers, using non-standard units and then compare the capacity identifying which holds the most/least.</p> <p><b>Block 3: Growing 6, 7, 8</b></p> <p>Pupils will represent the nos. 6, 7, &amp; 8. They will explore 1 more and 1 less. Pupils will develop their</p>	<p><b>WRM Spring Block 4: Length, Height &amp; Time</b></p> <p>Pupils will build on their previous knowledge and compare the length and height of items measuring them using non-standard objects. Pupils will begin to learn the days of the week and discuss what is happening tomorrow, next week or at the weekend.</p> <p><b>Block 5: Building 9 &amp; 10</b></p> <p>Pupils will identify and experiment with increasingly larger numbers, using manipulatives to learn about number bonds. They will explore patterns of nos. and represent the nos. In different ways.</p> <p><b>Block 6: Explore 3D shape</b></p> <p>Pupils will explore and name common 3D shapes and be able to identify a 2D shape. They will find 2D shapes within 3D shapes and identify these in the environment. Pupils will</p>	<p><b>WRM Summer Block 1: To 20 and Beyond</b></p> <p>Pupils will develop their familiarity with nos. Beyond 10 (working to 13 initially and then to 20). Pupils will be encouraged to notice patterns that occur when counting with larger numbers and they will represent large numbers using a variety of objects, manipulatives, and pictorial representations.</p> <p><b>Block 2: How Many Now?</b></p> <p>Pupils will build on their understanding exploring the concept of addition (augmentation) and adding more and then subtraction (reduction) as taking away.</p> <p><b>Block 3: Manipulate, Compose and Decompose</b></p> <p>Pupils will extend their</p>	<p><b>WRM Summer Block 4: Sharing and grouping</b></p> <p>Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair.</p> <p><b>Block 5: Visualise, build and map</b></p> <p>Children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.</p> <p><b>Block 6: Make Connections</b></p> <p>Children will learn to develop connections between all the aspects of maths that have been covered through the year. The children will deepen their</p>

	<p>their own patterns.</p> <p><b>Block 3: It's Me 1, 2, 3</b> Pupils will develop skills in representing, comparing and subitising, particularly with the numbers 1-3 (extending as appropriate). They will explore 1 more and 1 less than a number.</p>		<p>skills in conceptual subitising (e.g. 'I know there are 8 because I see 4 and 4'). They will explore making pairs and combining 2 different groups.</p>	<p>extend on their previous knowledge of patterns and identify more complex patterns as well as copy and continue patterns.</p>	<p>knowledge of 3D shapes and explore the properties of shapes and spatial relations. Pupils will manipulate shapes, compose shapes &amp; decompose shapes.</p>	<p>understanding through developing their reasoning and problem-solving strategies.</p>
<p><b>Science</b>  EYFSP &amp; NC Year 1/2 PA Stage K6/7/8/9</p>	<p><b>Animals including humans: (Biology)</b> Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies Find out and describe the basic needs of animals including humans for survival: water, air, and food <b>Working Scientifically</b> Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Uses of everyday materials: (Physics)</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed, squashing bending twisting or stretching <b>Working Scientifically</b> Observing closely using simple equipment Performing simple tests</p>	<p><b>Animals including humans: (Biology)</b> Notice that animals including humans have offspring which grow into adults. <b>Working Scientifically</b> Identifying and classifying</p>	<p><b>Plants: (Biology)</b>  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.  <b>Working Scientifically</b> Observing closely using simple equipment Gathering and recording data to help in answering questions</p>	<p><b>Living things and their habitats: (Biology)</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro-habitats <b>Working Scientifically</b> Identifying and classifying</p>	<p><b>Living things and their habitats: (Biology)</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food <b>Working Scientifically</b> Identifying and classifying</p>

					Using their observations and ideas to suggest answers to questions.	
<b>Computing</b>	<p><b>Using Computers Safely (Foundation)</b></p> <p>Pupils will be introduced to how to stay safe online, recognise when they are not comfortable with something, how to say “no” and how they can get support.</p> <p>During the unit, pupils will learn about how to remain safe and healthy using a computer, from using them hygienically, limiting screen time, and keeping food and drinks away from devices.</p>	<p><b>Mouse and Trackpad Skills (Foundation Skills 1)</b></p> <p>This is the first of the Units that focuses on developing pupil’s foundation computing skills to allow them to progress through the Computing Curriculum.</p> <p>In this Unit pupils learn through a series of activities how to click a mouse to select something, navigate using the movement of the mouse and how to drag and drop objects. This unit is designed to support pupils in developing hand-eye coordination skills and fine-motor needed to use a mouse. Additionally, they exposed to using a laptop trackpad.</p>	<p><b>Keyboard Skills (Foundation Skills 2)</b></p> <p>This is the second of the Units that focuses on developing pupil’s foundation computing skills to allow them to progress through the Computing Curriculum.</p> <p>Pupils are taught through activities how to do simple typing, and to use function keys such as ‘enter’. They will learn how to combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing.</p>	<p><b>Being Creative with Computers</b></p> <p>Pupils will learn that computers allow you to be creative through using a combination of software and specific hardware to capture digital content.</p> <p><b>Artwork</b> Pupils will use software to complete a series of activities that teach them how artwork can be created digitally. This includes: • Choosing pens and style and composing drawn images on screen.</p> <p><b>Sound</b> Pupils will use the recording tools within Purple Mash and on iPads to capture sound. They will use Purple Mash software to create music using the tools.</p> <p><b>Photography</b> Pupils will be taught how they can capture images on different devices and how these can be uploaded to.</p>	<p><b>Computing Hardware and Technology Around Us</b></p> <p>This unit introduces pupils to the basic parts of a computer.</p> <p>Pupils will learn that computers are in lots of things and that technology is all around us. They will identify where it is in the outside world and in the home.</p>	<p><b>Computing Introduction</b></p> <p>This unit provides pupils with a first exposure to computer science.</p> <p>Through online challenges pupils will learn to program using simple commands to complete the tasks given.</p> <p>Pupils will learn about sequencing instructions and about how to use repeat blocks (loops) to make more efficient code.</p>
<b>Understanding the world</b>	Our body- naming body parts, healthy living, growing up <b>Explorer club</b> Discussions around	Seasons and how the weather changes <b>Explorer club</b> Children learn about the seasons and know it is	Animals in the past, fossils and our world <b>Explorer club</b> Children can describe an animal using some	Local environment and travel. Pollution and road safety. <b>Explorer club</b> Children identify and name	Animals, their babies, their habitats, what they eat. <b>Explorer club</b> Children are confident	Comparing where we live with other countries and their weather. <b>Explorer club</b>

	<p>human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Children respect special things in their own lives.</p> <p><b>Key dates:</b> National read a Book Day 6<sup>th</sup> Sept. '24 Teddy Bear Day 9<sup>th</sup> Sept. '24 European Day of Languages 26<sup>th</sup> Sept. '24 Space Week 4<sup>th</sup>-10<sup>th</sup> Oct. '24 Harvest Festival</p>	<p>Autumn/winter. Children talk about the seasons and have some understanding about the changes that happen in the world.</p> <p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live</p> <p><b>Key dates:</b> All Saint's Day 1<sup>st</sup> Nov. '24 Guy Fawkes &amp; Bonfire Night 5<sup>th</sup> Nov. '24 World Nursery Rhyme Week 11<sup>th</sup>-15<sup>th</sup> Nov. '24 Recycle Week 21<sup>st</sup>-27<sup>th</sup> Oct. '24 Halloween 31<sup>st</sup> Oct. '24 Remembrance Day 11<sup>th</sup> Nov. '24 &amp; Armistice Day St. Andrew's Day 30<sup>th</sup> Nov. '24 Diwali 31<sup>st</sup> Oct. '24 Christmas Jumper Day 5<sup>th</sup> Dec. '24 Christmas Dec. '24 Hanukah Begins 25<sup>th</sup> Dec. '24</p>	<p>scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them</p> <p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.</p> <p><b>Key dates:</b> Chinese New Year 29<sup>th</sup> Jan. '25 Children's Mental Health Week 1<sup>st</sup>-7<sup>th</sup> Feb. '25 Safer Internet Day 11<sup>th</sup> Feb. '25 Valentine's Day 14<sup>th</sup> Feb. '25 Random Acts of Kindness Day 17<sup>th</sup> Feb. '25 Ramadan 28<sup>th</sup> Feb. '25 Mother's Day 30<sup>th</sup> March '25 Eid Al-Fitr 30<sup>th</sup>-31<sup>st</sup> March '25</p>	<p>a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.</p> <p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter</p> <p><b>Key dates:</b> World Book Day 6<sup>th</sup> March '25 British Science Week 7<sup>th</sup>-16<sup>th</sup> March '25 Holi 16<sup>th</sup> March '25 St. Patrick's Day 17<sup>th</sup> March '25 April Fool's Day 1<sup>st</sup> April '25 Passover 12<sup>th</sup>-20<sup>th</sup> April '24 St. George's Day 23<sup>rd</sup> April '25 Easter April '25 Earth Day 22<sup>nd</sup> April '25</p>	<p>at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)</p> <p>Children know that different places are special to different people.</p> <p><b>Key dates:</b> Mental Health Awareness 12<sup>th</sup>-18<sup>th</sup> May '25 National Ch's Gardening Week 31<sup>st</sup> May-8<sup>th</sup> June (TBC) International Dinosaur Day 1<sup>st</sup> June '25 Environment Day 5<sup>th</sup> June '25 Healthy Eating Week 9<sup>th</sup>-13<sup>th</sup> June Father's Day 15<sup>th</sup> June '25 International Picnic Day 18<sup>th</sup> June '25 World Giraffe Day 21<sup>st</sup> June '25</p>	<p>Children learn about the seasons and know it is Summer. Children talk about the seasons and have some understanding about the changes that happen in the world.</p> <p>Children can compare and contrast different places. Children show respect to one another and to animals.</p>
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<p><b>Personal Development (PSHE)</b></p>	<p><b>Living in the wider world</b></p> <p>Respect for self and others and the importance of responsible behaviours and actions. Rights and responsibilities as members of families, other groups and ultimately citizens. To construct and agree to follow group, class, school rules and understand how the rules help them. Body parts and Underwear Rule.</p>	<p><b>Relationships</b></p> <p>Recognise and manage emotions within self and a range of relationships. How to respond to risky or negative relationships and ask for help.</p>	<p><b>Health and wellbeing</b></p> <p>How to manage risks to physical health and recognise sources that help us. How to respond in an emergency. Identify the rules to keep us physically safe on the playground and in school. To begin to know what to do when someone is hurt. To identify the importance of online safety and what to do if you feel uncomfortable. Identify the feelings associated with change and loss. Understand what is poisonous in the home.</p>	<p><b>Living in the Wider World</b></p> <p>Different groups in the community. Respect diversity and equality and how to be a productive member of a diverse community. Stranger danger. Emergency services. Recognising common dangers when out in the community. Where money comes from, keeping it safe and the importance of managing it effectively. To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p><b>Relationships</b></p> <p>Recognise risky or negative relationships including forms of bullying and abuse. How to respond to equality and diversity in Relationships.</p>	<p><b>Health and Wellbeing</b></p> <p>What is means to be healthy? How can we maintain it, what are the benefits of a healthy lifestyle? To understand what constitute a healthy lifestyle. To identify how to maintain a healthy lifestyle. To recognise benefits of healthy eating and dental health. To recognise the benefits of physical activity and rest. We begin to make real and informed choices to improve their physical and emotional health.</p>
<p><b>Creative development- Art/Design</b></p>	<p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. (Understanding) Children exploring the available materials within their new setting.</p>	<p>(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. (Skill) Children being shown how to use junk modelling materials to build and construct models.</p>	<p>(Skill) Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. (Knowledge) Exploring different types of materials and what their properties and uses are.</p>	<p>(Skill) Continue with the development with observational drawing e.g. linked to Spring. (Skill) Learning what a collage is and how we can collage using different materials and which ones work best and look most effective.</p>	<p>(Skill) Continue with the development of observational drawing linked to the theme. Continue to develop the accuracy and detail in their drawing. (Skill) Children being taught how to weave, looking at man-made weaving materials as well as natural weaving materials e.g. leaves</p>	<p>(Skill) Children discussing their work and the details used on their illustrations and showing lots of detail on these. (Skill) Children continuing to learn to weave and exploring weaving.</p>

					with holes and dandelions.	
<b>PE</b>	<p><b>Gymnastics and Sensory</b></p> <p><b>Gymnastics (Body parts)</b> The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they link movements together developing simple sequences.</p> <p><b>Sensory</b> The unit of work will explore a variety of sensory activities that aim to channel pupil's energy in a variety of ways, including, stimulation, working in pairs and calming.</p>	<p><b>Gymnastics and Dance</b></p> <p><b>Gymnastics (Wide, Narrow, Curled)</b> The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus. Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> <p><b>Dance (Soldier Theme)</b></p>	<p><b>Team Building and Ball Skills (Hand)</b></p> <p><b>Team Building</b> The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems.</p> <p><b>Ball Skills (Hand)</b> The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore their application and understanding. stopping the ball.</p>	<p><b>Ball Skills and Attack v Defence</b></p> <p><b>Ball Skills (Hand)</b> The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p><b>Attack v Defence</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p><b>Ball Skills and Locomotion</b></p> <p><b>Ball Skills (Feet)</b> The unit of work will develop pupils' ability to apply effective dribbling skills. Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p> <p><b>Locomotion (Dodging)</b> The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p>	<p><b>Athletics and Health and Wellbeing</b></p> <p><b>Athletics (Running, Jumping and Throwing)</b> The unit of work will enable pupils to explore different running and throwing techniques to find the most effective and challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</p> <p><b>Health and Wellbeing</b> The unit of work will introduce pupils to agility, balance and coordination, understanding what they mean and why they are important. Pupils will perform circuits.</p>
<b>Music</b>	<p>Brain Gym songs.</p> <p>Singing simple well-known songs and rhymes, introducing</p>	<p>Brain Gym songs.</p> <p>Nativity Performance – joining in with the words to sings and using</p>	<p>Brain Gym songs.</p> <p>Exploring musical instruments including body percussions. Playing</p>	<p>Brain Gym songs.</p> <p>Experimenting with changing my voice with different tempo, pitch and</p>	<p>Brain Gym songs.</p> <p>Singing a range of familiar nursery rhymes and songs – singing</p>	<p>Brain Gym songs.</p> <p>Performing songs, rhymes, poems and stories and moving in</p>

	<p>new daily rhymes. Describing the sounds I can hear. Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p>	<p>actions. Listening to music. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p>	<p>instruments in time and in a simple composition. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture cues and verbal cues.</p>	<p>dynamics. Describing instrument sounds. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others.</p>	<p>sometimes in tune. Talk about how music makes me feel. Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.</p>	<p>time with the music. Composing and adapting my own music using my voice and with instruments. Both singing and performing learnt songs, rhymes or poems, listening to music together as a class. Instruments in class to allow children to make their own music (including singing).</p>
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<b>Enrichment Opportunities</b>	Explore the surrounding area: park, school grounds.	Walk to the post box	Maidstone Museum-dinosaurs.	Visit from various modes of transport. Walk to train station.	Trip to Wildwood.	Pirate day.
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## Honeybees Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<p><b>We are all unique</b></p> <p>Children will think about themselves and the different parts of their bodies. They will learn about how certain parts of their work and why. They will look in detail about their ears, eyes and teeth, labelling various parts and learning about the 5 senses. They will think and talk about their diet and how they need a balanced healthy diet to survive and grow. They will learn about the importance of hygiene and exercise and looking after themselves. They will begin to develop an understanding of their different emotions: angry, sad or happy. They will begin to understand what makes a good friend and how friendships are important. To listen</p>	<p><b>Sparks and Flames</b></p> <p>Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. Listening to firework sounds and discussing and describing the sounds they make. Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling. They will develop their Knowledge, understanding of events, people and changes in the past. Recalling information, showing knowledge of events and people studied. They will begin to understand chronological reporting, using time lines, putting events in</p>	<p><b>Famous for more than five minutes</b></p> <p>Children will think and discuss different artists such as Kandinsky, Jackson Pollock and Vincent Van Gogh. They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Using art and artist as a basis. They will begin to think about how different artists were influenced. They will begin to use appropriate language to describe compositions and explore mark making and textures. They will begin to apply colour to produce a range of marks – dots, dashes, stripes etc... Begin to maintain attention and participate</p>	<p><b>Castles and dragons</b></p> <p>Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain. Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. Children will generate, develop, model and communicate their ideas through talking and drawing. They will learn to select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. They will evaluate</p>	<p><b>Jungles and Rainforest</b></p> <p>This topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there. Along the way they will develop their skills by writing reports, creating their own rainforests, and becoming David Attenborough! Learn about the creatures and people who live in the rainforests and research how the rainforest creatures have adapted to life in their forest layers. To use simple search engines and select information appropriate to the task. Explore the habitats specific to the rainforest. To identify the characteristics of amphibians. Know that</p>	<p><b>Fragile Earth</b></p> <p>Children will build their knowledge of oceans around the world. They will begin to develop their geographical skills and build their knowledge of food chains, exploration, and evolution. Learn about the fascinating underwater world of the Pacific Ocean and the Great Barrier Reef. Make maps and create diagrams of food chains. Finally use colour-wash and 3D sculpture techniques to create a Great Barrier Reef display. To locate the Pacific Ocean and to make comparisons between this and the Atlantic Ocean. Explore the habitats specific to the Pacific Ocean and the Great Barrier Reef. To use simple geographical vocabulary. They will begin to understand how</p>

	to verbal instruction and use visual aid to understand rules, routine and expectations Children will learn and understand what Florence Nightingale did in the past and how this has shaped our lives today. Observe and handle a range of sources of information to find out about the past.	order. Through historical enquiry they will observe and handle sources of information, to ask questions about things that have happened in the past. Children will recap and learn some key facts about the London. They will locate the London on a map and identify the aspects of London. They will explore how fire engines and brigade have changed over the years	actively in collaborative conversations, staying on topic and initiating and responding to comments.	their ideas and products against design criteria. The children will build structures, exploring how they can be made stronger, stiffer and more stable. Thorough discussion they will begin to analyse and evaluate. Using Zog as story they will begin to develop their understanding of adjectives and how to up level their sentences. They will begin to create their own story based on creating their own dragon to write about.	some reptiles use camouflage to hide themselves.	and why the polar caps are melting.
<b>Core Text</b>	<p><b>Literature:</b> Beegu Lost and found Colour monsters Ruby's worries</p> <p><b>Non-fiction text:</b> Florence Nightingale. Use and draw pictures and diagrams to label parts of our bodies. Write about picture: writing for a purpose. To contribute to the life of a classroom. Construct and agree to follow group, class, school rules and understand how the rules help them. To understand construct and agree to follow</p>	<p><b>Non-fiction text:</b> Guy Fawkes and Great fire of London. Stickman Room on the Broom</p> <p><b>Literature:</b> Christmas story</p> <p>Looking pictures of fire engines past and present. Look at non-fiction books and pictures (eye-witness accounts, photos and artefacts, visits to buildings, and viewing on the internet. Know where and how to find historical information.</p>	<p><b>Literature</b> The dot The magic crayon Cave baby Katie and the sunflowers Katie and the starry night</p> <p>Information books, pictures and power points on artist</p> <p>To understand how to change colour to a different tone; To experiment with different types of sculpture using a variety of media. To explore and express themselves through art and paint as a medium.</p>	<p><b>Literature</b> Zog Vimeo: Soar animation story: <a href="https://vimeo.com/148198462">https://vimeo.com/148198462</a></p> <p><b>non-fiction text</b> castle books. Easter story</p> <p>Looking at picture and photographs of various parts of a castle.</p>	<p><b>Literature</b> The Gruffalo Wild Giraffes can't dance Slowly slowly sloth</p> <p>What eats what in the rainforest from addiesrainforest.weebly.com Rainforest video - YouTube clip Ray Mears in the rainforest Information on each rainforest layer from caltech.edu Characteristics of rainforests -YouTube clip Facts about the</p>	<p><b>Literature</b> Tiddler The snail and the whale Sharing a shell</p> <p>Google Earth 5 facts about the Pacific Ocean – YouTube clip: Life in the Pacific Ocean – YouTube clip The ocean food chain – YouTube clip Develop contextual knowledge of the location of globally significant places, both terrestrial and marine. Interpret a range of sources of geographical information, including maps, globes and aerial</p>

	group, class, school rules and understand how the rules help them. To identify ways in which we are all unique and that there will never be another them. That we all belong to different groups and communities, such as family and school.		Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		emergent layer of the rainforest from tropical-rainforest-facts.com Facts about the canopy layer of the rainforest from tropical-rainforest-facts.com How to make a play-dough frog -YouTube clip	photographs. Atlas'
<b>English</b>	<p><b>We are all unique</b></p> <p>Children will think about themselves and the different parts of their bodies. They will learn about how certain parts of their work and why. They will look in detail about their ears, eyes and teeth, labelling various parts and learning about the 5 senses. They will think and talk about their diet and how they need a balanced healthy diet to survive and grow. They will learn about the importance of hygiene and exercise and looking after themselves. They will begin to develop an understanding of their</p>	<p><b>Sparks and Flames</b></p> <p>Children will think about how Bonfire Night is celebrated today. They will think and talk about their own Bonfire Night experiences. Listening to firework sounds and discussing and describing the sounds they make. Children will recap who Guy Fawkes was and why he and his co-conspirators plotted to blow up the Houses of Parliament. They will then learn about the events of 5th November 1605 and consider how different characters were feeling. They will develop their Knowledge, understanding of events, people and changes in the past. Recalling</p>	<p><b>Famous for more than five minutes</b></p> <p>Children will think and discuss different artists such as Kandinsky, Jackson Pollock and Vincent Van Gogh. They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Using art and artist as a basis. They will begin to think about how different artists were influenced. They will begin to use appropriate</p>	<p><b>Castles and dragons</b></p> <p>Children will explore the castles built by the Normans. They will find out about the features of 'motte and bailey' and 'keep and bailey' castles and identify their strengths and weaknesses. They will start to identify the importance castles played in securing Norman rule in Britain. Children will explore medieval castles that were built when the Normans were no longer ruling Britain. They will compare and contrast a variety of medieval castles, focusing on the defensive features, such as moats, keeps and drawbridges. Children will generate, develop, model and communicate their ideas</p>	<p><b>Jungles and Rainforest</b></p> <p>This topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there. Along the way they will develop their skills by writing reports, creating their own rainforests, and becoming David Attenborough! Learn about the creatures and people who live in the rainforests and research how the rainforest creatures have adapted to life in their forest layers. To use simple search engines and select</p>	<p><b>Fragile Earth</b></p> <p>Children will build their knowledge of oceans around the world. They will begin to develop their geographical skills and build their knowledge of food chains, exploration, and evolution. Learn about the fascinating underwater world of the Pacific Ocean and the Great Barrier Reef. Make maps and create diagrams of food chains. Finally use colour-wash and 3D sculpture techniques to create a Great Barrier Reef display. To locate the Pacific Ocean and to make comparisons between this and the Atlantic</p>

	<p>different emotions: angry, sad or happy. They will begin to understand what makes a good friend and how friendships are important. To listen to verbal instruction and use visual aid to understand rules, routine and expectations Children will learn and understand what Florence Nightingale did in the past and how this has shaped our lives today. Observe and handle a range of sources of information to find out about the past.</p>	<p>information, showing knowledge of events and people studied. They will begin to understand chronological reporting, using time lines, putting events in order. Through historical enquiry they will observe and handle sources of information, to ask questions about things that have happened in the past. Children will recap and learn some key facts about the London. They will locate the London on a map and identify the aspects of London. They will explore how fire engines and brigade have changed over the years.</p>	<p>language to describe compositions and explore mark making and textures. They will begin to apply colour to produce a range of marks – dots, dashes, stripes etc... Begin to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>through talking and drawing. They will learn to select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing. They will evaluate their ideas and products against design criteria. The children will build structures, exploring how they can be made stronger, stiffer and more stable. Thorough discussion they will begin to analyse and evaluate. Using Zog as story they will begin to develop their understanding of adjectives and how to up level their sentences. They will begin to create their own story based on creating their own dragon to write about.</p>	<p>information appropriate to the task. Explore the habitats specific to the rainforest. To identify the characteristics of amphibians. Know that some reptiles use camouflage to hide themselves.</p>	<p>Ocean. Explore the habitats specific to the Pacific Ocean and the Great Barrier Reef. To use simple geographical vocabulary. They will begin to understand how and why the polar caps are melting.</p>
<p><b>Maths</b></p>	<p><b>Unit 1: Getting to know you</b> Pupils will settle into the start of term with constructive mathematical activities that develop their understanding of class routines, arrangements and structures.</p> <p><b>Time</b> – Completes personal timetables and</p>	<p><b>Unit 3: It's Me 1 2 3</b> Pupils will develop skills in representing, comparing and subitising, particularly with the numbers 1-3 (extending as appropriate). Pupils will learn that circles have one curved side and triangles have three straight sides. They will use positional language to describe life sized journeys and talk about where objects are and</p>	<p><b>Unit 5: Alive in 5</b> Pupils will develop their understanding of zero, and counting back to zero. Pupils will develop their understanding that all numbers are made up from smaller numbers (composition) and be encouraged to subitise (recognising small quantities without counting).</p> <p><b>Place Value and</b></p>	<p><b>Unit 7: Building 9 and 10</b> Pupils will identify and experiment with increasingly larger numbers, using manipulatives to learn about number bonds. Pupils will experiment with creating and describing patterns, and answer questions such as 'what's the same, and what's different?'</p> <p><b>Place Value and Ordering</b></p>	<p><b>Unit 9: To 20 and beyond</b> Pupils will be encouraged to notice patterns that occur when counting with larger numbers (e.g. repeated 0 – 9 patterns at the end of the numbers). They will represent large numbers using a variety of objects, manipulatives, and pictorial</p>	<p><b>Unit 11: Find my pattern</b> Pupils will experiment with patterns and relate them to numbers, thus identifying number patterns such as odd and even numbers. Pupils will explore doubling, sharing and grouping. Pupils will also learn about recreating real-world scenes and using positional and shape vocabulary to build their own models.</p>

	<p>orders activities throughout the day that happen regularly. (P7)</p> <ul style="list-style-type: none"> <li>– Answers simple questions e.g. what is next? (P7)</li> <li>– Shows awareness of significant times in their day, such as meal times, bed times eg, ordering events in their day on a visual daily timetable. (P8)</li> <li>– Starts to relate activities in the timetable to days in the week. (P8)</li> </ul> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a</li> </ul>	<p>places they have been to.</p> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the</li> </ul>	<p><b>Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small</li> </ul>	<ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> </ul>	<p>representations. Pupils will experiment with spatial reasoning that involve selecting and rotating shapes, such as completing jigsaws.</p> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> </ul>	<p><b>Geometrical properties and angles</b></p> <ul style="list-style-type: none"> <li>– Makes direct comparisons focusing on one dimension such as length or height. (P8)</li> <li>– Recognises, creates and describes patterns. (P9)</li> <li>– Explores characteristics of everyday objects and shapes and uses mathematical language to describe them, using basic properties such as large, small, rectangle, triangle. (P9)</li> <li>– Responds to mathematical language describing properties of 2d and 3d shapes, beginning to recognise shapes by the number of sides (P9)</li> <li>– Responds to comparative language with regard to shape, and, when prompted, indicates which shape is larger or smaller. (P9)</li> </ul> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in</li> </ul>
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	<p>number of objects. (P7)</p> <ul style="list-style-type: none"> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> </ul>	<p>position of objects, people or events. (P8)</p> <ul style="list-style-type: none"> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Transformations (&amp; movement)</b></p> <ul style="list-style-type: none"> <li>– Talks about, recognises and copies simple repeating patterns and sequences. (P8)</li> <li>– Recognises terms describing position such as on top in front of behind in the</li> </ul>	<p>number (up to 10) and checks by counting. (P8)</p> <ul style="list-style-type: none"> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Unit 6: Growing 6, 7, 8</b></p> <p>Pupils will develop their skills in conceptual subitising (e.g. 'I know there are 8 because I see 4 and 4'). They will continue identifying one more and one less than a number and will experiment with making pairs and combining 2 different groups. Pupils will develop language</p>	<ul style="list-style-type: none"> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Symbols operations and notation</b></p> <ul style="list-style-type: none"> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Recognises differences in quantity - which is more or less; bigger or smaller? (P8)</li> <li>– In practical situations, responds to add one or take one away from a number of objects. (P8)</li> <li>– Finds the total number of items in two groups by counting all of them. (P8)</li> <li>– Using quantities and objects, adds and subtracts two single-digit numbers and counts on or</li> </ul>	<ul style="list-style-type: none"> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul>	<p>counting activities. (P7)</p> <ul style="list-style-type: none"> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> </ul>
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	<p>accuracy. (P9)</p> <ul style="list-style-type: none"> <li>Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Unit 2: Just like me</b> Pupils will identify objects and quantities that are the same, and are not the same. Pupils will develop language that describes the shape and position of objects, comparing them to an object in the pupils' possession.</p> <p><b>Convention, notations &amp; units of measure</b></p> <ul style="list-style-type: none"> <li>Uses familiar words in practical situations when they compare sizes and quantities using the words heavy and light, more and less, enough and not enough to compare sizes or quantities. (P7)</li> <li>Compares objects</li> </ul>	<p>middle and in-between. (P9)</p> <ul style="list-style-type: none"> <li>Recognises directional symbols such as arrows. (P9)</li> </ul> <p><b>Unit 4: Light and dark</b> Pupils will continue to develop their counting skills, following the five principles of counting. (One to one principle; stable-order principle; cardinal principle; abstraction principle and order-irrelevance principle.).</p> <p>Pupils will apply their knowledge to shapes, counting the sides of physical objects.</p> <p>Pupils will develop their time language, relating to the times of day, and experiment with time, using timers to measure the duration of events.</p> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>Says or signs number names to 10 in counting activities. (P7)</li> <li>Counts at least 5 objects reliably. (P7)</li> <li>Recognises numerals</li> </ul>	<p>that describes the length and height of things, and time vocabulary that describes the order of events (such as yesterday, today and tomorrow).</p> <p><b>Symbols operations and notation</b></p> <ul style="list-style-type: none"> <li>In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>Recognises differences in quantity - which is more or less; bigger or smaller? (P8)</li> <li>In practical situations, responds to add one or take one away from a number of objects. (P8)</li> <li>Finds the total number of items in two groups by counting all of them. (P8)</li> <li>Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. (P9)</li> <li>Using numbers up to 10, solves problems involving addition or subtraction, including comparing two sets to find a numerical difference. (P9)</li> </ul>	<p>back to find the answer. (P9)</p> <ul style="list-style-type: none"> <li>Using numbers up to 10, solves problems involving addition or subtraction, including comparing two sets to find a numerical difference. (P9)</li> <li>Moves forwards and backwards using a number line to 20. (P9)</li> <li>Solves problems, including doubling, halving and sharing. (P9)</li> <li>Recognises, reads and identifies number positions on a number line to 20. (P9)</li> <li>Understands that 0 can be used as a place holder. (P9)</li> <li>Understands the operations of division as repeated subtraction. (P9)</li> <li>Understands the operations of multiplication as repeated addition (P9)</li> </ul> <p><b>Statistical representations</b></p> <ul style="list-style-type: none"> <li>Sorts objects/pictures by two given criteria. (P7)</li> <li>Begins to record simple sorting activities or data e.g. circle sets, charts. (P7)</li> <li>Begins to collect information through purposeful enquiries that can be recorded (with</li> </ul>	<p><b>Symbols operations and notation</b></p> <ul style="list-style-type: none"> <li>In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>Recognises differences in quantity - which is more or less; bigger or smaller? (P8)</li> <li>In practical situations, responds to add one or take one away from a number of objects. (P8)</li> <li>Finds the total number of items in two groups by counting all of them. (P8)</li> <li>Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. (P9)</li> <li>Using numbers up to 10, solves problems involving addition or subtraction, including comparing two sets to find a numerical difference. (P9)</li> <li>Moves forwards and backwards using a number line to 20.</li> </ul>	<ul style="list-style-type: none"> <li>Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>Says which number is one more than a given number. (P9)</li> <li>Says which number is one less than a given number. (P9)</li> <li>Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Unit 12: On the move</b> Pupils will investigate deeper patterns that connect numbers and shapes, creating symmetrical constructions and increasingly complex repeating patterns. Pupils will learn about creating maps to describe the position of objects and places.</p> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>Says or signs number</li> </ul>
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	<p>directly, focusing on one direction such as length or height where the difference is marked and can indicate 'the long one' or 'the tall one'. (P8)</p> <p><b>Transformations (&amp; movement)</b></p> <ul style="list-style-type: none"> <li>– Responds to 'forwards' and 'backwards'. (P7)</li> <li>– Uses everyday language for properties and positions eg, top, bottom or side. (P9)</li> </ul> <p><b>Geometrical properties and angles</b></p> <ul style="list-style-type: none"> <li>– In practical situations, uses familiar words and combinations to compare size and quantity large and small, heavy and light, more and less, enough. (P7)</li> <li>– Discriminates between two alike objects to specify the differences between them square vs rectangle. (P7)</li> <li>– Investigates shapes that will roll or not roll. (P7)</li> </ul>	<p>from one to five and understands that each represents a constant number or amount. (P7)</p> <ul style="list-style-type: none"> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is</li> </ul>	<ul style="list-style-type: none"> <li>– Moves forwards and backwards using a number line to 20. (P9)</li> <li>– Solves problems, including doubling, halving and sharing. (P9)</li> <li>– Recognises, reads and identifies number positions on a number line to 20. (P9)</li> <li>– Understands that 0 can be used as a place holder. (P9)</li> <li>– Understands the operations of division as repeated subtraction. (P9)</li> <li>– Understands the operations of multiplication as repeated addition (P9)</li> </ul> <p><b>Convention, notations &amp; units of measure</b></p> <ul style="list-style-type: none"> <li>– Uses everyday language to talk about size and weight to compare quantities and objects and orders them by a given criteria eg longer, shorter, heavier or lighter. (P9)</li> <li>– Uses everyday language to talk about capacity to compare quantities and to solve problems. (P9)</li> <li>– Measures and orders</li> </ul>	<p>adult support). (P7)</p> <ul style="list-style-type: none"> <li>– Records simple sorting activities using pictorial representation on simple diagrams e.g. Venn, Carroll. (P8)</li> <li>– Begins to respond to information that is clearly recorded (pictorial information). (P8)</li> <li>– Begins to organise and record pictorial data on simple charts or tables where one symbol represents one unit e.g. pictograms, block graphs. (P8)</li> <li>– Organises and records pictorial data on simple charts or tables where one symbol represents one unit e.g. pictograms, block graphs. (P9)</li> </ul> <p><b>Unit 8: Consolidation &amp; Money</b></p> <p>Pupils will consolidate their understanding and work on individual targets. Pupils with developed number skills beyond 10, may learn about using and recognising coins, beginning with smaller denominations.</p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>– Matches number, size and shape of 1p, 2p and 5p coins to numbers in the</li> </ul>	<p>(P9)</p> <ul style="list-style-type: none"> <li>– Solves problems, including doubling, halving and sharing. (P9)</li> <li>– Recognises, reads and identifies number positions on a number line to 20. (P9)</li> <li>– Understands that 0 can be used as a place holder. (P9)</li> <li>– Understands the operations of division as repeated subtraction. (P9)</li> <li>– Understands the operations of multiplication as repeated addition (P9)</li> </ul> <p><b>Geometrical properties and angles</b></p> <ul style="list-style-type: none"> <li>– Starts to pick out described shapes from a collection beginning to classify shapes with round edges, four corners. (P7)</li> <li>– Responds to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes. (P8)</li> </ul>	<p>names to 10 in counting activities. (P7)</p> <ul style="list-style-type: none"> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting.</li> </ul>
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	<p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first,</li> </ul>	<p>one more than a given number. (P9)</p> <ul style="list-style-type: none"> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>– Shows awareness of time, through some familiarity with names of the days of the week. (P8)</li> <li>– Orders everyday events logically. (P9)</li> <li>– Begins to use the vocabulary of time. (P9)</li> <li>– Begins to show awareness of ways of measuring time eg clocks, watches. (P9)</li> </ul> <p><b>Year 1</b></p> <p>To start from any number forwards and back to 20</p> <p>Addition and subtraction within 20</p>	<p>more than 2 objects using direct comparison. (P9)</p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>– Orders everyday events logically. (P9)</li> <li>– Begins to use the vocabulary of time. (P9)</li> <li>– Begins to show awareness of ways of measuring time eg clocks, watches. (P9)</li> <li>– Follows own timetable independently. (P9)</li> </ul> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote</li> </ul>	<p>classroom, beginning to understand their relative value. (P7)</p> <ul style="list-style-type: none"> <li>– Sorts groups of coins in to more or less, bigger or smaller. (P7)</li> <li>– Adds one more coin and counts how many up to 3. (P7)</li> <li>– Removes one coin and counts how many up to 3. (P7)</li> <li>– Adds one more coin and counts how many up to 5. (P8)</li> <li>– Removes one coin and counts how many up to 5. (P8)</li> <li>– Adds one more coin and counts how many up to 8. (P8)</li> <li>– Removes one coin and count how many up to 8. (P8)</li> <li>– Starts to show awareness that there are two 1ps in a 2p coin. (P8)</li> <li>– Starts to show awareness that there are five 1ps in 5p coin. (P8)</li> <li>– Is able to rote count out 12 coins. (P8)</li> <li>– Recognises numbers up to 10 on coins. (P8)</li> <li>– Has the opportunity to use coins and notes in role play or in everyday environments. (P9)</li> <li>– Starts to become familiar</li> </ul>	<ul style="list-style-type: none"> <li>– Describes shapes in simple models, pictures and patterns. (P8)</li> <li>– Begins to use and develops understanding of counting to solve problems encountered in practical circumstances. (P8)</li> </ul> <p><b>Statistical representations</b></p> <ul style="list-style-type: none"> <li>– Sorts objects/pictures by two given criteria. (P7)</li> <li>– Begins to record simple sorting activities or data e.g. circle sets, charts. (P7)</li> <li>– Begins to collect information through purposeful enquiries that can be recorded (with adult support). (P7)</li> <li>– Records simple sorting activities using pictorial representation on simple diagrams e.g. Venn, Carroll. (P8)</li> <li>– Begins to respond to information that is clearly recorded (pictorial</li> </ul>	<p>(P8)</p> <ul style="list-style-type: none"> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Year 1</b></p> <p>Multiplication: to continue to understand groups of in object and pictorial representation: Multiples are addition of numbers 2+2+2</p> <p>Division: to continue to understand sharing with objects and pictorial representation</p> <p>Geometry: to understand position and direction</p>
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	<p>second, third when describing the position of objects, people or events. (P8)</p> <ul style="list-style-type: none"> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Year 1</b> starting from any number.</p> <p>Pupils will identify objects and quantities</p>	<p>Addition and subtraction within 10: to continue to develop the understanding add and take away.</p> <p>number bonds to 10/20 Part whole Addition and subtraction on a number line Add or subtract 1 or 2 numbers They will continue identifying one less than a number Read and write numbers from 0-10 0-20 in numerals and words shape: to recognise and name 2D and 3D shapes Introduce more than and less than symbols</p>	<p>counting to beyond 10. (P8)</p> <ul style="list-style-type: none"> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> </ul>	<p>with coins and their names. (P9)</p> <ul style="list-style-type: none"> <li>– Looks for the value of the coin by finding the number on it. (P9)</li> </ul> <p><b>Place Value and Ordering</b></p> <ul style="list-style-type: none"> <li>– Says or signs number names to 10 in counting activities. (P7)</li> <li>– Counts at least 5 objects reliably. (P7)</li> <li>– Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>– Demonstrates an understanding of 'less'. (P7)</li> <li>– In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>– Joins in with rote counting to beyond 10. (P8)</li> <li>– Continues to rote count onwards from a given small number. (P8)</li> <li>– Recognises differences in quantity. (P8)</li> <li>– Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>– Uses ordinal numbers - first, second, third when describing the position of objects, people or events. (P8)</li> </ul>	<p>information). (P8)</p> <ul style="list-style-type: none"> <li>– Begins to organise and record pictorial data on simple charts or tables where one symbol represents one unit e.g. pictograms, block graphs. (P8)</li> <li>– Organises and records pictorial data on simple charts or tables where one symbol represents one unit e.g. pictograms, block graphs. (P9)</li> </ul> <p><b>Unit 10: First, Then and Now</b> Pupils will consolidate skills in comparing, ordering, subitising, counting, matching and the composition of numbers. This knowledge will be extended to develop understanding of adding and taking away. They will apply this to shapes: combining and removing parts of shapes to create new shapes and then describing what they see.</p> <p><b>Place Value and</b></p>	<p>Money: to begin to add denominations together To use different coins to make the same amount.</p> <p>Time to introduce half past and the length of time: how long is 1 second etc.</p>
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	<p>that are the same, and are not the same. Pupils will develop their skills in conceptual subitising (e.g. 'I know there are 8 because I see 4 and 4'). Add one more and take away one discuss the language of most and fewer Read and write numbers from 0-10 0-20 in numerals Identify and represent numbers using objects and pictorial representation including the number line and use language; more than, less than equal too, most least time vocabulary that describes the order of events (such as yesterday, today and tomorrow). Compare numbers Length and measure: to begin to use and the language related to tall, tallest short and shortest. Ordinal numbers Money: use 1p's in the grocers</p>		<ul style="list-style-type: none"> <li>- Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Year 1</b> Place value within 20 To start from any number forwards and back to 20 Weight and volume: to continue to understand the different language related to weight and volume such as <math>\frac{1}{2}</math> or <math>\frac{3}{4}</math> full/empty Heavy and light To compare different heights and lengths introduce centimetres</p> <p>Time: to begin to understand o'clock</p>	<ul style="list-style-type: none"> <li>- Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>- Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>- Says which number is one more than a given number. (P9)</li> <li>- Says which number is one less than a given number. (P9)</li> <li>- Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>- Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>- Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Symbols operations and notation</b></p> <ul style="list-style-type: none"> <li>- In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>- Recognises differences in quantity - which is more or less; bigger or smaller? (P8)</li> <li>- In practical situations, responds to add one or take one away from a number of objects. (P8)</li> </ul>	<p><b>Ordering</b></p> <ul style="list-style-type: none"> <li>- Says or signs number names to 10 in counting activities. (P7)</li> <li>- Counts at least 5 objects reliably. (P7)</li> <li>- Recognises numerals from one to five and understands that each represents a constant number or amount. (P7)</li> <li>- Demonstrates an understanding of 'less'. (P7)</li> <li>- In practical situations, responds to 'add one' to a number of objects. (P7)</li> <li>- Joins in with rote counting to beyond 10. (P8)</li> <li>- Continues to rote count onwards from a given small number. (P8)</li> <li>- Recognises differences in quantity. (P8)</li> <li>- Recognises numerals from one to nine and relates them to sets of objects. (P8)</li> <li>- Uses ordinal numbers - first, second, third when describing the</li> </ul>	
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				<ul style="list-style-type: none"> <li>– Finds the total number of items in two groups by counting all of them. (P8)</li> <li>– Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. (P9)</li> <li>– Using numbers up to 10, solves problems involving addition or subtraction, including comparing two sets to find a numerical difference. (P9)</li> <li>– Moves forwards and backwards using a number line to 20. (P9)</li> <li>– Solves problems, including doubling, halving and sharing. (P9)</li> <li>– Recognises, reads and identifies number positions on a number line to 20. (P9)</li> <li>– Understands that 0 can be used as a place holder. (P9)</li> <li>– Understands the operations of division as repeated subtraction. (P9)</li> <li>– Understands the operations of multiplication as repeated addition (P9)</li> </ul> <p><b>Year 1</b> Place value within 20/50 To start from any number forwards and back to 20</p>	<p>position of objects, people or events. (P8)</p> <ul style="list-style-type: none"> <li>– Estimates a small number (up to 10) and checks by counting. (P8)</li> <li>– Counts reliably with numbers from one to 20, placing them in order. (P9)</li> <li>– Says which number is one more than a given number. (P9)</li> <li>– Says which number is one less than a given number. (P9)</li> <li>– Writes numerals up to 20 with increasing accuracy. (P9)</li> <li>– Records numbers from 1-20 and associates these with the number of objects they have counted. (P9)</li> <li>– Recognises 0 and none and zero in stories and rhymes and counting and ordering. (P9)</li> </ul> <p><b>Year 1</b> Multiplication: to begin to count on in 2,5, 10 Double numbers Multiplication: to begin to understand groups of in object and pictorial representation</p>	
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				<p>Read and write numbers from 0-10 11-20 in numerals and words</p> <p>shape: to recognise and name 2D and 3D shapes</p> <p>Time: to begin to understand o'clock</p> <p>Money: to understand the different denominations Ordinal numbers</p> <p>Directional language</p>	<p>Division: to begin to understand sharing with objects and pictorial representation</p> <p>Fractions: to begin to understand what is half of an amount of objects or shape</p> <p>Weight and volume: to continue to understand the different language related to weight and volume such as <math>\frac{1}{2}</math> or <math>\frac{3}{4}</math> full/empty</p>	
<p><b>Science</b></p>	<p><b>Animals including humans: (Biology)</b> Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies Find out and describe the basic needs of animals including humans for survival: water, air, and food <b>Working Scientifically</b> Asking simple questions and recognising that they can be answered in different ways.</p>	<p><b>Uses of everyday materials: (Physics)</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed, squashing bending twisting or stretching <b>Working Scientifically</b> Observing closely using simple equipment Performing simple tests</p>	<p><b>Animals including humans: (Biology)</b> Notice that animals including humans have off spring which grow into adults. <b>Working Scientifically</b> Identifying and classifying</p>	<p><b>Plants: (Biology)</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. <b>Working Scientifically</b> Observing closely using simple equipment Gathering and recording data to help in answering questions</p>	<p><b>Living things and their habitats: (Biology)</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro-habitats</p>	<p><b>Living things and their habitats: (Biology)</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food <b>Working Scientifically</b> Identifying and classifying</p>

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

<p><b>Topic/ Global Learning</b> (<i>History, Geography, Modern Foreign Languages</i>)</p> <p><b>Art</b> <b>DT</b></p>	<p><b>DT: healthy sandwich Toast</b></p> <p><b>Geography: geographical skills and fieldwork:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <b><u>key human features</u></b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>DT: make fire engine</b> <b>History: great fire of London</b></p> <p><b>History: Events beyond Living Memory that are significant nationally or globally</b> Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select from their knowledge of history and communicate it in a variety of ways.</p> <p><b>Geography: Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	<p><b>Art:</b> create various pictures experimenting using the techniques used by various artist in the past and present.</p> <p><b>History: significant individuals</b> Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past.</p>	<p><b>DT: make a castle/dragon</b></p> <p><b>History: castles</b> Use common words and phrases relating to the passing of time. Recognise why people did things and why things happened. Identify differences between ways of life at different times. Observe and handle a range of sources of information to find out about the past. Ask and answer questions about the past. Select from their knowledge of history and communicate it in a variety of ways.</p>	<p><b>Geography: Human and physical geography</b> Use basic geographical vocabulary to refer to: <b><u>key physical features</u></b>, including: forest, hill, mountain, soil, valley, vegetation, season and weather</p> <p><b>geographical skills and fieldwork:</b> Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p><b>DT; Fruit Kebabs</b> <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world in relation to the equator and the north pole</p> <p><b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, continent and oceans studied at this stage.</p> <p><b><u>key physical features</u></b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>
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<p><b>Personal Development (PSHE)</b></p>	<p><b>Living in the wider world</b>          Respect for self and others and the importance of responsible behaviours and actions          Rights and responsibilities as members of families, other groups and ultimately citizens          Where money comes from, keeping it safe and the importance of managing it effectively.          To construct and agree to follow group, class, school rules and understand how the rules help them. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p><b>Relationships</b>          Recognise and manage emotions within self and a range of relationships          How to respond to risky or negative relationships and ask for help</p>	<p><b>Health and wellbeing</b>          How to manage risks to physical health and recognise sources that help us          How to respond in an emergency. Identify the rules to keep us physically safe on the playground and in school. To begin to know what to do when someone is hurt. To identify the importance of online safety and what to do if you feel uncomfortable. Identify the feelings associated with change and loss. Understand what is poisonous in the home</p>	<p><b>Living in the Wider World</b>          Different groups in the community          Respect diversity and equality and how to be a productive member of a diverse community          Stranger danger          Emergency services          Recognising common dangers when out in the community</p>	<p><b>Relationships</b>          Recognise risky or negative relationships including forms of bullying and abuse            How to respond to equality and diversity in relationships            Body parts and Underwear Rule</p>	<p><b>Health and Wellbeing</b>          What is means to be healthy?            How can we maintain it, what are the benefits of a healthy lifestyle?          To understand what constitute a healthy lifestyle.            To identify how to maintain a healthy lifestyle.            To recognise benefits of healthy eating and dental health.            To recognise the benefits of physical activity and rest.            We begin to make real and informed choices to improve their physical and emotional health.</p>
<p><b>World Beliefs</b></p>	<p><b>Bower Values Tolerance Morals and rules</b>          How do we follow these rules at Bower Grove?            What makes a good friend?            What do people in my class believe about</p>	<p><b>Who are Hindus and Sikhs?</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>Buddhist's beliefs</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</p>	<p><b>What it means to be Jewish</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</p>	<p><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</p>	<p><b>The nature of Christians</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</p>

	<p>rules and is this the same as me?</p> <p>To name British cities and start to recognise the UK</p>	<p>How Hindus celebrate Holi</p>	<p>to represent the elements.</p>	<p>the Synagogue.</p>		<p>to Christians.</p> <p>To explore what happens in a Christian baptism.</p>
<b>PE</b>	<p><b>Bower Values Tolerance Morals and rules</b></p> <p>How do we follow these rules at Bower Grove?</p> <p>What makes a good friend?</p> <p>What do people in my class believe about rules and is this the same as me?</p> <p>To name British cities and start to recognise the UK</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>To know who the important people are in the Hindu and Sikh faiths.</p> <p>To know what special features a Gurdwara has.</p> <p>To know the story of Rama and Sita.</p> <p>How Hindus celebrate Holi</p>	<p><b>Buddhist's beliefs</b></p> <p>To know who the important people are in the Buddhist community. (Introduce Lama)</p> <p>To know what special features a temple has.</p> <p>To know that temples are designed using symbols to represent the elements.</p>	<p>What it means to be <b>Jewish</b></p> <p>To know who the important people are in the Jewish community. (Introduce Rabbi, Cantor and Minyan)</p> <p>To know what special features a Synagogue has.</p> <p>To learn about the clothing that Jewish people wear to the Synagogue.</p>	<p><b>Muslims</b> and their traditions.</p> <p>To know who the important people are in the Muslim community.</p> <p>To know what special features a Mosque has.</p> <p>To know how Muslims celebrate Eid al-Fitr</p>	<p><b>The nature of Christians</b></p> <p>To know who the important people are in the Christian community. (Introduce Vicar and Priest)</p> <p>To know what special features a church has.</p> <p>To know who Jesus was and why he is important to Christians.</p> <p>To explore what happens in a Christian baptism.</p>
<b>Music</b>	<p>Brain Gym songs.</p> <p>Singing simple well-known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear. Introduction to new songs, rhymes. Phase 1 phonics lessons focusing on tuning in.</p>	<p>Brain Gym songs.</p> <p>Nativity Performance – joining in with the words to sings and using actions. Listening to music. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production.</p>	<p>Brain Gym songs.</p> <p>Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Being shown a range of instruments and having these in provision, music lessons on body percussion and creating repeating patterns and compositions using instruments with picture</p>	<p>Brain Gym songs.</p> <p>Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their</p>	<p>Brain Gym songs.</p> <p>Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs.</p>	

			cues and verbal cues.	sound in comparison to others.	
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## Hedgehogs Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	<b>The United Kingdom</b>	<b>Traditional Fairy Tales and Poetry</b>	<b>The Stone age and pre historic life</b>	<b>Construction</b>	<b>The Animal Kingdom</b>	<b>Italy</b>
Curriculum Intent - "The Why"	Embedding British Values through text, topic and world beliefs. Pupils will understand what it means to be 'British'.	Traditional fairy tales will be taught with the option to change endings using a 'what if' approach. Using traditional fairy tales' pupils will look at the moral meanings behind them. Poetry will allow pupils to explore rhyme and create new words to support their poem embedding familiar words in order to make their own poem.	With knowledge of primitive and prehistoric life pupils will gain an understanding of life before them. Using Dinosaurs they can explore facts and fossils.	Tying together measurement, the Egyptians and materials, pupils will get gain an insight as to why we use the materials we do and an understanding of famous constructions (Pyramids).	Through various fact finding missions, pupils will gather knowledge on animals, their habitats and create fact files. They will explore through an offsite trip local animals in the area.	Pupils will explore facts about Italy, Italian culture and life through the topic and books based on Italy. They will look at the story of Pompeii and how it happened.
Core Text	Fiction Stories based on/ in The United Kingdom	Poetry/ informal Letter writing/traditional tales	Non – Fiction Pre historic facts Dinosaurs	Road Dahl – The Twits, The BFG, Matilda	Non- Fiction The Animal Kingdom	Strega Nona - Tomie dePaola Strega Nona's Magic Lessons – Tomie dePaola The noodle man- April Pulley Sayre
English	<b>Stories based on/ in The United Kingdom</b>  Begins to listen and respond to adults and their peers use spoken language	<b>Poetry/ informal Letter writing/traditional tales</b>  Tracks correctly when reading	<b>Non – Fiction Pre-historic facts Dinosaurs</b>  To develop reading by blending the sounds in words that contain the	<b>Road Dahl – The Twits, The BFG, Matilda</b>  Answering and asking questions. Predicting what might happen on the basis of what has been	<b>Non- Fiction The Animal Kingdom</b>  Applies phonic knowledge to decode regular words  Knows the names & sounds	<b>Strega Nona – TomiedePaola</b>  Strega Nona's Magic Lessons – TomiedePaola

<p>to develop understanding and exploring ideas participate in performances, role play Independently looks at a book for a sustained period</p> <p>develop pleasure in reading</p> <p>Able to distinguish between print or pictures in text.</p> <p>Shares books independently with adults/children</p> <p>Recognises letters in own name</p> <p>Points to named objects in book</p> <p>Share stories and comment on picture-based text.</p> <p>Selects CVC word to match pictures</p> <p>Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly.</p>	<p>Says correct sound (phoneme) in response to written letter (grapheme)</p> <p>Makes predictions in familiar stories</p> <p>Discuss events &amp; pictures with support</p> <p>Answers simple questions about a story</p> <p>Dictates narrative for different purposes</p> <p>To name the letters of the alphabet in order. To suggest the correct initial sound letter sound of a word. Confidently copy writes. To be able to write graphemes on hearing the corresponding phoneme. To group letters to imitate or write words.</p> <p>Writes their own caption for a picture and letter shapes, supported by an adult. Suggests the correct</p>	<p>graphemes taught so far To read aloud books closely matched to their improving phonic knowledge sounding out unfamiliar words Recognises at least half of the letters of the alphabet by shape</p> <p>Demonstrates an understanding of what they have read</p> <p>Reads or recognises a number of familiar words</p> <p>To begin to understand a non-fiction book Makes simple predictions in a narrative text</p> <p>Leaving spaces between words. Says sentence out loud before writing, with support Dictates short relevant phrases for pictures.</p> <p>Suggests appropriate words in shared writing. Begin to write from memory a simple sentence dictated by the teacher.</p>	<p>read so far. To understand the title and events. Is able to sequence a familiar story</p> <p>Responds to familiar stories &amp; joins in with repetitive passages</p> <p>Identifies the main character in a story</p> <p>Identifies the main subject of a non-fiction text</p> <p>Contributes ideas to mind-mapping, using a visual prompt.</p> <p>Contributes ideas to group writing</p> <p>Begins some letters in the correct direction.</p> <p>saying out loud what they are going to write about. sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils. Uses language to imagine and recreate roles and experiences in play situations</p>	<p>of all the letters of the alphabet</p> <p>Gives correct sound to grapheme for all phonemes learnt</p> <p>Is aware of same sound words</p> <p>Can retell a story in their own words Confidently identifies the beginning &amp; end of a story</p> <p>Is aware of simple rhyming CVC words</p> <p>Gives a simple reason for disliking a story</p> <p>segmenting spoken words into phonemes and representing these by graphemes, saying out loud what they are going to write about. discuss what they have written with the teacher or other pupils. Recognise I as a personal pronoun Writes some recognisable CVC, CCVC and CVC words in writing</p> <p>Uses learnt digraphs in writing. Applies phonetic knowledge</p>	<p>Checking that the text makes sense to them as they read</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>To show an understanding of consonant blends</p> <p>To show an understanding of trigraphs</p> <p>To show an understanding of digraphs</p> <p>Gives appropriate word to complete sentences</p> <p>Retells stories in own words to a small audience</p> <p>Expands own story by giving more than one detail</p> <p>Rhymes two simple CVC rhyming words</p> <p>Demonstrates an understanding, when talking to with others,</p>
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	<p>Dictates a name and caption for a picture. Communication and Interaction to convey meaning.</p> <p>Attempts to use some familiar words.</p> <p>To be able to write graphemes on hearing the corresponding phoneme.</p> <p>Traces letters. composing a sentence orally before writing it</p> <p>To recognise and write a letter for initial phonemes. Correctly uses preferred method of communication to form most letters of the alphabet in response to hearing the sound</p>	<p>initial letter of a word.</p> <p>Blend phonemes to read CVC words</p> <p>Can initiate and maintain interaction and communication with an adult or peer</p> <p>Understands and uses prepositions correctly in short phrases through speech</p> <p>Begins to form most letters and numbers in a correct orientation and formation.</p> <p>suggests the correct initial letter of a word then write it</p> <p>To begin to form most of the letters of the alphabet in response to hearing the sound.</p> <p>To begin to write for a variety of purposes</p> <p>Writes some recognisable C V C, C V C and C V C C words in writing</p>	<p>Writes above or underneath a picture.</p> <p>Answers basic questions regarding text</p> <p>Attempts to write some letters correctly</p> <p>Retells a simple familiar story to a small group</p> <p>Beginning to use more complex sentences and link ideas e.g. using 'and/because'</p>	<p>Maintains attention, concentrates and sits quietly when appropriate in a larger group</p> <p>Sustains and maintains conversation with an adult or peer - taking turns appropriately</p>	<p>to writing and spelling.</p> <p>Listens and gives attention to others in one to one situations or small groups when conversations interest them</p> <p>Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases</p> <p>Recounts or "reads" what they have written about or what they have made/ drawn</p>	<p>about what they have read</p> <p>Joins in a discussion about what they have read</p> <p>Attempts to read own writing.</p> <p>Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Listens to stories and anticipates key events</p> <p>Listens and responds to adults and peers with relevant comments, questions or actions in a range of situations</p> <p>Beginning to show that they understand 'why' and 'how' questions through own responses</p>
<b>Maths</b>	<b>Place Value</b>	<b>Addition / Subtraction</b>	<b>Place Value within 20</b>	<b>Addition &amp; Subtraction</b>	<b>Place value within 50</b>	<b>Multiplication &amp;</b>

<p>Count within 100, forwards and backwards, starting with any number.</p> <ul style="list-style-type: none"> <li>– Count on from any number</li> <li>– Count backwards within 10</li> </ul> <p>Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> and <math>=</math></p> <ul style="list-style-type: none"> <li>– Fewer, more, same</li> <li>– Less than, greater than, equal to</li> <li>– Compare numbers</li> <li>– Order objects and numbers</li> <li>– The number line</li> </ul> <p><b>Start Addition &amp; Subtraction within 10</b></p> <p>Develop fluency in addition and subtraction facts within 10</p> <ul style="list-style-type: none"> <li>- Number bonds within 10</li> </ul> <p>Read, write and interpret equations containing addition (+), subtraction (-) and</p>	<p><b>within 10</b></p> <p>Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <ul style="list-style-type: none"> <li>– Number bonds within 10</li> <li>– Systematic number bonds within 10</li> <li>– Number bonds to 10</li> </ul> <p>Develop fluency in addition and subtraction facts within 10</p> <ul style="list-style-type: none"> <li>- Number bonds to 10</li> <li>– Systematic number bonds within 10</li> <li>– Number bonds to 10</li> </ul> <p>Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p> <ul style="list-style-type: none"> <li>- Addition – add together</li> <li>– Addition – add more</li> <li>– Addition problems</li> <li>– Find a part</li> <li>– Subtraction – find a part</li> <li>– Fact families – the</li> </ul>	<p>Count within 100, forwards and backwards, starting with any number.</p> <p>Count within 100, forwards and backwards, starting with any number.</p> <p>Count within 20</p> <p>Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> and <math>=</math></p> <ul style="list-style-type: none"> <li>– The number line to 20</li> <li>– Use a number line to 20</li> <li>– Compare numbers to 20</li> <li>– Order numbers to 20</li> </ul> <p><b>Addition &amp; Subtraction (within 20)</b></p> <p>Develop fluency in addition and subtraction facts within 10</p> <ul style="list-style-type: none"> <li>– Add ones using number bonds</li> <li>– Subtract ones using number bonds</li> </ul>	<p><b>(within 20)</b></p> <p>Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p> <p>Add by counting on within 20</p> <ul style="list-style-type: none"> <li>– Subtract ones using number bonds</li> <li>– Subtraction – counting back</li> <li>– Subtraction – finding the difference</li> <li>- Missing number problems</li> </ul> <p><b>Shape (Covering Year 1 &amp; 2)</b></p> <p>Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p>Recognise and name 3-D shapes</p> <ul style="list-style-type: none"> <li>– Sort 3-D shapes</li> <li>– Recognise and name 2-D shapes</li> <li>– Sort 2-D shapes</li> <li>– Patterns with 2-D and 3-D shapes</li> </ul> <p>Recognise common 2D and 3D</p>	<p>Count within 100, forwards and backwards, starting with any number.</p> <ul style="list-style-type: none"> <li>– Count from 20 to 50</li> <li>3 – Count by making groups of tens</li> </ul> <p>Reason about the location of numbers to 20 within the linear number system, including comparing using <math>&lt;</math> and <math>=</math></p> <p>The number line to 50</p> <p><b>Place value within 100</b></p> <p>Count within 100, forwards and backwards, starting with any number.</p> <p>Count from 50 to 100</p> <p><b>Length &amp; height (Covering Year 1 &amp; 2)</b></p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>- lengths and heights</li> </ul> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- lengths and heights</li> </ul> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm to the nearest appropriate unit, using rulers</p> <p>Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>	<p><b>division</b></p> <p>Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <ul style="list-style-type: none"> <li>- Count in 2s</li> <li>– Count in 10s</li> <li>– Count in 5s</li> <li>- Tens to 100</li> </ul> <p><b>Money</b></p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <ul style="list-style-type: none"> <li>- Count in coins</li> </ul>
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	<p>equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p> <p>- Fact families – addition facts</p>	<p>eight facts</p> <p>– Subtraction – take away/cross out (How many left?)</p> <p>– Subtraction – take away (How many left?)</p> <p>– Subtraction on a number line</p> <p><b>Consolidation</b></p>		<p>shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p><b>Fractions</b></p> <p>Children will make and find a half and a quarter of shapes and quantities.</p>		
<b>Science</b>	<p><b>Forces and magnets (Physics)</b></p> <p>compare how things move on different surfaces.</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>describe magnets as having two poles.</p> <p>predict whether two magnets will attract or repel each other,</p>	<p><b>Light (Physics)</b></p> <p>recognise that they need light in order to see things and that dark is the absence of light.</p> <p>notice that light is reflected from surfaces.</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>find patterns in the way that the size of shadows changes.</p> <p><b>Working Scientifically</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Setting up simple</p>	<p><b>Rocks (Physics)</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><b>Working Scientifically</b></p> <p>Making careful observations</p> <p>Identifying differences, similarities, or changes</p>	<p><b>Animals, including humans (Biology)</b></p> <p>identify that animal, 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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection, and movement.</p> <p><b>Working Scientifically</b></p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Using straightforward scientific evidence to answer questions</p>	<p><b>Plants (Biology)</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</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.</p> <p>investigate the way in which water is transported within 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><b>Working Scientifically</b></p> <p>Making careful observations</p> <p>Gathering, recording, classifying, and presenting data</p> <p>Using results to draw simple conclusions, make predictions for new values</p>	<p><b>Inventions</b></p> <p>Famous inventors/inventions that made the world a better place.</p> <ul style="list-style-type: none"> <li>• Marie Curle</li> <li>• George Washington Carver</li> <li>• William Smith</li> <li>• Inge Lehmann</li> </ul> <p><b>Working Scientifically</b></p> <p>To ask relevant questions and use evidence from scientific enquires to answer them and support findings.</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions by investigating.</p> <p>To identify changes related to scientific ideas.</p>

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

						Computer Science
<p><b>Topic/ Global Learning (History, Geography, Modern Foreign Languages)</b></p> <p><b>Art DT</b></p>	<p>The United Kingdom - Geography Locate and name the four countries of the United Kingdom. Locate and name the Capital Cities in the United Kingdom. Explore regions within England, naming at least one. Identify human (man-made) and physical characteristics in the United Kingdom. Use maps, atlases, globes, and digital/computer mapping to locate countries. Enrichment Opportunities Recreating a British landmark through D&amp;T.</p>	<p>The 7 Continents and 5 Oceans around the World – Geography Explore and locate the 7 Continents of the World Explore and locate the 5 oceans of the World. Explore human and physical geography, identifying seasonal and daily weather patterns in the United Kingdom. Explore human and physical geography, locating hot and cold areas of the World in relation to the Equator. Explore a compass and the North and South Poles. Enrichment Opportunities Visit from Father Christmas.</p>	<p>The Stone Age - History Introduction to the Stone Age and prehistoric life. Explore the range of homes Stone Age people built and lived in. Explore Stone age cave paintings, creating a new style of painting to represent pupil's identity. Explore the Stone Age diet - what did they eat? What clothing did Stone age people wear? Explore farming during the Stone Age. Enrichment Opportunities Fossil finding</p>	<p>Ancient Egypt - History Explore who were the Ancient Egyptians. Investigate what life was like as an Ancient Egypt? Explore Mummies during the Ancient Egyptian times. Explore and investigate the story of Tutankhamun. Write Like an Egyptian.  Explore Egyptian Gods. Enrichment Opportunities Construction – building a pyramid through D&amp;T.</p>	<p>Significant Individuals – History Explore the lives of six Significant Individuals in History. Neil Armstrong – first man on the moon. Mary Anning – well known for her fossil hunting. Florence Nightingale – nurse who helped soldiers during the war.  Thomas Edison – invented the light bulb. Mary Seacole – cared for British soldiers in the war and overcame racial prejudice for helping others. Vincent Van Gogh – famous Dutch artist. Recreate 'A Starry Night'. Enrichment Opportunities Fact find trip to a local wild area/forest.</p>	<p>Italy – Geography Explore the location of Italy within Europe and the world. Explore famous landmarks in Italy – the Colosseum, the Leaning Tower of Pisa, etc. Explore the Story of Pompeii. Explore and identify physical geography within Italy, including volcanoes, rivers, and mountains – Mount Vesuvius, for example. Explore Italian food – what are Italians known for? Enrichment Opportunities Italian cooking Pizza making</p>
<b>Personal Development</b>	<b>Citizenship and key skills</b>	<b>Living in the wider world</b>	<b>Relationships</b>	<b>Health and well being</b>	<b>Living in the wider world</b>	<b>Relationships</b>

<p><b>(PSHE)</b></p>	<p>Pupils communicate feelings and ideas in simple phrases P8 Pupils choose, initiate and follow through new tasks and self-selected activities Be able to show awareness of how to join in different situations. They understand agreed codes of behaviour which helps groups work together. Be able to join in a range of activities in 1:1 situation and in small or large groups P9 Makes purposeful relationships with others in group activities and attempt to negotiate with them [for example, if other pupils wish to use the same piece of equipment] Stage 1 Be able to share my opinion on things and explain my views</p>	<p>P8. Knows that money needs to be kept safe and to wait for the change Chooses an item in a shop. Crosses quiet roads to visit neighbourhood with support They treat living things and their environment with care and concern (Sc cells and organisation p4, geo P5) They understand the need for laws and the consequences of no laws They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately to achieve an end goal Demonstrate safety skills in school environment Talk about people who help them in the community</p>	<p>P8 Shows some consideration towards others Gets enjoyment from playing with others Expresses feelings and views P9 Shows concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort]. Recognises when people are being unkind Name some important people in their life (state how they should care for one another) Knows a range of feelings Make purposeful relationships with others in group activities and begin to take turns and share</p>	<p>P8 Express hygiene needs to adult Understand stranger danger, common dangers  Understands a healthy diet (Sc nutrition p8) Knows own address P9 Recognises aspects of personal hygiene e.g. when to wash hands Understands poisons, not to talk to strangers, unhealthy diets, need for sleep and benefits of exercise (Sc nutrition p8, PE stage 1) Stage 1 Know which food they like Ask for help appropriately, Can talk about how exercise and sleep affect the body (Sc nutrition stage 2, PE stage 1) Recognises medicines and who to trust to administer medication</p>	<p>Stage 1 Can identify areas for personal development Participate in a mini enterprise using basic money handling skills Describe how money is obtained Recognise they are responsible for themselves and others within any working environment Recognise meaning of common hazard sign Estimates roughly what different kinds of money might buy State what jobs/responsibilities does my teacher or I have in the classroom Can explain what 'rules' mean and how they help all of us Identify the needs that others may have and some of the needs of other living things – pets, animals, adults at home and in school (science, cells and</p>	<p>Stage 1 Can recognise the feelings of themselves and others and can explain in simple terms how others may feel. Can recognise different behaviours that can be helpful/unhelpful, kind/unkind and give examples how behaviour affects others. Identify what makes them feel pleased or cross and describe what happens inside and outside of the body Can identify their special people (family, friends, and carers) and what makes them special Makes purposeful; relationships with others in group activities and attempt to negotiate with them To understand what physical contact is acceptable or unacceptable</p>
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<b>World Beliefs</b>	<b>Bower Values</b>	<b>Bower Values</b>	<b>Buddhist's beliefs</b>	<b>What it means to be Jewish</b>	<b>Muslims and traditions.</b>	<b>The nature of Christians</b>
	<p>Tolerance Morals and rules</p> <p>What are the main British Values?</p>	<p>Tolerance Morals and rules</p> <p>What are the main British Values?</p>	<p>To know how Buddhist's celebrate New year in Japan</p>	<p>To explore God as a creator according to the Jewish faith.</p>	<p>Islam creation story</p> <p>To know that Muslims attend</p>	<p>To explore God as a creator according to the Christian faith.</p>

	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>Jumu'ah at a mosque on Fridays. To explore the use of a prayer mat and compass. Look at Wudu and how to keep clean.</p>	<p>To explore God's creation of Adam and Eve. To explore what happens at a Christian Wedding.</p>
<b>PE</b>	<p><b>Gymnastics (Linking)</b></p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p><b>Ball Skills (Hands)</b></p> <p>The unit of work will consolidate pupil's ability to accurately roll a ball towards a target.</p>	<p><b>Gymnastics</b></p> <p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p> <p><b>Dance (Sweet Factory)</b></p>	<p><b>Dodgeball</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence in dodgeball. Pupils will develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.</p> <p><b>OAA (Problem Solving)</b></p> <p>The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the</p>	<p><b>Attack v Defence</b></p> <p>The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games.</p> <p><b>Hockey</b></p> <p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving</p>	<p><b>Athletics</b></p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p><b>Rackets, Bats and Balls</b></p> <p>The focus of the learning is for pupils</p>	<p><b>Athletics</b></p> <p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p><b>Cricket</b></p> <p>The unit of work will explore how to</p>

	Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.	The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story	unit, there will be a focus on pupils developing skills essential to working within a team.	and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.	to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games.	apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.
<b>Music</b>	<b>African Drumming</b>  - 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	<b>Ocarinas/Seasonal</b>  Focus - Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina	<b>Boom Whackers</b>  - Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers. NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use	<b>Dragon Scales</b>  - This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop their listening skills. Pupils will learn songs that use the pentatonic	<b>The Jungle</b>  - 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	<b>Body Percussion</b>  - This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion. NC - use and understand staff

	<p>opportunity to create their own rhythmic ostinatos and will get to lead the group in call and response and rhythmic games.</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations</p>	<p>and understand staff and other musical notations</p>	<p>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.</p> <p>NC - Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>noises etc. Pupils will be exposed to listening, composing and performing tasks throughout the unit.</p> <p>NC - Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>	<p>and other musical notations. Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>
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<b>Enrichment Opportunities</b>	<p>Explore the surrounding area: park, school grounds.</p> <p>Visit a hospital</p>	<p>Visit to a nearby church</p>		<p>Castle Trip</p>	<p>Wildwood Woods/forest</p>	
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## Foxes Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<p><b>Around the world and Electricity</b></p> <p>Pupils will develop their vocabulary and scientific enquiry skills to increase independence moving into term 2.</p> <p>Pupils will develop their imagination and confidence through play impacting on their creative writing skills.</p> <p>Pupils will gain an understanding of where they are in the world. They will develop tolerance and an acceptance of others.</p>	<p><b>The Mayans and States of matter</b></p> <p>Pupils will develop an understanding of different genres and be able to give preferences regarding which they like best to increase their love of reading.</p> <p>Pupils will engage in states of matter investigations to gain an understanding of materials and their uses, this will culminate in applying these skills in a cooking activity.</p>	<p><b>Rainforests and Living things in their habitats</b></p> <p>Pupils will develop an understanding of the world around them and the contribution they can make.</p> <p>Pupils will develop non-fiction writing skills to enable them to write a 'How to guide'.</p>	<p><b>The Romans and Sound travel</b></p> <p>Pupils will develop an understanding of historic events and compare them to life today, this will build an understanding of how things are ever changing,</p>	<p><b>The Vikings and Animals including Humans</b></p> <p>Pupils will develop an understanding of their own body, they can see how food is digested and why some foods are not good for us.</p> <p>Pupils will develop reading and inference skills to ensure what they read has meaning, this will enable pupils to develop a love of reading.</p> <p>Pupils will further develop an understanding of historic events and compare them to life today.</p>	<p><b>All about Africa and Science inventions</b></p> <p>Pupils will be aware of a variety of scientific discoveries which increase their curiosity and desire to find things out for themselves.</p> <p>Pupils will gain knowledge of other cultures and values, to enable them to be accepting of others.</p>
<b>Core Text</b>	Non-Fiction: Otterline Yellow Cat -- Unit 3.3	Poetry/ Letter writing/traditional tales	Non-Fiction: All about Orangutans - Unit 2.1	Stories by the same author Anthony Browne (Gorilla and the tunnel)	Fiction: How to train your Dragon	Non-Fiction: The Boy who harnessed the wind
<b>English</b>	<b>Non-Fiction: Otterline Yellow Cat --</b>	<b>Poetry/ Letter writing/traditional</b>	<b>Non-Fiction: All about Orang-utans -</b>	<b>Stories by the same author Anthony Browne (Gorilla</b>	<b>Fiction: How to train your</b>	<b>Non-Fiction: The Boy who</b>

	<p><b>Unit 3.3</b></p> <p>Focus: Sentence types, clauses, and punctuation and sentence structures. Making predications. Characters thoughts and feelings. Mystery story writing. Checking text makes sense. Write simple sentences from dictation, using conjunctions, adverbs and prepositions to express time and cause. Present and past tense including progressive verbs <i>Text: Ottoline and the Yellow cat Ottoline goes to school Burglar Bill</i></p>	<p><b>tales</b></p> <p>Focus: A closer look at poetry. Rhyming/Reading aloud. Descriptive writing. Letters and Diary entries. Reciting poetry. Identifying themes. Performing poetry. Writing for audience. Begin using fronted adverbials when re telling a traditional tale. Introduction of consonants and vowels. <i>Text: Matilda, Firework, The haunted lift-James Kirrup, The little Mermaid-Hans Christen Anderson Rapunzel – brother.</i></p>	<p><b>Unit 2.1</b></p> <p>Focus: Retrieve and record information from non-fiction. Fact finding research. Fact files. Conjunctions. Note taking Letter writing Checking text makes sense Using prefixes and suffixes Possessive apostrophe Write simple sentences from dictation. <i>Text: Wordsmith text- All about Orangutans Fiction books- The Rainforest</i></p>	<p><b>and the tunnel)</b></p> <p>Focus: Making predictions. Exploring front covers. Inferring Descriptive writing. Comprehension. Drawing inferences by inferring character’s thoughts and feelings with evidence. Using conjunctions, adverbs and prepositions to express time and cause. <i>Text: The tunnel, Silly Billy, The Gorilla.</i></p>	<p><b>Dragon</b></p> <p>Focus: Predicting what might happen from details stated and implied. Comprehension. Creative writing Poster design. Trump card Commas. Using prefixes and suffixes. Possessive apostrophe. Write simple sentences from dictation. <i>Text: How to Train your Dragon, Dragon adventure.</i></p>	<p><b>harnessed the wind</b></p> <p>Focus: Changing Tense Apostrophe for possession. Descriptive writing. Comparisons. Storytelling and beliefs. Letter writing. Checking text makes sense. Drawing inferences by inferring character’s thoughts and feelings with evidence. Understanding and using speech marks <i>Text: Christophe’s Story, The Boy who Harnessed the wind.</i></p>
<p><b>Maths</b></p>	<p><b>Place Value</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. - Recognise tens and ones – Use a place value chart</p>	<p><b>Addition / Subtraction</b> Add and subtract across 10 – Add across a 10 – Subtract across a 10 – Subtract from a 10 – Subtract 1-digit number from a 2-digit number (across a 10)  Add and subtract within 100 by applying related one-digit</p>	<p><b>Multiplication &amp; division</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. – Introduce the multiplication symbol – Multiplication sentences</p>	<p><b>Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p><b>Fractions</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity  Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> Write simple fractions for example <math>\frac{1}{2}</math> of <math>6 = 3</math></p>	<p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about</p>

	<ul style="list-style-type: none"> <li>– Partition numbers to 100</li> <li>– Flexibly partition numbers to 100</li> <li>– Write numbers in expanded form</li> </ul> <p>Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10</p> <ul style="list-style-type: none"> <li>– 10s on the number line to 100</li> <li>– 10s and 1s on the number line to 100</li> <li>– Estimate numbers on the number line</li> </ul> <p><b>Start Addition &amp; Subtraction</b> Secure fluency in addition and subtraction facts within 10, through continued practice.</p> <ul style="list-style-type: none"> <li>- Bonds to 10</li> <li>– Add by making 10</li> <li>– Add to the next 10</li> <li>– Subtract from a 10</li> </ul>	<p>addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number.</p> <ul style="list-style-type: none"> <li>- Add across a 10</li> <li>– Subtract across a 10</li> <li>– Subtract from a 10</li> <li>– Subtract 1-digit number from a 2-digit number (across a 10)</li> <li>– 10 more, 10 less</li> <li>– Add and subtract 10s</li> </ul> <p>Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <ul style="list-style-type: none"> <li>– Add two 2-digit numbers (not across a 10)</li> <li>– Add two 2-digit numbers (across a 10)</li> <li>– Subtract two 2-digit numbers (not across a 10)</li> <li>– Subtract two 2-digit numbers (across a 10)</li> <li>– Mixed addition and subtraction</li> </ul> <p><b>Position &amp; Direction</b> Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical</p>	<ul style="list-style-type: none"> <li>– The 2 times-table</li> <li>– The 10 times-table</li> <li>– The 5 times-table</li> <li>– The 5 and 10 times-tables</li> </ul> <p>Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).</p> <ul style="list-style-type: none"> <li>- Make equal groups</li> <li>– Make equal groups – grouping</li> <li>– Make equal groups – sharing</li> <li>– Divide by 2</li> <li>– Divide by 10</li> <li>– Divide by 5</li> </ul>	<p>Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”.</p> <p>Calculate complements to 100</p> <ul style="list-style-type: none"> <li>- Subtract money</li> <li>– Find change</li> </ul> <p>Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p> <ul style="list-style-type: none"> <li>– Add money</li> <li>– Subtract money</li> <li>– Find change</li> </ul> <p><b>Mass, capacity &amp; temperature (Covering Year 1 &amp; 2)</b> Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>- mass/weight</li> <li>- capacity and volume</li> </ul> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- mass/weight</li> <li>- capacity and volume</li> </ul>	<p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).</p> <ul style="list-style-type: none"> <li>– Fractions and scales on a number line</li> <li>– Equivalent fractions as bar models</li> </ul> <p><b>Multiplication</b> Children will be exposed to all the times tables in preparation for their times table test – government. 1-12 times-table Children must be able to: Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any Multiple to be entered for the MTC.</p> <p><b>Problem solving</b> Children will use their knowledge gained to answer word problems over all areas so far.</p>	<p>totalling and comparing categorical data</p> <p><b>Time (Covering Year 1 &amp; 2 stages)</b> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day</p>
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		vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)		Choose and use appropriate standard units to estimate and measure - mass (kg/g); - temperature (°C); - capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and =		Compare, describe and solve practical problems for time Measure and begin to record the time (hours, minutes, seconds)
<b>Science</b>	<b>Electricity</b>  Identify common appliances that run on electricity. Construct a simple series electrical circuit, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a sample series circuit. Recognise some common conductors and	<b>States of matter</b>  Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of the evaporation with	<b>Living things and their habitats</b>  Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	<b>Sounds</b>  Identify how sounds are made associating some of them with something vibration. Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that	<b>Animals, including Humans</b>  Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple function. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Inventions</b>  Famous inventions that made the world a better place. Design and create an invention to help and improve lives.

	insulators, and associate metals with being good conductors.	temperature,		produced it. Recognise that sounds get fainter as the distance from the sound source increases.		
<b>Computing</b>	<p><b>Using Computers Safely</b></p> <p>2: E-Safety &amp; Using the internet Overview: Pupils will be learning about E-Safety issues raised in the Lee and Kim, and Jessie and Friends cartoons. They will learn about using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identifying how to report concerns. Pupils will move on to learning about how to effectively search the internet using a search engine and how to read the results page. Strand: Digital Literacy &amp; Information Technology</p>	<p><b>DTP 1 – Simple publisher</b></p> <p>Overview: Pupils will learn basic DTP presentation skills in publisher, such as: Graphic manipulation, WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”), spellchecker and thesaurus, templates, key techniques and formatting. Through the unit they will begin to learn how to present data and content. Strand: Information Technology</p>	<p><b>Data 1- Spreadsheets and Graphing</b></p> <p>Overview: Using Purple Mash’s 2Calculate pupils will be introduced to spreadsheets, using them to do calculations and producing charts and data. The unit introduces what data is, the collecting of it, analysing, and presenting it. Strand: Information Technology</p>	<p><b>Presentation 1</b></p> <p>Overview: Pupils will be introduced to creating simple presentations in PowerPoint. They will be looking at the different ways they can change text in a presentation to make it look different, adding digital content and how to add effects to engage an audience (animations &amp; slide transitions). Strand: Information Technology</p>	<p><b>Simulations</b></p> <p>Overview: Pupils will learn what simulations are and that they can be used to test predictions. Pupils will use a simulation to analyse different options. They will look for patterns Pupils will can evaluate a simulation to determine its usefulness for purpose. Strand: Information Technology</p>	<p><b>Programming 2 – Simple</b></p> <p>Programming using Block Coding Overview: Using Purple Mash’s 2Code pupils will use blocks of code to create a program using events, objects and action blocks. Pupils will plan an algorithm that includes collision detection and create a program using this. They will be introduced to using selection and repetition in programs. Strand: Computer Science</p>
<b>Topic/ Global Learning (History, Geography, Modern Foreign Languages)</b>	<p><b>Capital cities around the World</b></p> <p>Art: design a city, model cities. Location of cities. Facts about cities</p>	<p><b>Mayans Where did they originate from?</b></p> <p>Mayan way of life. Mayan Gods. Art design your own</p>	<p><b>Rainforests Where are they located?</b></p> <p>Explore wildlife. Human impact. Forest layers Jungle</p>	<p><b>Romans Spartacus/Julius</b></p> <p>Caesar Invasion. Equipment and uniform. Life as a soldier.</p>	<p><b>Vikings Where did the Vikings come from?</b></p> <p>Why did they invade Britain? Viking way of life.</p>	<p><b>Africa Location and Continent</b></p> <p>Landscape and countries. Climate / Weather.</p>

<b>Art DT</b>	and the population.	God.	plants.	Roman Gods/Famous Romans. What the Romans did for Britain.	Viking warriors. Viking beliefs.	Life in Africa compared to their own life. African animals. Facts about Africa.
<b>Personal Development (PSHE)</b>	<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>  <b>Recognise a wide range of emotions. Recognise what constitute a healthy relationship with friends and family. Working as teams, strategies put things right.</b>	<b>Health and Well Being</b>  What is meant by a healthy lifestyle. How to maintain and manage risks to physical wellbeing. Identify ways to keep physically safe on the playground.	<b>Living in the wider World</b>  <b>Respecting diversity and equality in different communities. Role of money in our lives. Respecting the environment.</b>	<b>Relationships</b>  Different types of relationships. Bullying and discrimination. Recognising risky behaviours in relationships and how to get help.	<b>Health and Well Being</b>  Making informed choices about health. Internet safety.
<b>World Beliefs</b>	<b>British values</b>  To name the 5 British Values. What is Individual Liberty? What rights do I have?  How do the rules work? How does this help us be a good person?	<b>Hinduism</b>  To know some important Hindu symbols and why they are important. To know who Krishna is and why he is important to Hindus.	<b>Buddhism</b>  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.	<b>Judaism</b>  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.	<b>Muslim faith</b>  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.	<b>Christianity</b>  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><b>PE</b></p>	<p><b>Gymnastics and Dodgeball</b></p> <p><b>Gymnastics (Symmetry and Asymmetry)</b> The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p> <p><b>Dodgeball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining these with their understanding of</p>	<p><b>Dance and Netball</b></p> <p><b>Dance (Wild Animals)</b> The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p> <p><b>Netball</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p>OAA and Handball</p> <p><b>OAA (Problem solving and orienteering)</b> The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics.</p> <p><b>Handball</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p><b>Tennis and Football</b></p> <p><b>Ball Skills</b> The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p> <p><b>Football</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p>Athletics and Basketball Athletics The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.</p> <p><b>Basketball</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game</p>	<p><b>Athletics and Cricket</b> <b>Athletics</b> The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump</p> <p><b>Cricket</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible</p>
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	team.					
<b>Music</b>	<p><b>Charanga: Lean on Me –</b></p> <p>This whole unit is focussed around the song Lean on Me by Bill Withers. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Peter and the Wolf</b></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.</p> <p>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><b>Charanga: Three Little Birds –</b></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><b>BBC 10 Pieces –</b></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><b>Charanga:</b></p> <p>Glockenspiel Level 1 - This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.</p> <p>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><b>Music Plus Digital: Ukuleles (Bug Club)</b></p> <p>- The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students' musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless of any barriers to learning. Music Plus 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>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<p><b>Pirates and Maps</b></p> <p>We will learn about Pirates using the text 'Treasure Island' by Robert Louis Stevenson. We will learn about features of maps and use our geographical knowledge and skills to help us create and follow treasure maps.</p>	<p><b>Tudors</b></p> <p>We will learn about the Tudors and Henry VIII, exploring his six wives within our history lessons. We will practice performing a play to ensure that our audience can hear us and understand us clearly.</p>	<p><b>You are what you eat</b></p> <p>We will study how animals, including humans, get nutrition from what they eat, and use our scientific knowledge to understand how this food is eaten and digested. We will also explore food chains. We will read, follow and make our own instructions for a variety of items including food and recipes.</p>	<p><b>Poetry</b></p> <p>We will continue to work on our performance techniques but this term through poetry. We will learn a poem off by heart as well as write our own.</p>	<p><b>Traditional Tales and the Local Heritage</b></p> <p>We will learn how some stories get passed down from generation to generation. We will learn that some of these stories have a moral.</p>	<p><b>Ancient Greeks</b></p> <p>We will use the book <i>Odyssey</i> to explore the myths &amp; legends of the Ancient Greek time. We will use Non-fiction books to research different topics of Ancient Greece and make a pot out of clay.</p>
<b>Core Text</b>	<p><b>Fiction</b> <i>'Treasure Island'</i> – Robert Louis Stevenson.</p>	<p><b>Traditional Tales and Play Scripts</b> <i>'The Pied Piper of Hamelin'</i> – Robert Browning. Christmas Play.</p>	<p><b>Non-Fiction</b> Recipes and Instructions.</p>	<p><b>Poetry and Raps</b> A collection of poems by Roger McGough.</p>	<p><b>Fiction</b> Aesop's fables.</p>	<p><b>Non-Fiction, Myths and Legends</b> <i>'Adventures of Odysseus'</i> – Hugh Lupton.</p>
<b>English</b>	<p>The children will read the story of <i>Treasure Island</i>. They will check that the text makes sense to them, discussing their understanding and</p>	<p>The children will learn about the differences between a poem, a storybook and a play script and how this affects the way we read them. They will take</p>	<p>Students will read books and leaflets that are structured in different ways ensuring that they are reading for a range of purposes. Through these texts they will identify</p>	<p>Students will enjoy a variety of poems by Roger McGough and Christina Rossetti, identifying and giving reasons for their likes and dislikes through discussing their favourite</p>	<p>The children will explore and compare a variety of Aesop's fables. They will read a variety of texts as well as watch some animations,</p>	<p>The children will read and watch the story of <i>Odysseus</i>. They will discover where the story was set and the importance of Greek Gods. They will use</p>

	<p>explaining the meaning of words in context. They will look at the setting of the story, building their vocabulary, and use imaginative role play to explore characters. They will compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. We will aim to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and, although.</p>	<p>turns to read parts and learn about the importance of punctuation to aid with intonation as well as how stage directions assist with the acting out of the play. They will use the story of 'The Pied Pieper of Hamelin' to discover and explain the meanings of new words in context. They will learn to predict what might happen next and to create a timeline of the poem/ story. They will create a poster to advertise for a rat catcher and write a letter to The Pied Piper apologising for trying to trick him. They will use the knowledge and experience gained through this topic to assist them in their performance of the Christmas play.</p>	<p>how language, structure, and presentation contribute to meaning and they will be able to retrieve and record information to assist them to perform a variety of tasks. They will learn how in non-narrative material, using simple organisational devices for example, headings and subheadings help to make the text clearer. When writing their own recipes and instructions they will learn to use the present perfect form of verbs in contrast to the past tense and to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>words and phrases. They will study the meanings of words in context and discuss and use poetic features, such as onomatopoeia and personification. They will continue to build up their repertoire of poetry and prepare, read aloud and perform a poem.</p>	<p>understanding plots and features of fables then recalling and retelling the main events and the moral of the story. They will use drama to explore characters and dilemmas, story maps to map out the main events and then plan, edit and write their own fable, following a familiar structure.</p>	<p>drama to act out the story of 'The Wooden Horse' and use this to support the re-writing of the tale. They will think about how it would have been for the sailors to be away from their families for so long and write a diary entry as well as a letter home. Children will use story maps to support them in remembering the main events of 'The Cyclops' and use this to help them to write their own version of the events.</p>
<b>Maths</b>	<p><b>Place Value:</b> Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to</p>	<p><b>Addition and Subtraction:</b> Calculate complements to 100.  Add and subtract up to</p>	<p><b>Multiplication and Division:</b> Recall multiplication facts, and corresponding division facts in the 2, 4, 5, 8 and 10 times tables, and</p>	<p><b>Multiplication and Division:</b> Apply place-value knowledge to known additive and multiplicative number facts (scaling facts</p>	<p><b>Money:</b> Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p><b>Length and Perimeter:</b> Measure, compare, add, and subtract lengths (m/ cm/ mm), mass (kg/ g) and volume/ capacity (l/</p>

<p>identify and work out how many 10s there are in other three-digit multiples of 10.</p> <p>Recognise the place value of each digit in three-digit numbers using standard and non-standard partitioning.</p> <p>Represent, partition, compare and order numbers to 1000.</p> <p>Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.</p> <p>Find 1, 10, or 100 more or less.</p> <p>Number line to 1000 – estimate on a number line to 1000.</p> <p>Divide 100 into 2, 4, 5 and 10 equal parts.</p> <p>Count in 50s.</p>	<p>three-digit numbers using columnar methods.</p> <p>Add and subtract two numbers (no exchange).</p> <p>Add and subtract two numbers across a 10 and a 100.</p> <p>Add 2-digit and 3-digit numbers.</p> <p>Subtract a 2-digit number from a 3-digit number.</p> <p>Manipulate the additive relationship – understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure.</p> <p>Understand and use the commutative property of addition and understand the related property for subtraction.</p> <p>Inverse operations.</p>	<p>recognise products in these multiplication tables as multiples of the corresponding number.</p> <p>Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplicate tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including for 2-digit numbers times one-digit numbers, using mental methods and then progressing to formal written methods.</p>	<p>by 10).</p> <p>Equivalent fractions on a number line.</p> <p>Equivalent fractions as bar models.</p> <p>Solve problems including missing number problems involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>x</math> objects are connects to <math>y</math> objects.</p> <p><b>Mass and Capacity:</b> Measure, compare, add, and subtract lengths (m/ cm/ mm), mass (kg/ g) and volume/ capacity (l/ ml).</p> <p><b>Statistics:</b> Interpret and present data using bar charts, pictograms, and tables.</p> <p>Solve one-step and two-step questions using information presented in scaled bar charts, pictograms, and tables.</p>	<p><b>Fractions:</b> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.</p> <p>Understand the denominators of unit fractions.</p> <p>Understand the numerators of non-unit fractions.</p> <p>Understand the whole.</p> <p>Find unit fractions of quantities using known division facts (multiplication tables fluency).</p> <p>Unit fractions of a set of objects.</p> <p>Reason about the location of any fraction within 1 in the linear number system.</p> <p>Compare and order unit and non-unit</p>	<p>ml).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p><b>Time:</b> Tell and write the time from an analogue clock, including using Roman Numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./ p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of</p>
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	<p><b>Shape:</b> Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations.</p> <p>Draw polygons by joining marks points and identify parallel and perpendicular sides.</p> <p>Draw 2D shapes.</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.</p> <p><b>Addition and Subtraction:</b> Secure fluency in addition and subtraction facts that bridge 10, through continued practice.</p>				<p>factions.</p> <p>Count in fractions on a number line.</p> <p>Add and subtract factions with the same denominator within 1.</p>	<p>events (for example, to calculate the time taken by particular events or tasks).</p>
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	<p>Add and subtract 1s across a 10 and a 100.</p> <p>Add and subtract two numbers cross a 10 and a 100.</p>					
<b>Science</b>	<p><b>Forces (Physics)</b></p> <p>Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving services.</p> <p>Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p> <p><b>Working Scientifically:</b> Planning different types of scientific enquiries to answer</p>	<p><b>Earth and Space (Physics)</b></p> <p>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth, and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><b>Working Scientifically:</b></p>	<p><b>Animals Including Humans (Biology)</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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p><b>Living Things and Their Habitats (Biology)</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.</p> <p>Describe the life process of reproduction in some plans</p>	<p><b>Properties and Changes of Materials (Chemistry)</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Inventions</b></p> <p>Famous inventors/ inventions that made the world a better place:</p> <ul style="list-style-type: none"> <li>• David Attenborough</li> <li>• CSI Technicians</li> <li>• Margaret Hamilton</li> <li>• Eva Crane</li> <li>• Stephanie Kwolek</li> <li>• Leonardo Da Vinci</li> </ul> <p>Design and create an invention to help and improve lives.</p> <p><b>Working Scientifically:</b> Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating.</p>

	<p>questions, including recognising, and controlling variables where necessary.</p> <p>Taking measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs.</p> <p>Using text results to make predictions to set up further tests.</p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs.</p> <p>Identify scientific evidence that has been used to support or refute ideas.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the changes as humans develop to old age.</p> <p><b>Working Scientifically:</b> Reporting and presenting findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms.</p>	<p>and animals.</p> <p><b>Working Scientifically:</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs.</p>	<p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating.</p> <p>Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood, and plastic.</p>	<p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>To describe how scientific ideas have changed over time.</p>
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Computing	<p><b>Pupil Asset Strand – Digital Literacy and Computer Science</b></p> <p><b>Overview:</b> Pupils will learn what a computer network is</p>	<p><b>Pupil Asset Strand – Information Technology</b></p> <p><b>Overview:</b> This unit focuses on Desktop Publishing</p>	<p><b>Pupil Asset Strand – Information Technology</b></p> <p><b>Overview:</b> This unit is designed to introduce the pupils to data and how we collect</p>	<p><b>Pupil Asset Strand – Information Technology</b></p> <p><b>Overview:</b> Pupils will use and combine different software to design and create digital artefacts</p>	<p><b>Pupil Asset Strand – Information Technology</b></p> <p><b>Overview:</b> Pupils using Purple Mash’s 2Animate will learn what stop frame</p>	<p><b>Pupil Asset Strand – Computer Science</b></p> <p><b>Overview:</b> Pupils using block programming will learn about sequencing,</p>

	<p>and learn that computer networks include the internet. They will learn that they provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Developing on this pupil will watch the Childnet E-Safety series “The Adventures of Kara Winston and the Smart Crew”, learning about SMART rules and undertake the activities to support this. These reinforce the messages given about using technology safely, respectfully, and responsibly; recognising acceptable/unacceptable behaviour; and identifying ways to report concerns about content and contact.</p>	<p>within pupils learning how to create digital artefacts with text, incorporating images and content from the internet. Pupils will start by learning how to use internet search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content for inclusion in their work.</p> <p>Through creating a publication that includes content from the internet they will investigate WYSIWYG (“what you see is what you get”), page orientation and refresh their knowledge of formatting. Through the unit they will begin to learn how to present data and content for an audience that accomplishes a given goal.</p>	<p>it. Pupils will learn that by sorting it, we can make more sense of it and make it useful and easy to understand.</p> <p>Pupils will learn how technology can help us with data collection and sorting. Pupils will combine the use of software to create a survey for collecting their data, and spreadsheet software to calculate totals, sort data and produce graphs and charts for analysis.</p>	<p>through the scenario of launching their own restaurant serving their favourite food. Pupils will need to use the internet to collect data, do simple analysis/ calculation and present this through the different pieces of software.</p> <p>Pupils will learn why and when to use the specific Microsoft pieces of software.</p>	<p>animation is, understanding what frames are, and the process of making. Pupils will learn to use the Onion Skin tool to create an animated image and how to use backgrounds and sounds to create more complex and imaginative animations. Then the pupils will present, and through different internet services (display boards and blogs in Purple Mash) comment on each other’s work.</p>	<p>selection, conditionals, and repetition in programming; they will work with variables and various forms of input and output.</p> <p>They will be reminded of what algorithms are and use logical reasoning to explore how some simple algorithms work.</p>
<b>MFL</b>	<b>Maps and Directions</b>  Listen attentively to	<b>Planets and the Solar System</b>	<b>Body and Physical Descriptions</b>	<b>Instructions</b>  Listen attentively to spoken	<b>Music</b>  Listen attentively to	<b>Poetry and De-Coding Texts</b>

	<p>spoken language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their vocabulary.</p> <p>Start to recognise cognates and see how French is the same/</p>	<p><b>Francophone</b></p> <p><b>Christmas</b></p> <p>Listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their</p>	<p>Listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their vocabulary.</p> <p>Start to recognise cognates and see how French is the same/ differs from English.</p>	<p>language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their vocabulary.</p> <p>Start to recognise cognates and see how French is the same/ differs from English.</p> <p>Understand that French is spoken all over the world.</p>	<p>spoken language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their vocabulary.</p> <p>Start to recognise cognates and see how French is the same/</p>	<p>Listen attentively to spoken language and show understanding by joining in and Responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in short, scaffolded conversations; ask and answer a few familiar questions.</p> <p>Speak in short sentences, using familiar vocabulary, phrases, and basic language structures.</p> <p>Develop accurate pronunciation when using familiar words and phrases.</p> <p>Broaden their vocabulary.</p> <p>Start to recognise cognates and see how</p>
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	differs from English.  Understand that French is spoken all over the world.	vocabulary.  Start to recognise cognates and see how French is the same/ differs from English.  Understand that French is spoken all over the world.	Understand that French is spoken all over the world.		differs from English.  Understand that French is spoken all over the world.	French is the same/ differs from English.  Understand that French is spoken all over the world.
<b>Art</b>	<b>Material carousel</b>  To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<b>Material carousel</b>  To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<b>Formal Elements</b>  To improve their understanding and mastery of the formal elements including drawing, painting and sculpture using a range of materials	<b>Formal Elements</b>  To improve their understanding and mastery of the formal elements including drawing, painting and sculpture using a range of material	<b>Funny fish</b>  To improve their understanding and mastery of the formal elements through a project that focuses on line and pattern as well as planning for an outcome	<b>Print making</b>  To improve their understanding and mastery of print making looking at a range of artists and print making techniques
<b>Personal Development (PSHE)</b>	<b>Living in the Wider World</b>  Understand why and how rules and laws are made and how they are enforced.  Understand why	<b>Relationships</b>  Recognise and provide management strategies for a wide range of emotions.  Recognise what constitutes a healthy	<b>Health and Wellbeing</b>  Understand what is meant by a healthy lifestyle.  Explore how to maintain and manage risks to physical and mental well-	<b>Living in the Wider World</b>  Respecting diversity and equality in different culture.  Respecting and protecting the environment.	<b>Relationships</b>  Explore marriage and civil partnerships.  Explore bullying and discrimination.  Recognise risky	<b>Health and Wellbeing</b>  Explore managing change including transition and puberty.  Make informed choices on health and recognise sources of

	<p>different rules are needed for different situations.</p> <p>Explore respect for self and others and understand the importance of being responsible for behaviours and actions.</p> <p>Explore rights and responsibilities within the home and at school.</p>	<p>relationship with friends and family, and develop skills to form these.</p> <p>Recognise risky and negative relationships.</p>	<p>being.</p> <p>Identify ways to keep physically safe on the playground.</p>	<p>Understand different concepts concerning money.</p>	<p>behaviours in relationships and how to get help.</p> <p>Recognise the danger of peer pressure.</p>	<p>help.</p> <p>Explore internet safety.</p>
<b>World Beliefs</b>	<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 the school.</p> <p>What are the laws outside of school?</p> <p>How does following laws make us a good citizen?</p>	<p><b>Who are Hindus and Sikhs?</b></p> <p>Explore the Sikh Scripture and The Guru Granth Sahib, and discuss what it is important to Sikhs.</p> <p>Name the five K's.</p> <p>Know why Guru Nanak was and why he is important to Sikhs.</p>	<p><b>Buddhist's Beliefs</b></p> <p>Know about the sacred book of The Tipitaka, and know why it is important to Buddhists.</p> <p>Know that Buddhists live by the five morals.</p>	<p><b>What it means to be Jewish</b></p> <p>Know who Abraham was and why he is important to Jews.</p> <p>Know who Moses was and why he is important to Jews.</p> <p>Explore the Torah and know why it is important to Jews.</p> <p>Explore Hebrew writing and the alphabet.</p>	<p><b>Muslim 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>Know about the festival of Ashura and why it is important to Muslims.</p>	<p><b>The Nature of Christians</b></p> <p>Know who Moses was and why he is important to Christians.</p> <p>Know that Christians follow the rules of the Ten Commandments.</p> <p>Explore the Holy Bible and know why it is important to Christians.</p> <p>Know who Jesus' disciples were and they are important to</p>

	Explore how parliament and the government set out laws.					Christians.
PE	<p><b>Gymnastics and Tag Rugby</b></p> <p><b>Gymnastics (Bridges):</b> The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p><b>Tag Rugby:</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of</p>	<p><b>OAA and Creative Games</b></p> <p><b>OAA (Problem Solving):</b> The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate, and adapt tactics.</p> <p><b>Creative Games:</b> The unit of work will provide pupils the opportunity to analyse, and problem solve a game, adapting rules and concepts to improve the quality of games.</p>	<p><b>Dance and Dodgeball</b></p> <p><b>Dance (Space):</b> The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p><b>Dodgeball:</b> The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.</p>	<p><b>Handball and Games Football</b></p> <p><b>Handball:</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p><b>Football:</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.</p>	<p><b>Cricket and Pickleball</b></p> <p><b>Cricket:</b> The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.</p> <p><b>Tennis/ Pickleball:</b> The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.</p>	<p><b>Athletics and Rounders</b></p> <p><b>Athletics:</b> The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of how to hurdle safely.</p> <p><b>Rounders:</b> The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as</p>

	when, where, and why they need to create space when they are attacking.					throwing and stopping the ball to keep the batter's score low.
<b>Music</b>	<p><b>Link to NC - <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</i></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.</p> <p>Pupils will explore how pulse and rhythm are intertwined and will work on creating their own rhythms to accompany a popular song of their choice.</p>	<p><b>Link to NC - <i>improvise and compose music for a range of purposes using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></b></p> <p>Focussing on 'The Planets' by Holst, pupils will create the sound world of space as they perceive it. Pupils will use the interrelated dimensions of music to represent the qualities and characteristics (size, distance from the sun etc.) of the planets.</p> <p>Pupils will also have the opportunity to learn Christmas music ready for a school performance.</p>	<p><b>Link to NC - <i>use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></b></p> <p>This <i>Glockenspiel</i> 2 Unit of Work builds on the learning from <i>Glockenspiel 1</i> 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>Link to NC - <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</i></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 HipHop Culture and pupils will have an opportunity to experience each element in one way or another.</p> <p>The 4 elements are: MCing, Turntablism, Graffiti and, Breakdancing.</p> <p>Pupils will also learn how to play old-school hip-hop songs and learn about sampling.</p>	<p><b>Link to NC - <i>improvise and compose music for a range of purposes using the interrelated dimensions of music.</i></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 own compositional performances.</p>	<p><b>Link to NC - <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Use and understand staff and other musical notations.</i></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 perform them within the classroom.</p>



### Eagles Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<p><b>Fairy tales / traditional tales/Newspaper articles</b></p> <p>Pupils will develop reading skills and a wider knowledge of texts, to develop confidence into term 2. They will develop sentence structure and their use of punctuation to develop their fluency and confidence in writing.</p> <p>Develop pupils formal and informal language to encourage reciprocal conversation with peers and adults.</p> <p>Understanding different forces- Scientific enquiry to develop pupil's confidence and use a wider range of vocabulary. To have a clearer knowledge of how some important equipment/ machinery is made and used to this day. This will help them to be safe.</p>	<p><b>Traditional Tales/Poetry</b></p> <p>To develop pupils' skills through a range of writing styles, to develop access to a wider range of reading materials. For pupils to be able to complete independent writing task at the end of term.</p> <p>To develop performance skills so pupils feel more confident and have a greater degree of self-belief moving into term 3.</p> <p>Pupils to develop a better understanding of the Earth and how the Earth they live on differs from other planets to develop sense of belonging.</p>	<p><b>Fiction/instruction writing/Diary writing</b></p> <p>Pupils will develop the ability to follow and understand instructions to enable pupils to access more in-depth instructions in readiness for their term 4 unit of work.</p> <p>Pupils will understand healthy eating, their personal dietary needs and make healthy choices.</p>	<p><b>Poetry / Raps/ Fiction</b></p> <p>To develop pupil's performance skills to continue building confidence and self-belief.</p> <p>To understand own development to alleviate anxieties and support moving forward for term 5 writing task.</p>	<p><b>Fiction /Writing instructions/recounts</b></p> <p>Pupils will develop an understanding of difference and learn to embrace the differences between people to build pupils tolerance and understanding of others.</p> <p>To develop understanding of health and safety in and out of school to enable them to have a greater awareness of danger</p>	<p><b>Non-fiction Myths &amp; Legends</b></p> <p>To develop historical knowledge through stories. Developing pupil's imagination and vocabulary ready for KS3</p> <p>For pupils to develop empathy and put this into practice when moving into KS3</p> <p>Develop pupil's independence by using the internet safely.</p>
<b>Core Text</b>	A range of traditional stories: The real story of the 3 little pigs.	The Nightmare before Christmas.	Treasure Island	A collection of poems by Benjamin Zephaniah  The Diary of Thomas Snoop	The Boy in the Dress	Greek Myths Odysseus

<p><b>English</b></p>	<p><b>Traditional tales</b></p> <p>We will learn how some stories get passed down from generation to generation. We will learn that some of these stories have a moral.</p>	<p><b>Poetry</b></p> <p>We will continue to work on our performance techniques but this term through poetry. We will learn a poem off by heart as well as write our own</p>	<p><b>You are what you eat Pirates.</b></p> <p>We will learn about Pirates using the text Treasure Island. We will use our geographical knowledge to help us create and follow 'Treasure maps'. We will study how animals, including humans, get nutrition from what they eat, how this food is eaten and digested and about food chains. We will read, follow and make our own instructions for a variety of items including food. We will use our mathematical knowledge of mass &amp; capacity to help us measure quantities accurately.</p>	<p><b>Tudors</b></p> <p>We will learn about the 6 wives of Henry VIII. We will practice our play to ensure that our audience can hear us and understand us clearly.</p>	<p><b>Tudors</b></p> <p>We will be exploring a range of materials and their properties.</p>	<p><b>Ancient Greeks</b></p> <p>We will use the book Odyssey to explore the myths &amp; legends of the Ancient Greek time. We will use Non-fiction books to research different topics of Ancient Greece and make a pot out of clay.</p>
<p><b>Literacy</b></p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Reading books that are structured in different ways and reading for a range of purposes continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Drawing inferences such as inferring characters' feelings,</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied</p>

					thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied	
<b>Maths</b>	<p><b>Place Value</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. – Thousands</p> <p>Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. – Represent numbers to 10,000 – Partition numbers to 10,000 – Flexible partitioning of numbers to 10,000</p> <p>Reason about the location of any four-digit number in the linear number system, including identifying</p>	<p><b>Addition / Subtraction</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p><b>Measurement – Area</b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p><b>Place Value</b> Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of</p>	<p><b>Multiplication / division</b> Recall multiplication and division facts up to <math>12 \times 12</math> and recognise products in multiplication tables as multiples of the corresponding number. – Factor pairs – Use factor pairs – Related facts – multiplication and division – Informal written methods for multiplication – Multiply a 2-digit number by a 1-digit number – Multiply a 3-digit number by a 1-digit number</p> <p>Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. – Divide a 2-digit number by a 1-digit number (1)</p>	<p><b>Position &amp; Direction</b> Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p><b>Decimals</b> Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to <math>1/4</math>, <math>1/2</math> and <math>3/4</math>.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places up to two decimal places</p>	<p><b>Fractions</b> Reason about the location of mixed numbers in the linear number system. – Number lines with mixed numbers – Compare and order mixed numbers</p> <p>Convert mixed numbers to improper fractions and vice versa. – Convert mixed numbers to improper fractions – Convert improper fractions to mixed numbers</p> <p>Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. – Add fractions and mixed numbers – Subtract from whole amounts – Subtract from mixed</p>	<p><b>Money</b> Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><b>Decimals</b> Solve simple measure and money problems involving fractions and decimals to two decimal places</p>

	<p>the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.</p> <ul style="list-style-type: none"> <li>– Find 1, 10, 100, 1,000 more or less</li> <li>– Number line to 10,000</li> <li>– Estimate on a number line to 10,000</li> <li>– Compare numbers to 10,000</li> <li>– Order numbers to 10,000</li> <li>– Round to the nearest 10</li> <li>– Round to the nearest 100</li> <li>– Round to the nearest 1,000</li> <li>– Round to the nearest 10,000</li> </ul> <p>Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.</p> <ul style="list-style-type: none"> <li>– Number line to 10,000</li> <li>– Estimate on a number line to 10,000</li> </ul> <p><b>Time</b> Read, write and convert time between analogue and digital 12- and 24-hour</p>	<p>100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100</p> <ul style="list-style-type: none"> <li>– Multiply by 10</li> <li>– Multiply by 100</li> <li>– Divide by 10</li> <li>– Divide by 100</li> </ul>	<ul style="list-style-type: none"> <li>– Divide a 2-digit number by a 1-digit number (2)</li> <li>– Divide a 3-digit number by a 1-digit number</li> </ul> <p>Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).</p> <ul style="list-style-type: none"> <li>– Multiply by 100</li> <li>– Divide by 100</li> <li>– Divide a 1- or 2-digit number by 100</li> </ul>		<p>numbers</p>	
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	clocks.  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.					
<p><b>Science</b> <i>Topics may be taught in different terms due to the need for resources to be shared across more than more class.</i></p>	<p><b><u>Forces (Physics)</u></b> Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving services. Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect. <b><i>Working Scientifically</i></b>  Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary Taking measurements using a range of scientific equipment</p>	<p><b><u>Earth &amp; Space (Physics)</u></b> Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth, and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <b><i>Working Scientifically</i></b>  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs Identify scientific evidence that has been used to support or refute ideas</p>	<p><b><u>Animals including humans (Biology)</u></b> Describe the changes as humans develop to old age <b><i>Working Scientifically</i></b>  Reporting and presenting findings from enquiries, including conclusions, casual relationships, and explanations of and degree of trust in results, in oral and written forms.</p>	<p><b><u>Living things and their habitats (Biology)</u></b> Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird Describe the life process of reproduction in some plants and animals <b><i>Working Scientifically</i></b>  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs</p>	<p><b><u>Properties and changes of materials (Chemistry)</u></b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating Give reasons, based on evidence from</p>	<p><b><u>Inventions</u></b> Famous inventors/inventions that made the world a better place.</p> <ul style="list-style-type: none"> <li>• David Attenborough</li> <li>• CSI Technicians</li> <li>• Margaret Hamilton</li> <li>• Eva Crane</li> <li>• Stephanie Kwolek</li> <li>• Leonardo Da Vinci</li> </ul> <p>Design and create an invention to help and improve lives. <b><i>Working Scientifically</i></b>  Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating To identify scientific evidence that has been used to support or refute</p>

	<p>with increasing accuracy and precision Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar, and line graphs Using test results to make predictions to set up further tests</p>				<p>comparative and fair tests, for the particular uses of everyday materials, including metals, wood, and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <b>Working Scientifically</b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising, and controlling variables where necessary Taking measurements using a range of scientific equipment with increasing accuracy and precision Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter,</p>	<p>ideas or arguments. To describe how scientific ideas have changed over time.</p>
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					bar, and line graphs	
<b>Computing</b>	<p>Overview: Pupils will learn what a computer network is and learn that computer networks include the internet. They will learn that they provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Developing on this pupil will watch the Childnet E-Safety series “The Adventures of Kara, Winston and the Smart Crew”, learning about SMART rules and undertake the activities to support this. These reinforce the messages given about using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; and identifying ways to report concerns about</p>	<p>Overview: This unit focuses on Desktop Publishing (Microsoft Publisher) and Creating Content Digitally (Microsoft SWAY) with pupils learning how to create digital artefacts with text, incorporating images and content from the internet. Pupils will start by learning how to use internet search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content for inclusion in their work.</p> <p>Through creating a publication that includes content from the internet they will investigate WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”), page orientation and refresh their knowledge of formatting. Through the unit they will begin to learn how to present data and content for an audience that accomplishes a given</p>	<p>Overview: This unit is designed to introduce the pupils to data and how we collect it. Pupils will learn that by sorting it, we can make more sense of it and make it useful and easy to understand.</p> <p>Pupils will learn how technology can help us with data collection and sorting. Pupils will combine the use of software to create a survey for collecting their data, and spreadsheet software to calculate totals, sort data and produce graphs and charts for analysis.</p> <p><b>Strand: Information Technology</b></p>	<p>Overview: Pupils will use and combine different software to design and create digital artefacts through the scenario of launching their own restaurant serving their favourite food. Pupils will need to use the internet to collect data, do some simple analysis / calculations and present this through the different pieces of software.</p> <p>Pupils will learn why and when to use specific Microsoft pieces of software.</p> <p><b>Strand: Information Technology</b></p>	<p>Overview: Pupil using Purple Mash’s 2Animate will learn what stop frame animation is, understanding what frames are, and the process of making. Pupils will learn to use the Onion Skin tool to create an animated image and how to use backgrounds and sounds to create more complex and imaginative animations. These the pupils will present, and through different internet services (display boards and blogs in Purple Mash) comment on each other’s work.</p> <p><b>Strand: Information Technology</b></p>	<p>Overview: Pupils using block programming will learn about sequencing, selection, conditionals, and repetition in programming; they will work with variables and various forms of input and output.</p> <p>They will be reminded of what algorithms are and use logical reasoning to explain how some simple algorithms work</p> <p><b>Strand: Computer Science</b></p>

	content and contact.  <b>Strand: Digital Literacy &amp; Computer Science</b>	goal.  <b>Strand: Information Technology</b>				
<b>Art Lessons</b>	<b>Material carousel</b>  To develop techniques, including control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.		<b>Formal Elements</b>  To improve understanding and mastery of the formal elements including drawing, painting and sculpture using a range of material		<b>Mixed media</b>  To improve understanding and mastery of experimentation through mixed media play and learn about a variety of mixed media artists	<b>Jackson Pollock</b>  To improve understanding and mastery of the formal elements through a project that focuses on Jackson Pollock, researching and creating artworks inspired by him.
<b>Topic</b> <b>Global Learning</b> <i>(History, Geography, Modern Foreign Languages)</i> <b>Art</b> <b>DT</b>	<b><u>Geography</u></b> <b>Geographical skills and fieldwork:</b> 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  <b><u>Art/Design</u></b> Designing & creating maps Message in a bottle Making a boat that can float and sail	<b><u>History</u></b> <b>Tudors</b> <b>Henry VIII wives</b>  <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.  PA S5 ordering given events on a detailed timeline that relate to the period and events studied (for example describing and sequencing events within the reign of Henry VIII, 1509-1547). having an understanding	<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  <b><u>Art/Design</u></b> Following a recipe Creating own recipe Design own edible garden	<b><u>History</u></b> <b>Aztecs Study</b> A non-European society that provides contrasts with British history.  <b><u>Art/Design</u></b> Aztec art – Create a headdress Weaving Masks	<b><u>Geography</u></b> <b>Equator, hemispheres, tropics, poles &amp; time</b> <b>Locational knowledge:</b>  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)  <b><u>Art/Design</u></b> Portraits	<b><u>History</u></b> <b>Ancient Greeks</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world  <b><u>Geographical skills:</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  <b><u>Art/Design</u></b> Clay pots  Ancient Greek masks

		<p>of the difference between facts and opinions (for example Henry VIII had six wives, Anne of Cleves was the ugliest).</p> <p><b>Art/Design</b> Make shadow puppets and puppet theatre for Pied Piper of Hamelin</p>				
<p><b>Personal Development (PSHE)</b></p>	<p><b>Living in the wider world</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>Living in the wider world</b></p> <p>Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money</p>	<p><b>Relationships</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>Health and Well Being</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>Relationships</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>Health and Well Being</b></p> <p>Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety</p>
<p><b>World Beliefs</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</p>	<p>To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs.</p> <p>To name the five Ks</p> <p>To know who Guru Nanak was and why he is important to Sikhs</p>	<p>To know about the sacred book the Tipitaka and know why it is important to Buddhists.</p> <p>To know that Buddhists live by the five morals.</p>	<p>To know who Abraham was and why he is important to Jews.</p> <p>To know who Moses was and why he is important to Jews.</p> <p>To explore the Torah and know why it is important to</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</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>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>Jews.</p> <p>To explore Hebrew writing and the alphabet.</p>	<p>festival of Ashura and why it is important to Muslims.</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>
PE	<p><b>Gymnastics (Counterbalance and Counter Tension)</b> The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> <p><b>Hockey</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball</p>	<p><b>Dance (Circus)</b> The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.</p> <p><b>Tag-Rugby</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways</p>	<p><b>OAA (Problem Solving and Orienteering)</b> The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.</p> <p><b>Netball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p><b>Basketball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p><b>Handball</b> The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p><b>Tennis/Pickleball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p><b>Cricket</b> Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p>	<p><b>Athletics</b> The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p> <p><b>Rounders</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will</p>

	up the court, creating an attack that results in a shooting opportunity.	the defending team can prevent the attackers from scoring.				continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
<b>Music</b>	<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>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></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>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</b></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>NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></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>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></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>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and</b></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>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural</b></p>

		increasing accuracy, fluency, control and expression			playing musical instruments with increasing accuracy, fluency, control and expression	memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.
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### Falcons Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent</b> - "The Why"	<b>Victorians and Evolution</b>  Pupils to read 'Street Child', by Berlie Doherty.	<b>Living Things</b>  Pupils to read 'The Whisperer' and to	<b>Rivers and Light</b>  Pupils to read Aboriginal Dreaming	<b>Edwardians and Electricity</b>  Pupils to use resources,	<b>WW2 and Animals Including Humans</b>  Pupils to read 'Friend	<b>Scientists and Inventors</b>  Pupils to read 'There's a Boy in the Girls' Bathroom', by Louis Sachar.

<p>Pupils to write a diary entry from the perspective of the young boy.</p> <p><i>(Link to the Victorians).</i></p> <p>Pupils will build on previous place value knowledge to identify, represent and compare larger numbers and solve problems.</p> <p>Pupils will recognise how living things have changed over time and identify how animals and plants are adapted to suit their environment and how adaptation leads to evolution. They will recognise that living things produce offspring and how it varies.</p> <p>Pupils to learn about Victorian life through reading Street Child and watching videos.</p> <p>Pupils to recognise emotions and identify strategies to support these, understanding what constitutes a healthy relationship.</p>	<p>create a chapter of the story to explain what happens next. Pupils to explore Cat’s poetry.</p> <p><i>(Link to Living Things theme)</i></p> <p>Pupils will build on previous addition and subtraction skills to learn formal written methods to support addition and subtraction of larger numbers and solve problems.</p> <p>Pupils will learn about the classification of living things, according to observable characteristics and based on similarities and differences – giving reasons. Pupils will design their own ‘curious creature’ and classify it based on its characteristics.</p> <p>Pupil to use maps and symbols to find human and geographical landmarks in Maidstone.</p> <p>Pupils to understand</p>	<p>stories and to create their own Dreaming story, which explains how a particular lizard came to live.</p> <p><i>(Link to Aboriginal theme)</i></p> <p>Pupils will build on previous times tables knowledge to multiply and divide larger numbers and solve problems in context.</p> <p>Pupils will learn how light travels in straight lines and how we see objects. They will use the knowledge that light travels in straight lines to explain how shadows are formed. Pupils will work scientifically and collaboratively to investigate and carry out experiments.</p> <p>Pupils to learn how rivers form from source to mouth and about landforms associated with rivers.</p> <p>Pupils to understand why rules are important and know the consequences of</p>	<p>books, VR and the internet to research the Titanic from the perspectives of passengers from all classes. Pupils to write postcards/letters home and to create an information text about the disaster or advertisement for the poster.</p> <p><i>(Link to Edwardians theme)</i></p> <p>Pupils will be able to read, interpret and present data in a variety of ways and solve problems in context. Pupils will be able to measure in different units, applying knowledge to shapes and money. Pupils will develop their time reading skills.</p> <p>Pupils will learn to represent circuits using symbols in a diagram and associate the brightness of a lamp or the volume of a buzzer with the number of voltage cells used in the circuit. Pupils will be conducting their own investigation.</p>	<p>or Foe’ about two boys that get evacuated to Devon from London in WW2. Pupils to create letters home from Devon and a newspaper article.</p> <p><i>(Link to WW2 theme)</i></p> <p>Pupils to understand fractions are parts of a whole number, to enable them to add and subtract fractions, identify equivalent fractions and round with decimal places.</p> <p>Pupils will research the parts and functions of the circulatory system and I understand how nutrients are transported around the body. Pupils will explore how a healthy lifestyle supports the body to function and how diet, exercise, drugs and lifestyle affect the body.</p> <p>Pupils to learn about the Battle of Britain as an event in WW2</p>	<p>Pupils to write a chapter of the story to explain what happens next.</p> <p>Pupils will be able to identify, represent and classify a variety of shapes and angles. Pupils will be able to read and plot data on grids, developing their ability to read co-ordinates.</p> <p>Pupils will research and learn about a selection of scientists and inventors of their choice, exploring their background, skill and what they invented or discovered.</p> <p>Pupils to be aware of current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc.</p> <p>Pupils to gain an understanding of the varying roles within the community, rights and responsibilities of others and have an awareness of enterprise and good citizenship.</p>
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		and make informed choices for a healthy lifestyle and identify positive influences to their own health and well-being.	not following set rules. Pupils to develop an awareness of respect and responsibility to both themselves and others, as well as an understanding of diversity and equality.	Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle.  Pupils to identify risky behaviours in themselves and others and know where to get help when they need it. Pupils to understand stereotypes and build on previous knowledge of diversity and equality.	History.  Pupils to develop their skills in managing change, in particular to support their upcoming transition. Pupils to build on their knowledge of managing their own health and well-being.	
<b>Core Text</b>	Street Child	The Whisperer & Cat's Poetry	The Dreaming	Titanic	Friend or Foe	There's a Boy in the Girls' Bathroom
<b>English</b>	<p><b>Street Child</b></p> <p><b>Reading</b> Apply growing knowledge of root words, prefixes and suffixes Read further exception words, noting unusual correspondences between spelling and sound Listen to and discussing a wide range of texts Make predictions and drawing inferences, inferring feelings, thoughts and motives, and justifying inferences with evidence</p>	<p><b>The Whisperer &amp; Cat's Poetry</b></p> <p><b>Reading</b> Read aloud their own writing Prepare poems and play scripts to read aloud and to perform Recognising different forms of poetry</p> <p><b>Writing</b> In narratives, creating settings, characters and plot Using and punctuating direct speech Choosing nouns or</p>	<p><b>Aboriginal Stories-The Dreaming River Fact files</b></p> <p><b>Reading</b> Identifying themes and conventions in a wide range of books Increase familiarity with a wide range of books Identify how language, structure, and presentation contribute to meaning</p> <p><b>Writing</b> Increase the legibility and consistency of handwriting</p>	<p><b>Titanic</b></p> <p><b>Reading</b> Retrieve and record information from non-fiction Listening to and discussing a wide range of texts Participate in discussion about books read to them and those read for themselves, taking turns and listening others</p> <p><b>Writing</b> Spell homophones Using conjunctions, adverbs and</p>	<p><b>Friend or Foe</b></p> <p><b>Reading</b> Drawing inferences, inferring feelings, thoughts and motives, and justifying inferences with evidence Using dictionaries to check the meaning of words that they have read</p> <p><b>Writing</b> In non-narrative material, using simple organisational devices Extending the range</p>	<p><b>There's a Boy in the Girls' Bathroom</b></p> <p><b>Reading</b> Checking that the text makes, discussing understanding and explaining the meaning of words in context Identifying and summarising main ideas from more than one paragraph</p> <p><b>Writing</b> Possessive apostrophe placement in words - regular plurals indicating possession with possessive apostrophe Proof-read for spelling and punc. errors and proposing changes to grammar and vocab. Using fronted adverbials with commas</p>

	<p><b>Writing</b> Use and understand prefixes and suffixes Increase the legibility of handwriting Using and punctuating direct speech</p> <p><b>Pieces of work</b> <b>Non-fiction writing task -</b> Diary entry School council/ formal letter <i>Evolution fact file (Science)</i> <i>Whale adaptation (non-chronological report – Science)</i></p>	<p>pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><b>Pieces of work</b> Chapter of story Poem <i>Animal fact file (Science)</i></p>	<p>Organising paragraphs around a theme In narratives, create settings, characters and plot</p> <p><b>Pieces of work</b> <b>Fiction writing task –</b> river fact file (topic) Character/setting description Aboriginal Story</p>	<p>prepositions to express time and cause Proof-read for spelling and punctuation errors Asking questions to improve understanding of a text</p> <p><b>Pieces of work</b> Postcard/letter Persuasive writing poster <i>Instruction writing (DT)</i></p>	<p>of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although Increase the legibility, consistency and quality of handwriting</p> <p><b>Pieces of work</b> <b>Non-fiction writing task –</b> Letter home (informal) Newspaper article (non-chron) <i>Healthy living leaflet (Science)</i></p>	<p><b>Pieces of work</b> Chapter of story <i>Explanation text – inventor (Science)</i> <i>Debate – global warming (Science)</i> <i>Persuasive piece – recycling (Science)</i></p>
<b>Maths</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Count in multiples of 4, 8, 50, 100 and 6, 7, 9, 25 and 1000. Find 10, 100, 1000 more/less. Count backwards through zero incl. negative numbers.</li> <li>Recognise place value in 3-digit and 4-digit number.</li> <li>Compare and order numbers up to and beyond 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1000 in numerals and words</li> <li>Round any number to</li> </ul>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally (3-digit and 0, 3-digit and T, 3-digit and H)</li> <li>Add and subtract numbers up to 3-digit and 4-digit using formal written column method</li> <li>Estimate and use inverse to check</li> <li>Solve problems including missing number problems and two-step problems</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division for 3, 4, 8 and up to 12x12 times tables.</li> <li>Write and calculate 2-digit x 1-digit and 3-digit x 1 digit statements using mental formal written methods</li> <li>Use place value and known facts to multiply and divide mentally incl. x/÷ by 0 and 1, multiplying together 3 numbers</li> <li>Solve problems including missing number problems</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present (discrete and continuous) data using bar charts, pictograms and tables</li> <li>Solve one step and two step questions using presented information, solving comparison, sum and difference problems</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract: length, mass, volume/capacity, converting between</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Count up and down in tenths/hundredths ; recognise that fractions arise from dividing an object into 10 / 100 equal parts</li> <li>Recognise, find and write fractions incl equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>Recognise and use fractions as numbers</li> <li>Recognise and show, using diagrams, equivalent fractions with small denominators</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Draw 2D/make 3D shapes, describing/recognising 3D shapes in different orientations and comparing and classifying based on properties and size</li> <li>Recognise angles as property of shape/description of a turn</li> <li>Identify right, acute and obtuse angles and know that 2 is a <math>\frac{1}{2}</math> turn, 3 is a <math>\frac{3}{4}</math> turn and 4 a complete turn. Identify greater than/less than angles</li> <li>Identify horizontal/vertical/perpendicular/parallel lines and lines of symmetry</li> <li>Plot/draw co-ordinates on a 2D grid, describing movements between positions as translations (left, right, up, down)</li> </ul>

	<p>the nearest 10, 100 or 1000.</p> <ul style="list-style-type: none"> <li>Solve number problems and practical problems with increasingly larger numbers</li> <li>Read Roman numerals to 100</li> </ul>		<p>including positive integer scaling problems and correspondence with n objects connected m objects and distributive law</p> <ul style="list-style-type: none"> <li>Recognise and use factor pairs and commutativity</li> </ul>	<p>different units</p> <ul style="list-style-type: none"> <li>Measure perimeter of 2D shapes and area (counting squares)</li> <li>Estimate, compare and calculate different measures.</li> <li>Add/subtract money and give change.</li> <li>Tell/write (and convert) the time in 12 and 24hr analogue (and digital) clocks, incl. Roman Numerals with increasing accuracy to the nearest minute.</li> <li>Know the number of secs in minute, hours in day, days in month/year.</li> <li>Record and compare time &amp; the duration of events</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract fractions with the same denominator within one whole</li> <li>Compare and order fractions up to 2 decimal places, and fractions with the same denominators</li> <li>Solve problems incl. measure and money up to 2 decimal places</li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>Round decimals with one decimal place to the nearest whole number</li> </ul>	
<b>Science</b>	<p><b><u>Evolution and Inheritance</u></b></p> <p><b>Biology</b> Recognise that living things have changed over time and that fossils provide information about living things years ago Recognise that living things produce offspring that varies Identify how animals and</p>	<p><b><u>Living Things and Their Habitats</u></b></p> <p><b>Biology</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms,</p>	<p><b><u>Light Physics</u></b> Recognise that light travels in straight lines &amp; explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to objects, to our eyes Explain why shadows</p>	<p><b><u>Electricity Physics</u></b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function Use recognised symbols when representing a</p>	<p><b><u>Animals Including Humans</u></b></p> <p><b>Biology</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs, and lifestyle on the way their</p>	<p><b><u>Scientists and Inventors</u></b></p> <p>Famous inventors/inventions that made the world a better place.</p> <ul style="list-style-type: none"> <li>Stephen Hawkings</li> <li>Libbie Hyman</li> <li>Marie Maynard Daly</li> <li>Alexander Fleming</li> <li>Mary Leakey</li> <li>Steve Jobs</li> <li>Dr Daniel Hale Williams</li> </ul> <p>Explanation text - inventor Debate – global warming Persuasive piece – recycling</p>

	<p>plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Evolution fact file</p> <p>Whale adaptation (non-chronological report)</p> <p><b>Working Scientifically</b></p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p>plants, and animals give reasons for classifying plants and animals based on specific characteristics</p> <p>Animal fact file</p> <p><b>Working Scientifically</b></p> <p>Gather, record, and classify data in a variety of ways to help in</p> <p>Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units.</p>	<p>have the same shape as the objects that cast them</p> <p><b>Working Scientifically</b></p> <p>Set up simple practical enquiries, comparative, and fair tests</p> <p>Record findings using simple scientific language, drawings, labelled diagrams and keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions</p> <p>Present data in a variety of ways to help in answering questions</p>	<p>simple circuit in a diagram</p> <p><b>Working Scientifically</b></p> <p>Set up simple practical enquiries, comparative, and fair tests</p> <p>Record findings using simple scientific language, drawings, labelled diagrams and keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions</p> <p>Use a range of equipment, including thermometers and data loggers</p> <p>Present data in a variety of ways to help in answering questions</p>	<p>bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Healthy living leaflet</p> <p><b>Working Scientifically</b></p> <p>Use results to draw simple conclusions, make predictions for new values</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p><b>Working Scientifically</b></p> <p>Use a range of equipment, including thermometers</p> <p>Recording findings using simple scientific language, keys, bar charts, and tables</p> <p>Use results to draw simple conclusions, suggest improvements and raise further questions</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>
<b>Computing</b>	<p><b>Using Computers safely 4: E-Safety</b></p> <p>Overview:</p> <p>Pupils will watch the “Think You Know” E-</p>	<p><b>Data 3: Spreadsheets</b></p> <p>Overview:</p> <p>Pupils will be introduced to applying skills and</p>	<p><b>Creating Digital Artefacts 2</b></p> <p>Overview:</p> <p>Through a given scenario (a Charity</p>	<p><b>Hardware and software 2 -</b></p> <p>Overview:</p> <p>Pupils will be learning about how software</p>	<p><b>Algorithms 1 – Solving real world problems</b></p> <p>Overview:</p> <p>This unit focuses on</p>	<p><b>Programming 4</b></p> <p>Overview:</p> <p>Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build</p>

	<p>Safety series “Play Like Share” and undertake the activities to support the themes presented in this.</p> <ul style="list-style-type: none"> <li>-Identify signs of manipulative, pressurising or threatening behaviour online.</li> <li>-Respond safely if they think someone is trying to manipulate, pressure or threaten them.</li> <li>-Understand their rights online, and respect those of others.</li> <li>-Take measures to control their privacy and digital footprint.</li> <li>-Get help from an appropriate source if they need it.</li> </ul> <p>Pupils will go on to learning about other threats to using technology safely: malware and plagiarism .</p> <p><b>Strand: Digital Literacy</b></p>	<p>knowledge learnt in Purple Mash’s</p> <p>2Calculate to using spreadsheets (Microsoft Excel) to model a situation.</p> <p>They will learn how enter data (collecting), to use some simple formulae for analysis, to presenting data / information through graphs and tables.</p> <p><b>Strand: Information Technology</b></p>	<p>Cake Sale) pupils will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning / knowledge of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.</p> <p><b>Strand: Information Technology</b></p>	<p>and hardware work together; the parts of a computer and how do they work; and what networks are and how they work to provide services and opportunities for collaboration and communication.</p> <p><b>Strand: Computer Science</b></p>	<p>problem solving (decomposition &amp; abstraction) and creating instructions (Algorithms) so others can easily solve them.</p> <p>Pupils will investigate how we can follow algorithms to create different things and use logical reasoning to solve problems the same way time and again. Pupils will look at detecting and correcting errors in algorithms and programs.</p> <p><b>Strand: Computer Science</b></p>	<p>upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete a project at the end of involving them designing, writing and a program that accomplishes specific goals.</p> <p>Depending upon ability pupils will be introduced to programming using Scratch.</p> <p><b>Strand: Computer Science</b></p>
<p><b>Art Lessons</b></p>	<p><b>Material carousel</b></p> <p>To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p><b>Formal Elements</b></p> <p>To improve understanding and mastery of the formal elements including drawing, painting and sculpture using a range of material</p>	<p><b>Mixed media</b></p> <p>To improve understanding and mastery of experimentation through mixed media play and learn about a variety of</p>	<p><b>Jackson Pollock</b></p> <p>To improve understanding and mastery of the formal elements through a project that focuses on Jackson Pollock, researching and creating artworks inspired by him.</p>		

					mixed media artists	
<b>Topic</b> <b>Global Learning</b> <i>(History, Geography, Modern Foreign Languages)</i> <b>Art</b> <b>DT</b>	<b>Victorians and Evolution</b>  <b>History-The Victorians</b> Pupils to learn about Victorian life through reading Street Child and watching videos.  <b>Art- Portraits (Victorians)</b> Pupils to research portraits created by a range of famous artists and to create a 2D portrait of themselves.	<b>Living Things</b>  <b>Geography- Maps and Symbols</b>  Pupil to use maps and symbols to find human and geographical landmarks in Maidstone	<b>Rivers and Light</b>  <b>Geography-Rivers</b> Pupils to learn how rivers form from source to mouth and about landforms associated with rivers and write a fact file.  <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.	<b>Edwardians and Electricity</b>  <b>History- Edwardians</b> Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle.  <b>DT-Circuit Building</b> Pupils to select tools, techniques and materials to construct a circuit/ create a product.  Instruction writing (DT)	<b>WW2 and Animals Including Humans</b>  <b>History-Battle of Britain (WW2)</b> Pupils to learn about the Battle of Britain as an event in WW2 History.  <b>Art-Landscapes (WW2)</b> Pupils to research paintings created of WW2 landscapes, featuring aeroplanes and to reproduce paintings using a range of materials.	<b>Scientist and Inventors</b>  <b>Geography – Our Changing World</b> Pupils to be aware of current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to write a persuasive piece on reduce, reuse and recycle.  <b>Art/DT – Planets</b> Pupils to create papier-mâché planets and a solar system. Pupils to use VR to explore the solar system and learn facts about planets.
<b>Personal Development (PSHE)</b>	<b>Relationships 1</b> <i>Recognise and provide management strategies for a wide range of emotions, demonstrate the use of the strategies by.</i>  Make/accept constructive suggestion. Takes part in games with rules  <i>Recognise what constitutes a healthy relationship with friends and family, develop skills to form and maintain</i>	<b>Health and Wellbeing 1</b> <i>What is meant by a healthy lifestyle. Making informed choices on health and recognising sources of help.</i>  Washes and dries hair with help & understands the importance. Understand that smoking is bad for you. Know which choices can affect your health	<b>Living in The Wider World 1</b>  <i>Understand why and how rules and laws are made and how they are enforced. Know why different rules are needed for different situations and how to take part in making and changing rules.</i>  Redesign class or school rules. Identify what happens when someone breaks the law.	<b>Relationships 2</b>  <i>Bullying and discrimination. Recognising risky behaviours in relationships and how to get help).</i>  Appropriate touch/greetings for different people. Recognise what is a secret/surprise & when it is right to break a confidence or share a secret and who you should talk to.	<b>Health and Wellbeing 2</b>  <i>Managing change including transition and puberty.</i>  Know physical similarities and differences between boys and girls.  <i>How to maintain and manage risks to physical, mental and emotional health and</i>	<b>Living in The Wider World 2</b>  <i>Understand how resources are allocated in different ways and how economic choices affect others.</i>  Know why people may volunteer to do things for their community & the different contributions that people make in their community.  <i>Rights and responsibilities in the home, school and community. Being safe in the community. Safety in Action. Safe strangers.</i>  Identify what could be done to

	<p><i>these.</i></p> <p>Identifying emotions for when they are feeling safe or unsafe. Identify &amp; give examples of different types of relationships/friendships. Give examples of causes of disputes and conflicts &amp; give good solutions.</p> <p><i>Recognising the danger of peer pressure).</i></p> <p>Demonstrate steps to take if feel unsafe with a person/situation. Can identify what is unacceptable physical contact</p>	<p>(alcohol, drugs and foods etc.). Identify products to use when cleaning teeth and explains how to use them. Describe simple ways to reduce the spread of bacteria and viruses.</p> <p><i>Identify influences on health and well-being. Internet safety.</i></p> <p>Keeping safe physically/online. Body space/personal space. Take turns when giving opinions and views. To judge what kind of physical contact is acceptable and how to respond.</p>	<p><i>Respect for self and others and the importance of responsible behaviours and actions.</i></p> <p>To be able to have an awareness of British values. Explain what is meant by responsibility to others.</p> <p><i>Respecting diversity and equality in different religions.</i></p> <p>To talk/write about their opinions, and explain their views, on issues that affect themselves and society.</p>	<p><i>Challenging stereotyping).</i></p> <p>Recognise that boys and girls are equal</p>	<p><i>well-being.</i></p> <p>To follow safety rules and dress appropriately for the workplace. Knows what is an emergency and how to get help/who to call (ring doctors or neighbour).</p>	<p>change things in communities and plan some action. Can express how to stay safe (online, roads etc.). Recognise who and when to trust others.</p> <p><i>Know what is meant by enterprise and begin to develop enterprise skills. Good citizenship.</i></p> <p>Describe how having a job will allow them to achieve certain goals in their life. Describe the different uses we have for money.</p>
<b>World Beliefs</b>	<p><b>Bower Values Tolerance Morals and rules</b></p> <p>Look at moral and natural evils.</p> <p>Explore moral dilemmas and challenges.</p>	<p><b>Who are 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</p>	<p><b>Buddhist's beliefs</b></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</p>	<p><b>What it means to be Jewish</b></p> <p>What were the ten plagues?</p> <p>Looking at key Jewish words and their definitions.</p>	<p><b>Muslims and their traditions.</b></p> <p>To know that Muslims make pilgrimage to Mecca and why this is important.</p> <p>To know about the</p>	<p><b>The nature of 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</p>

	What are world views?	support the poor and being hospitable to guests will earn good Karma.  To explore the festival of Holi and how it is celebrated.	of first sermon and place of death)  To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.	To know how Passover, Shavuot and Sukkot are linked to pilgrimage.	festivals of Dhu Al-Hijja and Al Hijra.  To know about the festival of Eid-UI-Adha and why it is important to Muslims.	worship in different branches of Christianity.  Recognise that Christians make pilgrimage to The Holy land and to other holy sites.
PE	<b>Gymnastics (Counterbalance and Counter Tension)</b> The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. <b>Hockey</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that	<b>Dance (Circus)</b> The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group. <b>Tag-Rugby</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also	<b>OAA (Problem Solving and Orienteering)</b> The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics. <b>Netball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results	<b>Basketball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. <b>Handball</b> The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	<b>Tennis/Pickleball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques. <b>Cricket</b> Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	<b>Athletics</b> The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams. <b>Rounders</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.

	results in a shooting opportunity.	develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	in a shooting opportunity.			
<b>Music</b>	<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>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></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>NC - play and perform in solo and ensemble contexts, using their voices and playing musical</b></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>NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b></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>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></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>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical</b></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>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.</b></p>

		<b>instruments with increasing accuracy, fluency, control and expression</b>			<b>instruments with increasing accuracy, fluency, control and expression</b>	
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<b>Enrichment Opportunities</b>		Maidstone Maps visit into Maidstone town centre. Pupils to use maps and symbols to follow a route around town, answering questions and exploring historical/geographical landmarks and features.	Visit from PC Bradford	Visit from Francis (Reform, Restore, Respect)	Residential  WW2 Theme Day at Museum of Kent Life.  Visits from British Transport Police and Magistrate.	Safety in Action – Visit to Invicta Barracks to learn about electrical safety, rail safety, first aid, drugs awareness etc.  Wildwood Animal Park.
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### Satellite Long Term Curriculum Plan 2024/25 (Yr3/4 Pupils)

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

	<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>Curriculum Intent - "The Why"</b>	<b>World Countries</b>  To develop writing of a range of genres and	<b>Biomes</b>  To develop their understanding that	<b>Chocolate</b>  To develop the skills for using money,	<b>The Water Cycle</b>  Children to use the skills taught in standalone SPaG	<b>Anglo-Saxons and Scots</b>  To develop skills of time, fractions and	<b>Egyptians</b>  Children to develop their understanding and

	<p>integrating skills taught in English across the curriculum.</p> <p>To apply Place Value and Calculation knowledge to approach reasoning questions.</p> <p>To work scientifically to prove a prediction.</p> <p>Children to have aspirations and challenge themselves.</p>	<p>everyone has different views and opinions and these need to be respected.</p> <p>To develop their calculations and measurement skills to enable them to apply their new and existing knowledge to real life problems.</p> <p>To develop their scientific enquiry skills.</p> <p>To develop their understanding of the importance of making good choices in life.</p>	<p>measurement and fractions to be able to apply them to the real world.</p> <p>To develop answering scientific questions through scientific evidence.</p> <p>Children to develop their understanding of how connections, contrasts and trends over time develop through history.</p> <p>Children to develop the skills for staying safe when using the internet.</p>	<p>lessons within their writing to enhance the quality.</p> <p>To develop their observation skills through systematic and careful observations.</p> <p>To develop their understanding of the world around them through detailed research.</p> <p>Children to understand why rules and laws are important.</p>	<p>decimals to enable children to apply these to real life situations.</p> <p>To develop a deeper understanding of British and World History.</p> <p>Children to develop their mastery of art and design techniques.</p> <p>Understanding that being positive is good for them and develop their skills for dealing with negative thoughts.</p>	<p>knowledge of sound through scientific investigations.</p> <p>Children to further develop their understanding of British history.</p> <p>Children to understand that they should be proud of their achievements and understand that it is acceptable to get things wrong.</p>
<b>Core Text</b>	<p>‘Voices in the Park’ by Anthony Browne</p> <p>Autumn poetry</p>	<p>‘The Ice Palace’ by Robert Swindells</p> <p>Christmas/winter poetry</p>	<p>‘Charlie and the Chocolate Factory’ by Roald Dahl</p>	<p>‘Krindlekrax’ by Chris Riddell</p> <p>River poetry</p>	<p>‘The Miraculous Journey of Edward Tulane’</p>	<p>Egyptian Myths and Legends</p>
<b>English</b>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Writing diary entries in character.</li> <li>• Writing dialogue.</li> <li>• Character descriptions.</li> <li>• Setting descriptions.</li> <li>• Children to continue the story, writing from different character perspectives.</li> <li>• Children to plan and write a poem</li> </ul>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Interview writing and role-play.</li> <li>• Alternative ending for a traditional tale.</li> <li>• Compare stories.</li> <li>• Children to write diary entry in the role of a character in The Ice Palace.</li> <li>• Children to write a formal letter in role.</li> </ul> <p><b>Writing NC</b></p>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Invent a new chocolate bar.</li> <li>• Instruction writing for making their new invented chocolate bar.</li> <li>• Sale pitch for their new chocolate bar.</li> <li>• Character descriptions.</li> <li>• Setting descriptions.</li> <li>• Children to continue the story.</li> </ul> <p><b>Writing NC</b></p>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Character description writing.</li> <li>• Setting description</li> <li>• Children will be writing their own layered good vs. evil story.</li> <li>• Children will design and write their own guide to the sewers beneath the street.</li> </ul> <p><b>Writing NC</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which</li> </ul>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Children to write a non-chronological report for about Edward Tulane.</li> <li>• Children to write instructions for either ‘How to look after Edward’.</li> <li>• Children to create an acrostic poem based on Edward Tulane.</li> <li>• Children to create a shape poem that describes Edward</li> </ul>	<p><b>Writing pieces</b></p> <ul style="list-style-type: none"> <li>• Children will describe a character from Egyptian myths.</li> <li>• Children will write a setting description based on Egyptian landscape and monuments.</li> <li>• Instruction writing – children will write instructions for mummification.</li> <li>• Children will design advertising posters</li> </ul>

	<p>using their senses based on the poem 'Autumn is Here'</p> <p><b>Writing NC</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Reading NC</b></p> <ul style="list-style-type: none"> <li>recognising some different forms of poetry</li> </ul> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Reading NC</b></p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul> <p>Handwriting NC</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Reading NC</b></p> <ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Reading NC</b></p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> <p><b>Handwriting NC</b></p> <p>increase the legibility,</p>	<p>Tulane.</p> <ul style="list-style-type: none"> <li>Children to write a description of another character using descriptive vocabulary.</li> <li>Children to write a descriptive piece based on a setting from the story.</li> <li>Children to write a chronological report based on Edward Tulane.</li> <li>Children to write their own journey story using the features of the Edward Tulane.</li> </ul> <p><b>Writing NC</b></p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions,</li> </ul>	<p>for an event held by the pharaoh.</p> <ul style="list-style-type: none"> <li>Children will write a newspaper article based on an Egyptian myth.</li> <li>Children to write their own narrative using the myth genre.</li> </ul> <p><b>Writing NC</b></p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and</li> </ul>
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				consistency and quality of their handwriting	including when, if, because, although  <b>Reading NC</b> <ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>recognising some different forms of poetry</li> </ul>	prepositions to express time and cause <ul style="list-style-type: none"> <li>using fronted adverbials</li> <li>using commas after fronted adverbials</li> </ul> <b>Reading NC</b> <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> <b>Handwriting</b> increase the legibility, consistency and quality of their handwriting
<b>Maths</b>	<b>Year 3</b> <b>Place Value</b> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to</li> </ul>	<b>Year 3</b> <b>Calculations</b> <ul style="list-style-type: none"> <li>estimate the answer to a calculation and use inverse operations to check answers.</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<b>Year 3</b> <b>Multiplication/Division</b> <ul style="list-style-type: none"> <li>Use written methods to calculate multiplication and division calculations.</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence</li> </ul>	<b>Year 3</b> <b>Measure</b> <ul style="list-style-type: none"> <li>Measure in metres.</li> <li>Convert between cm and m.</li> <li>Compare, add, and subtract lengths.</li> <li>Work out the perimeter of a shape.</li> </ul> <b>Fractions</b> <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from</li> </ul>	<b>Year 3</b> <b>Fractions</b> <ul style="list-style-type: none"> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>recognise and show, using diagrams, equivalent</li> </ul>	<b>Year 3</b> <b>Shape</b> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</li> <li>recognise angles as a property of shape or a description of a turn.</li> </ul>

	<p>1000.</p> <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations.</li> <li>read and write numbers up to 1000 in numerals and in words.</li> <li>solve number problems and practical problems involving these ideas</li> </ul> <p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.</li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> </ul> <p><b>Year 4</b></p> <p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and</li> </ul>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</li> </ul> <p><b>Year 4</b></p> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>convert between different units of measure [for example, kilometre to metre, hour to minute]</li> <li>measure and calculate the perimeter of a rectilinear figure</li> </ul>	<p>problems in which n objects are connected to m objects.</p> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Convert between pounds and pence.</li> <li>Add money using a formal written method.</li> <li>Subtract money using a formal written method.</li> <li>Find change from a given amount.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms, and tables.</li> <li>solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Year 4</b></p> <p><b>Multiplication/division</b></p> <ul style="list-style-type: none"> <li>recognise and use factor pairs and commutativity in mental calculations.</li> </ul>	<p>dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> </ul> <p><b>Year 4</b></p> <p><b>Fractions and Decimals</b></p> <ul style="list-style-type: none"> <li>recognise and write decimal equivalents of any number of tenths or hundreds.</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul>	<p>fractions with small denominators.</p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator within one whole.</li> <li>compare and order unit fractions, and fractions with the same denominators.</li> <li>solve problems that involve fractions.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</li> <li>know the number</li> </ul>	<ul style="list-style-type: none"> <li>identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract mass.</li> <li>Measure, compare, add and subtract capacity.</li> <li>Read temperature.</li> </ul> <p><b>Year 4</b></p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>solve comparison, sum and difference problems using</li> </ul>
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	<p>1000.</p> <ul style="list-style-type: none"> <li>find 1000 more or less than a given number.</li> <li>count backwards through zero to include negative numbers.</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li> <li>order and compare numbers beyond 1000.</li> <li>identify, represent and estimate numbers using different representations.</li> <li>round any number to the nearest 10, 100 or 1000.</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero</li> </ul>	<p>(including squares) in centimetres and metres.</p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> </ul> <p>use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p>	<ul style="list-style-type: none"> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b>Area</b></p> <ul style="list-style-type: none"> <li>Work out the area of a shape by counting the squares.</li> <li>Compare area in shapes.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions.</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.</li> </ul>		<p>of seconds in a minute and the number of days in each month, year and leap year.</p> <ul style="list-style-type: none"> <li>compare durations of events.</li> </ul> <p><b>Year 4</b></p> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>round decimals with 1 decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to 2 decimal places.</li> <li>solve simple measure and money problems involving fractions and decimals to 2 decimal places.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>solve problems involving converting from</li> </ul>	<p>information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>
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	<p>and place value.</p> <p><b>Calculations</b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>estimate and use inverse operations to check answers to a calculation.</li> </ul> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<ul style="list-style-type: none"> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>add and subtract fractions with the same denominator.</li> </ul>		<p>hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p><b>Money</b></p> <p>estimate, compare and calculate different measures, including money</p>	
<b>Science</b>	<p><b>Scientists and Inventors</b></p> <ul style="list-style-type: none"> <li>To identify changes related to scientific ideas by describing Marie Curie's research into x-rays. To identify that humans have skeletons for support, protection and movement by identifying and explaining the bones shown in x-</li> </ul>	<p><b>Animals Including Humans.</b></p> <ul style="list-style-type: none"> <li>Investigate how the digestive system works.</li> <li>Identify the different parts of the digestive system.</li> <li>Explore the teeth and the functions of the different teeth.</li> <li>Explore the food chains for humans.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> </ul>	<p><b>States of Matter Explain</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part</li> </ul>	<p><b>Electricity</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>identify whether or not a lamp will light in a simple series</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that</li> </ul>

	<p>rays.</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock by exploring William Smith's principle of fossil succession.</li> <li>To identify changes related to scientific ideas by finding out about inventions from all over the world.</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers in the context of building a solar oven.</li> <li>To observe that some materials</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>making systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>	<p>played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p>circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>making systematic and careful observations and,</li> </ul>	<p>produced it</p> <ul style="list-style-type: none"> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identifying differences, similarities or changes related to simple scientific</li> </ul>
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	<p>change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring Kelvin’s discovery of absolute zero.</p> <ul style="list-style-type: none"> <li>• To take accurate measurements using standard units and a range of equipment, including thermometers by comparing the Kelvin scale with Celsius.</li> <li>• To identify the different types of teeth in humans and their functions by finding out about the invention of toothpaste.</li> <li>• To use scientific evidence from comparative tests to support their findings by comparing different toothpastes.</li> </ul>				<p>where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p>ideas and processes</p>
<b>Computing</b>	<b>Communication and e-safety</b>	<b>How computers work</b> <ul style="list-style-type: none"> <li>• Understand</li> </ul>	<b>Algorithms and programming</b>	<b>Data and Information</b> <ul style="list-style-type: none"> <li>• select, use and</li> </ul>	<b>Data and Information</b> <ul style="list-style-type: none"> <li>• select, use and</li> </ul>	<b>Algorithms and Programming</b>

	<ul style="list-style-type: none"> <li>To use search engines effectively and be discerning in evaluating digital content.</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>	<p>computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p><b>Topic/</b> <b>Global Learning</b> <b>(History,</b> <b>Geography,</b> <b>Modern Foreign</b> <b>Languages)</b></p> <p><b>Art</b> <b>DT</b></p>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>Find the countries and capital cities using a map, an atlas and a globe – Brazil, France, Russia, USA &amp; Egypt</li> <li>Locating Tropics of Cancer/Capricorn and the equator</li> <li>Photographs</li> <li>Observe aerial view photographs to compare countries and climate zones</li> <li>Geographical sources and</li> </ul>	<p><b>Biomes</b></p> <ul style="list-style-type: none"> <li>Explore the different biomes around the world.</li> <li>Understand the interdependency of organisms in a biome.</li> <li>Explore global environmental problems and solutions.</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human</li> </ul>	<p><b>Chocolate</b></p> <ul style="list-style-type: none"> <li>Place the events from the period studied on a timeline with dates.</li> <li>Sequence photographs or artefacts chronologically.</li> <li>Begin to use terms related to the period and begin to date events.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<p><b>Water Cycle</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter.</li> <li>Describe and understand key aspects of the water cycle in the context of explaining the water cycle.</li> <li>Describe and understand key aspects of the water cycle in the context of learning about clouds</li> </ul>	<p><b>Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To understand where the Anglo-Saxons and Scots came</li> </ul>	<p><b>Egyptians</b></p> <ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived.</li> <li>Regularly address and sometimes devise historically valid questions about change,</li> </ul>

	<p>fieldwork</p> <ul style="list-style-type: none"> <li>• Research the different climate zones in each country.</li> <li>• Research the average temperature for each of the countries and create a chart to show this</li> <li>• Use the 8 points of a compass to describe the countries in relation to each other</li> </ul> <p><b>Art/D.T.</b></p> <ul style="list-style-type: none"> <li>• Sketching famous landmarks from around the world.</li> <li>• Designing new landmarks to replace existing ones.</li> </ul> <p>Constructing famous landmarks from recycled materials.</p>	<p>and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b>Art/DT</b></p> <ul style="list-style-type: none"> <li>• Aboriginal art inspired by The Ice Palace.</li> <li>• Design and make a clay wolf model.</li> <li>• Design and make an aboriginal mask.</li> <li>• improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> <p>To create sketch books to record their observations and use</p>	<ul style="list-style-type: none"> <li>• Use decades, centuries during the reign of, in to describe the past and the passing of time.</li> <li>• Use Knowledge Organisers to use appropriate vocabulary and knowledge to communicate about the history of sweet making in Maidstone.</li> <li>• Look at the evidence available.</li> <li>• Begin to evaluate the usefulness and accuracy of different sources.</li> <li>• Use evidence to build up a picture of how sweet making in Maidstone evolved.</li> <li>• Observe small details using artefacts and pictures.</li> <li>• Use the Maidstone library, e-learning &amp; museum for research.</li> <li>• Ask and answer questions, some the children's own about the history of sweet making in Maidstone.</li> </ul> <p><b>Art/D.T.</b></p> <ul style="list-style-type: none"> <li>• Melting and reforming chocolate</li> </ul>	<p>and rain.</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of the water cycle in the context of learning about the water treating process.</li> <li>• Describe and understand key aspects of the water cycle in the context of learning about flooding.</li> <li>• Describe and understand key aspects of the water cycle in the context of learning about water pollution.</li> </ul> <p><b>Art/DT</b></p> <ul style="list-style-type: none"> <li>• Van Gough inspired art.</li> <li>• about great artists, architects and designers in history.</li> <li>• improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	<p>from.</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon invasions. Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</li> <li>• Anglo-Saxon settlements and kingdoms: place names and village life. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. To understand how the Anglo-Saxons changed Britain.</li> <li>• Anglo-Saxon art and culture. Understand how our knowledge of the past is constructed from a range of sources. To understand what life was like in Anglo-Saxon Britain.</li> </ul>	<p>cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</li> </ul>
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		<p>them to review and revisit ideas.</p>	<p>using moulds.</p> <ul style="list-style-type: none"> <li>• Redesigning chocolate packaging.</li> </ul> <p>Making fridge cakes using chocolate.</p>		<ul style="list-style-type: none"> <li>• Anglo-Saxon art and culture. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To know about Anglo-Saxon runes and what the different symbols represent.</li> <li>• Anglo-Saxon art and culture. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. To know about the legend of King Arthur</li> </ul> <p><b>Art/DT</b></p> <ul style="list-style-type: none"> <li>• Explore the clothes that were worn by the Anglo-Saxons.</li> <li>• Design and make an Anglo-Saxon broach.</li> <li>• Design and make Anglo Saxon jewellery.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods.</li> </ul> <p><b>Art/DT</b></p> <ul style="list-style-type: none"> <li>• Sketch and make a death mask.</li> <li>• Use salt dough to make amulets.</li> <li>• Make a clay Canopic jar.</li> <li>• Use hieroglyphics.</li> <li>• improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>
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					<ul style="list-style-type: none"> <li>• Explore and design an Anglo-Saxon shield.</li> <li>• improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials to create sketch books to record their observations and use them to review and revisit ideas.</li> </ul>	
<b>Personal Development (PSHE)</b>	<b>Living in the Wider World – Aiming High</b> <ul style="list-style-type: none"> <li>• Identify achievements and suggest how actions can help us achieve.</li> <li>• Identify personal goals and suggest ways to achieve these.</li> <li>• Explore positive attitudes.</li> <li>• Identify skills and attributes that will help achieve goals.</li> <li>• Discuss jobs that they may like when they are older and what they will need to help them achieve this.</li> </ul>	<b>Health and Wellbeing- Safety First</b> <ul style="list-style-type: none"> <li>• Identify what are good choices to stay safe and healthy.</li> <li>• Identify risky situations.</li> <li>• Explore feeling uncomfortable in a situation and how to deal with this.</li> <li>• Know how to stay safe when out.</li> <li>• Know what to do in an emergency.</li> </ul>	<b>Relationships – Digital Wellbeing</b> <ul style="list-style-type: none"> <li>• Identify the positives and negative of being online.</li> <li>• Being kind online but safe.</li> <li>• Explore how to stay safe when communicating online and what to do if you do not feel safe.</li> <li>• Deciding how reliable the information is online.</li> <li>• Identify things that should not be shared online.</li> <li>• Understand how technology can affect our wellbeing in different ways.</li> </ul>	<b>Living in the Wider World – Diverse Britain</b> <ul style="list-style-type: none"> <li>• Describe what it is like living in the British Isles.</li> <li>• Explore the term democracy and why it is important.</li> <li>• Discuss what the difference is between rules and laws and how they help us.</li> <li>• Identify the rights of British people.</li> <li>• What does diverse mean?</li> <li>• Discuss what being British means.</li> </ul>	<b>Health and Wellbeing – Think Positive</b> <ul style="list-style-type: none"> <li>• Understand that having a positive attitude is good for you.</li> <li>• Manage positive and negative thoughts.</li> <li>• Understand that some changes can be difficult but that there are ways to help us cope.</li> <li>• Use mindfulness techniques to help keep calm.</li> <li>• Identify uncomfortable feelings and ways to manage them.</li> <li>• Apply a positive attitude to learning and take</li> </ul>	<b>Relationships – Be Yourself.</b> <ul style="list-style-type: none"> <li>• Say the things that make them proud.</li> <li>• Describe feelings and how they make people feel.</li> <li>• Know what the term assertive means.</li> <li>• Explore messages given by the media and decide if they are helpful or harmful.</li> <li>• Identify strategies to use if you make a mistake.</li> </ul>

					on new challenges.	
<b>World Beliefs</b>	<ul style="list-style-type: none"> <li>To name the 5 British Values.</li> <li>What is Individual Liberty?</li> <li>What rights to I have?</li> <li>How do the rules work?</li> <li>How does this help us be a good person?</li> </ul>	<ul style="list-style-type: none"> <li>To know some important Hindu symbols and why they are important.</li> <li>To know who Krishna is and why he is important to Hindus.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the Buddhists practice of Puja, Study and Meditation and know why it is important to Buddhists.</li> <li>To know some important Buddhist symbols and why they are important.</li> <li>To know the importance of offering lights and flowers to Buddha.</li> <li>To explore the festival of Wesak to celebrate the birth of Buddha.</li> </ul>	<ul style="list-style-type: none"> <li>To know some Jewish Symbols and why they are important to Jews.</li> <li>To know the importance of light in the Jewish faith.</li> <li>To explore Jewish Passover</li> <li>To know how Passover is marked with the Passover Seder feast.</li> </ul>	<ul style="list-style-type: none"> <li>To explore who Muhammad was and why he is important to Muslims.</li> <li>To know some important Muslim symbols and why they are important</li> <li>To know why light is important in the Muslim faith.</li> <li>To know what Muslims do in the month of Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>To explore the Holy Communion and Know why it is important to Christians.</li> <li>To know some important Christian symbols and why they are important to Christians.</li> <li>To know why light is important in the Christian faith.</li> </ul>
<b>PE</b>	<b>Netball</b> <ul style="list-style-type: none"> <li>Improve catching and throwing in netball.</li> <li>To use a range of netball passes.</li> <li>To develop pivoting skills.</li> <li>To understand the rules for netball.</li> <li>Understand how to mark a player.</li> <li>Aiming for a target.</li> <li>Shoot in a netball goal.</li> <li>Play a game of netball.</li> </ul>	<b>Tag Rugby</b> <ul style="list-style-type: none"> <li>Throw and catch a rugby ball correctly.</li> <li>Move with the ball into space.</li> <li>Understand and apply the rules of tagging in tag rugby.</li> <li>To gain possession by intercepting a pass.</li> <li>Develop attacking and defending skills and knowledge.</li> <li>Apply attacking and defending skills in a</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Perform a range of jumps and leaps.</li> <li>Perform a roll safely.</li> <li>Link movement and jumps in a sequence.</li> <li>To understand the importance of warming up and stretching.</li> <li>To understand the importance of cooling down.</li> <li>To create their own performance piece.</li> <li>develop flexibility, strength, technique,</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Respond to a stimulus, creating movement phrases using specific skills.</li> <li>Design own movements to represent rivers and seas.</li> <li>Link and combine movement and patterns.</li> <li>Perform a short dance using expression.</li> <li>Use a range of dance techniques to create a movement sequence.</li> </ul>	<b>Cricket</b> <ul style="list-style-type: none"> <li>How to catch a cricket ball accurately?</li> <li>Throwing a cricket ball accurately.</li> <li>How to hold a cricket bat correctly?</li> <li>Hitting a cricket ball using a cricket bat.</li> <li>Fielding positions.</li> <li>Understand the rules for cricket and the safety procedures that</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Practice running, throwing and jumping skills.</li> <li>Improve running techniques for sprinting and pacing during distance running.</li> <li>Relay running, how and when to pass the baton.</li> <li>Build on skills for standing long jump and triple jump.</li> <li>Explore techniques for target throwing.</li> </ul>

	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• game of tag rugby.</li> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• control and balance [for example, through athletics and gymnastics]</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• perform dances using a range of movement patterns</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• are in place.</li> <li>• Working as part of a team.</li> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Music</b></p> <p>NC Year 4 PA Stage 3/4</p>	<p><b>Mamma Mia unit</b> (Charanga Music school)</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Listen and appraise music.</li> </ul>	<p><b>Stop! – a song/rap about bullying</b>(Charanga Music school)</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Blackbird by The Beatles - a song about civil rights.</b> (Charanga Music school)</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>			

Pupils in Yr5/6 will follow West Borough Primary School's LTP.



### Squirrels Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Curriculum Intent - "The Why"	Life stories, Autobiography.  Key Questions:	World War 2  Key Questions: What were the main	Survival  Key Questions: What is the Historical	Chocolate  Key Questions: How is Chocolate made?	Crime and Punishment  Key Questions: What does the word	The Americas  Key Questions: What do you think life was

	<p>What is an autobiography? Why do people write stories about their lives?</p> <p>The focus for Squirrels this term will allow them to explore life stories/autobiographies of famous motor racing sports stars. Pupils will be inspired to develop their curiosity, questioning skills and to broaden their knowledge base. In Math's they will be revising position and direction, linking to real world problems that motor racers may encounter. The unit on Life Stories/autobiographies will culminate in a school trip to a car museum and racetrack.</p>	<p>causes of WW2? Which countries were involved in WW2? When did WW2 start and end?</p> <p>The focus for Squirrels this term is to allow them to identify the impact WW2 had on children. Pupils will explore writing diary entries, investigate the daily impact on life in Britain and the key events and figures that started and ended the war. In Math's Squirrels will link the rationing of food, ammunition and military, culminating in a visit to the Royal Engineers War Museum.</p>	<p>significance of Ernest Shackleton's expeditions? Where is Antarctica? What qualities made Shackleton a good leader?</p> <p>The focus for Squirrels this term will be to develop comprehension skills through reading and discussion of the text. Squirrels class will continue to develop their writing skills through diary entries, reports and creative stories. Role plays will be included to demonstrate speaking and listening skills. In Math's Squirrels will interpret data including maps. Calculate distance and time and checklists for resources required on a long journey.</p>	<p>Which countries produce cocoa beans? What are some stories about chocolate?</p> <p>Squirrels will write descriptive paragraphs or stories about their favourite chocolate. Pupils will create poems and advertisements promoting their own unique chocolate brand. A report or presentation on famous chocolatiers through research will develop innovative writing approaches. In Math's, Squirrels will use measurement that will encompass making chocolate recipes. Discussion of using different measuring units – grams, kilograms to ensure pupils identify standard measurements of weight.</p>	<p>'Crime' mean to you? How can you define 'punishment'? What different types of crime are there?</p> <p>This term the focus will explore pre-writing tasks (planning). Summarizing key facts, and then predicting outcomes of role-playing (drama) events created through scripted scenarios. In Math's, Squirrels will link fictional crime data from famous historical pirates and smugglers, interpreting data over time. Surveys, graphs and charts will be analysed to link to real world implications.</p>	<p>like for a cowboy? Can you point on a map where America is? What kind of animals did cowboys travel on?</p> <p>This term Squirrels will develop and expand their vocabulary, enhance their writing skills through short texts, read passages about the 'Wild West' and introduced to key terms. In Math's, the focus will incorporate place value strategies, counting horses, cowboys. Aligning the Wild West theme with English and Math's, will create a cohesive and engaging learning experience.</p>
<b>Core Text</b>	<p><b>Lewis Hamilton: My Story.</b></p> <p>Fictional story based on the life of a sports star's journey.</p>	<p><b>The World Around Us</b></p> <p>A selection of fictional stories including Winston Churchill, Anne Frank and Adolf Hitler.</p>	<p><b>Ernest Shackleton. Ice Trap</b></p> <p>A story about Ernest Shackleton's journey to Antarctica, getting trapped in the ice aboard the Endeavour.</p>	<p><b>Charlie and the Chocolate Factory.</b></p> <p>A story about Charlie, rewarded for his honourable deeds and acts.</p>	<p><b>The Pirates Next Door</b></p> <p>Non-fiction story about Matilda, who becomes friends with her pirate neighbours.</p>	<p><b>Wild West Willy.</b></p> <p>Non-Fiction story about Wild West William, the scruffiest, smelliest dog around.</p>
<b>English</b>	<b>KS2 National Curriculum Links:</b>	<b>KS2 National Curriculum Links:</b>	<b>KS2 National Curriculum Links</b>	<b>KS2 National Curriculum Links</b>	<b>KS2 National Curriculum Links</b>	<b>KS2 National Curriculum Links</b>

	<p><b>Reading:</b> making inferences based on what is being said and done, predicting what might happen based on what has been read so far, discussing the sequence of events in a book.</p> <p><b>Writing:</b> writing narratives about personal experiences and those of others, writing about real events, planning, or saying out loud what they are going to write about, evaluating their writing with the teacher and other pupils.</p> <p><b>Spoken Language:</b> discussing their favourite words and phrases, answering and asking questions, speaking confidently and effectively, giving short speeches and presentations, expressing their own ideas and keeping to the point.</p>	<p><b>Reading :</b>Pre 1950 literature (fiction, autobiography, articles), apply phonic knowledge and skills as the route to decode words, being encouraged to link what they read or hear read to their own experiences.</p> <p><b>Writing:</b> form capital letters, begin to form lower-case letters in the correct direction, starting and finishing in the right place, sequencing sentences to form short narratives, leaving spaces between words, writing down ideas and/or key words, including new vocabulary.</p> <p><b>Spoken Language:</b> Articulate and justify answers, arguments and opinions. Speak audibly and fluently with an increasing command of Standard English.</p>	<p><b>Reading:</b> fiction, discussing the significance of the title and events, predicting what might happen based on what has been read so far, participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p><b>Writing:</b> composing a sentence orally before writing it, encapsulating what they want to say, sentence by sentence, making simple additions, revisions and corrections to their own writing.</p> <p><b>Spoken Language:</b> to understand and use the conventions for discussion and debate, maintain attention and participate actively in collaborative conversations.</p>	<p><b>Reading:</b> Non-Fiction, recognising and joining in with predictable phrases, discussing the significance of the title and events.</p> <p><b>Writing:</b> begin to form lower-case letters in the correct direction, leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, encapsulating what they want to say, sentence by sentence.</p> <p><b>Spoken Language:</b> listen to and respond to adults and their peers, ask relevant questions, speak audibly and fluently.</p>	<p><b>Reading:</b> Non-Fiction, making inferences based on what is being said and done, using dictionaries to check the meaning of words that they have read, drawing inferences such as inferring characters' feelings, thoughts and motives.</p> <p><b>Writing:</b> some features of written Standard English, writing down ideas and/or key words, including new vocabulary, use spacing between words that reflects the size of the letters.</p> <p><b>Spoken Language:</b> read accurately words of two or more syllables, read words containing common suffixes, read accurately by blending the sounds in words that contain the graphemes taught so far.</p>	<p><b>Reading:</b> read most words quickly and accurately, listening to, discussing, and expressing views about non-fiction stories, increase pupils' vocabulary and their awareness of grammar.</p> <p><b>Writing:</b> write from memory simple sentences dictated by the teacher that include words, write capital letters and digits of the correct size, practice correct letter formation frequently.</p> <p><b>Spoken Language:</b> apply their growing knowledge of root words, prefixes and suffixes, understand and use conventions for discussion and debate, select and use appropriate registers for effective communication.</p>
<b>Maths</b>	<b>Position and Direction</b> Pupils describe position, direction and	<b>Rationing/Fractions Addition &amp; Subtraction</b>  <b>Rationing/Fractions:</b>	<b>Multiplication &amp; Division Time</b>  Solve one-step problems	<b>Measurement</b>  Compare, describe and solve practical problems	<b>Statistics Linking to crime figures.</b>  Interpret and construct	<b>Number and Place Value</b>  Count in steps of 2, 3, and 5 from 0, and in tens from

	<p>movement, including whole, half, quarter and three-quarter turns.</p> <p>Pupils use the language of position, direction and motion, including left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p>	<p>Pupils count in fractions up to 10, starting from any number and using the 2 1 and 4 2 equivalence on the number line. Can recognise, find, name and write fractions 3 1, 4 1, 4 2 and 4 3 of a length, shape, set of objects or quantity. Can recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p><b>Addition &amp; Subtraction:</b> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. represent and use number bonds and related subtraction facts within 20. add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. finding simple fractions of objects, numbers and quantities. make connections between arrays, number patterns, and counting in twos, fives and tens.</p> <p><b>Time:</b> measure and begin to record hours, minutes, seconds. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.</p>	<p>for lengths. Compare, describe and solve practical problems for height. Recognise and know the value of different denominations of coins and notes. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p>	<p>any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs. Use place value and number facts to solve problems.</p>
<b>Science</b>	<p><b>Forces</b></p> <p>Compare how things move on different surfaces. Performing simple</p>	<p><b>Electricity and Morse Code</b></p> <p>Identify common appliances that run on electricity.</p>	<p><b>Animal Survival &amp; Habitats.</b></p> <p>Identify and name a variety of animals in their habitats. Describe how animals</p>	<p><b>Solids, Liquids &amp; Gases.</b></p> <p>Compare and group materials together (differences between solid, liquid &amp; gases).</p>	<p><b>Human bodies.</b></p> <p>Describe the changes as humans develop into old age. Identify that animal's,</p>	<p><b>Animals</b></p> <p>Identify that animal's, including humans, can obtain food in different ways.</p>

	tests. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	Recognise some common conductors and insulators, and associate metal with being good conductors. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.	obtain their food from plants and other animals. The Food Chain. Recognise that living things can be grouped in a variety of ways. Identify, and name a variety of living things in their local and wider environment.	Observe that some materials change state when they are heated or cooled. Use knowledge of solids, liquids and gases to decide how mixtures might be separated.	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. Describe the importance for humans of exercise, eating the right amounts of several types of food, and hygiene.	Name various types of skeletons and categorise animals based on the type of skeleton it has. Describe the changes in humans as they get older. Describe the functions of the basic parts of the digestive system and circulatory system in the human body.
<b>Computing</b>	<p><b>Using Computers Safely 2: E-Safety &amp; Using the internet</b></p> <p>Overview: Pupils will be learning about E-Safety issues raised in the Lee and Kim, and Jessie and Friends cartoons. They will learn about using technology safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; identifying how to report concerns.</p> <p>Pupils will move on to learning about how to effectively search the internet using a search engine and how to read the results page.</p>	<p><b>DTP 1 – Simple published documents / content</b></p> <p>Overview: Overview: Pupils will learn basic DTP presentation skills in publisher, such as: Graphic manipulation, WYSIWYG (“WHAT YOU SEE IS WHAT YOU GET”), spellchecker and thesaurus, templates, key techniques and formatting.</p> <p>Pupils will then look at how recent apps like SWAY allow you to share content online rather than printing.</p> <p>Through the unit they</p>	<p><b>Data 1- Spreadsheets and Graphing</b></p> <p>Overview: Using Purple Mash’s 2Calculate pupils will be introduced to spreadsheets, using them to do calculations and producing charts and data-</p> <p>The unit introduces what data is, the collecting of it, analysing, and presenting it.</p> <p><b>Strand: Information Technology</b></p> <p><b>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted version of Falcon’s (Year 6) LTP. This is led by the IT Learning</b></p>	<p><b>Data 1- Spreadsheets and Graphing</b></p> <p>Overview: Pupils will be introduced to creating simple presentations in PowerPoint. They will be looking at the different ways they can change text in a presentation to make it look different, adding digital content and how to add effects to engage an audience (animations &amp; slide transitions).</p> <p><b>Strand: Information Technology</b></p> <p><b>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted version of Falcon’s (Year 6) LTP. This</b></p>	<p><b>Simulations</b></p> <p>Overview: Pupils will learn what simulations are and that they can be used to test predictions.</p> <p>Pupils will use a simulation to analyse different options. They will look for patterns</p> <p>Pupils will can evaluate a simulation to determine its usefulness for purpose.</p> <p><b>Strand: Information Technology</b></p> <p><b>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted</b></p>	<p><b>Programming 2</b></p> <p>Overview: Using code.org and Purple Mash’s 2Code pupils will use blocks of code to create a program using events, objects and action blocks. Pupils will plan an algorithm that includes collision detection and create a program using this. They will be introduced to using Selection and repetition in programs.</p> <p><b>Strand: Computer Science</b></p> <p><b>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted version of</b></p>

	<p><b>Strand: Digital Literacy &amp; Information Technology</b></p> <p>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted version of Falcon's (Year 6) LTP. This is led by the IT Learning Support Assistant.</p>	<p>will begin to learn how to present data and content.</p> <p><b>Strand: Information Technology</b></p> <p>There will be small group teaching of Year 6 pupils in Squirrels following an adjusted version of Falcon's (Year 6) LTP. This is led by the IT Learning Support Assistant.</p>	<p><b>Support Assistant.</b></p>	<p><b>is led by the IT Learning Support Assistant.</b></p>	<p><b>version of Falcon's (Year 6) LTP. This is led by the IT Learning Support Assistant.</b></p>	<p><b>Falcon's (Year 6) LTP. This is led by the IT Learning Support Assistant.</b></p>
<p><b>Art</b> (skills and knowledge)</p>	<p><b>Formal Elements focus: Line</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Formal Elements focus: Shape</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Formal Elements focus: Texture</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Formal Elements focus: pattern</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Formal Elements focus: Colour</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Materials</b></p> <p>To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p><b>Personal Development (PSHE)</b></p>	<p><b>Perseverance</b></p> <p>Pupils demonstrate leadership and goal</p>	<p><b>Resilience</b></p> <p>Pupils demonstrate courage, discussing</p>	<p><b>Conflict Resolution</b></p> <p>How to manage conflicts. Present scenarios of</p>	<p><b>Mindfulness and Awareness</b></p> <p>Self-discipline balanced</p>	<p><b>Police Service and Prisons</b></p> <p>Police in the</p>	<p><b>Self-Awareness</b></p> <p>Emotions Wheel</p>

	setting. Draw parallels between Lewis Hamilton and own experiences.	how to overcome challenges. Discuss the importance of empathy and understanding others' experiences. Coping with Stress.	conflicts. Role-play resolutions. Maintaining morale and working as part of a team.	diet. Health and wellbeing (physical and mental health). Reflection and Growth. Easter.	community. Neighbourhood watch. Equipment of police officers. Prisons and their purpose. Restorative justice.	Emotional regulation. Goal setting and achievements. Buddy system.
<b>Global Learning</b>	<b>History of Cars</b>  To design cars of the future. Cross Curricular links to DT (junk modelling). Art – Car logos. To explore google maps, map locations. Link to position and direction Math's. Links to English – Locations of Lewis Hamilton races.	<b>Countries linked to World War 2</b>  Create ration books for food and goods during WW2. Explore the global alliances and conflicts during WWII. Explore the conclusion of WWII and its global impact.	<b>Explorers</b>  Famous survivalist explorers. Inhabitable places – deserts, Arctic. Understand the broader impact of polar exploration on the world. Create a timeline of Shackleton's expeditions and momentous events.	<b>Aztecs</b>  Where is chocolate made? Making Aztec masks. Create your own chocolate brands. Aztec civilization. Aztec artefacts, pottery, sculptures.	<b>The Highwaymen</b>  Criminals through history. Punishment in other countries. Wanted Posters.	<b>Food of the Americas</b>  Dream Catchers. Freedom quilt. USA Road trip. Introduce class to foods of America, chocolate, beans, tomatoes, corn. Create a food chart.
<b>Life Skills</b>	<b>The Highway Code</b>  Road Signs. Transport and Travel. Understand basic traffic signs and meanings. Road safety rules. Develop awareness of safe crossing practice.	<b>Decorations</b>  Propaganda posters. Code breaking and problem solving. Teamwork in Wartime Factories. Britain needs you posters. Christmas Donations (food bank).	<b>Homelessness</b>  How to pitch a tent. Making fires at forest school. How to survive without a home. Raise awareness about the prevalence and impact of homelessness in the local community. Donations to food bank.	<b>Balanced Diet</b>  Fair trade. Food groups (food pyramid, sorting activity). Healthy Plate model. Food tasting. Easter Eggs. Donations to food bank.	<b>British Values &amp; Rule of Law</b>  Classroom Rules. Recognising the difference between right and wrong. Tolerance.	<b>Cultural Exploration</b>  Map reading – locate countries in America. Weather Reports. Historical Timelines. Planning to travel to America. Hypothetical journey to America.
<b>World Beliefs</b>	Rosh Hashanah (Judaism) Yom Kippur (Judaism)	Diwali (Hinduism) Guru Nanak Jayanti (Sikhism)	Epiphany (Christianity) Khumba Mela (Hinduism) Magha Puja (Buddhism)	Easter (Christianity) Shivarati (Hinduism) Ramadan (Islam)	Eid (Islam) Songkran (Buddhism) Wesak (Buddhism)	Day of the Dead Al-Hijra (Islam) Hajj (Islam)

	Sukkot (Judaism) BandiChhor Divas (Sikhism)	Advent / Christmas (Christianity) Hanukkah (Judaism)	Parinirvana (Buddhism) Lent (Christianity)	Holi (Hinduism) Hola Mohalla (Sikhism)	Passover (Judaism)	
<b>Outdoor Learning</b>	The Grove. Allotment. Rolleston Garden.	The Grove. Allotment. Rolleston Garden.	Forrest School. The Grove. Allotment. Rolleston Garden.	The Grove. Allotment. Rolleston Garden.	The Grove. Allotment. Rolleston Garden.	The Grove. Allotment. Rolleston Garden. Summer Fair.
<b>Cognition and Learning</b>	New class Getting to know your group. EHCP targets How to have a reciprocal conversation.	Making a telephone call Good starting sentences How to end a phone call How to leave a voice mail. EHCP targets Holiday worries	Holiday reflection. Electronic communication How to send a text message How to send an email The two-message rule EHCP targets	Staying safe on-line On-line friends Vs real life friends Remembering a list Kim's game EHCP targets Holiday worries	Holiday reflection Word association game Fact from fiction – two truths and a lie. How to deal with a hypothetical situation. EHCP targets	Moving to a new class EHCP targets Actions and consequences. Exploring the future. Holiday worries
<b>PE</b>	<b>Gymnastics (Symmetry and Asymmetry)</b> The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. <b>Dodgeball</b> The unit of work will	<b>Dance (Wild Animals)</b> The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups. <b>Netball</b> The unit of work will explore how to apply the principles of attack vs defence, with a	<b>OAA (Problem solving and orienteering)</b> The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics. <b>Handball</b> The unit of work will explore how to apply the principles of attack vs defence, with a particular	<b>Ball Skills</b> The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team. <b>Football</b> The unit of work will explore how to apply the principles of attack vs	<b>Athletics</b> The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump. <b>Basketball</b> The unit of work will explore how to apply the principles of attack	<b>Athletics</b> The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump. <b>Cricket</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence in a

	develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining these with their understanding of team work to try and win the game.	particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.	vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.	cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible
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### Badgers Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Curriculum Intent - "The Why"</b>	<b>Marvellous Motoring</b>  <b>Key Questions:</b> How has road travel changed over time? What will the cars of the future look like? What is the life of a racing driver like?	<b>World War 2</b>  <b>Key Questions:</b> What was it like in Britain during WW2? Who was involved in World War 2? What was a Wartime Christmas like?	<b>Survival</b>  <b>Key Questions:</b> What are some of the key survival skills in harsh conditions? Who are some famous explorers? How have animals	<b>Chocolate</b>  <b>Key Questions:</b> Who were the Mayans and the Aztecs? Where does Chocolate come from? What is Fairtrade?	<b>Crime and Punishment</b>  <b>Key Questions:</b> Who were Highwaymen and Women? What is a Smuggler? What punishments were used in the past?	<b>American Road Trip</b>  <b>Key Questions:</b> What are the states of America? What is the Wild West? Who are the Native Americans?

	<p>This is an introductory topic which reflects the interests of the pupils and develops their understanding of their own lives and the lives of others using biographies and autobiographies. The topic will focus on position and direction, the history of the car and mapwork e.g. Google Maps and OS Maps. This unit will also include an area of personal study about a method of road travel that they like and creating toy cars in DT.</p>	<p>This topic links with Remembrance Day and Christmas as we will be looking at a Wartime Christmas and hosting a Wartime Christmas Gathering will all the IMPACTs classes. The unit will link measurement within maths and electricity in science incorporating both the blackout and rationing. The pupils will gain an understanding of what life was like for people in WW2 including the Blitz, Life on the Home Front. As part of Life Skills, the pupils will visit the allotment and experience some of the Make and Do Mend activities.</p>	<p><b>adapted to survive?</b></p> <p>This topic will look at the survival of both humans and animals in harsh conditions. The pupils will be given the opportunity to investigate insulators, adaptations on animals and inhospitable places around the world. As part of Life Skills they will be learning how to survive in the wild themselves by pitching tents, keeping warm and making simple meals.</p>	<p>Our chocolate unit will provide pupils with the opportunity to study the Aztecs and Mayans and where chocolate comes from. They will learn about Fairtrade and how the chocolate gets to the shops. This will link with studying Solid, Liquids and Gases in Science and within Life Skills focussing on a balanced diet.</p>	<p>Within this unit, the pupils will look at crime through the ages such as smugglers and highwaymen. As well as learning about the Tower of London. This will link with the role of the police and prisons in both past and modern society. They will also learn about some punishments around the world. As part of a DT task they will be creating 'swag bags'.</p>	<p>This unit will take on an American road trip approach, learning about the states and we will be looking the lives of Native Americans and the Wild West as well as focussing on slavery and the use of Freedom Quilts, using sewing skills and fabric paint to create an IMPACTs Freedom quilt. As part of Science, we will look at the animals of the Americas and food chains.</p>
<b>Core Text</b>	<p><b>Literature:</b> Autobiographies/ Biographies</p>	<p><b>Literature:</b> Resist by Tom Palmer</p>	<p><b>Literature:</b> Ice Trap Survivors</p>	<p><b>Literature:</b> Oh Maya Gods – Maz Evans</p>	<p><b>Literature:</b> Crookhaven, school for thieves or The Good Thieves – Katherine Rundell</p>	<p><b>Literature:</b> The Storyteller by Brandon Johnson and Native American Folk Tales</p>
<b>English</b>	<p>Making predictions Sequencing events Rhyming words Sharing opinions Settings /Character</p>	<p>Capital letters, full stops Time connectives Understanding story structure</p>	<p>Sequencing texts Prepositions Writing short narratives Simple inference Retell key stories</p>	<p>Basic punctuation to include question marks and exclamation marks. Fiction and non-fiction Non-Chronological reports.</p>	<p>Non-fiction News reports Time connectives Prefix un- Using question words</p>	<p>Creating characters Writing simple sentences to form narratives. Using a range of basic</p>

	<p>Writing a diary entry Using 'and' Using capital letters, full stops and question marks Comprehension questions Developing spoken language skills</p>	<p>Nouns Adjectives Sequencing of events Imperative verbs Following and Writing instructions. Setting description Character description Developing a recall and retrieval skills. Writing a list Letter formation</p>	<p>Understanding new vocabulary Retrieval and basic inference. The alphabet and alphabetical order Labelling a picture – nouns and adjectives Handwriting</p>	<p>Noun phrases Simple conjunctions Exploring suffixes Sequence simple sentences Simple prediction Handwriting</p>	<p>Use key vocabulary within writing Sequencing events Developing comprehension skills. Handwriting skills Narrative Poetry</p>	<p>punctuation. Developing comprehension skills. Handwriting skills</p>
<b>Maths</b>	<p><b>Place Value</b> <b>Position and Direction</b></p> <p>Round to the nearest 10. Round to the nearest 100. Count in 1,000s. 1,000s, 100s, 10s and 1s Partitioning. Number line to 10,000. 1,000 more or less. Compare numbers. Order numbers. Round to the nearest 1,000. Count in 25s. Negative numbers. Describe position.</p>	<p><b>Addition and Subtraction Measures</b></p> <p>Add and subtract 1s, 10s, 100s and 1000s. • Add two 4-digit numbers – no exchange. • Add two 4-digit numbers – one exchange. • Add two 4-digit numbers – more than one exchange. • Subtract two 4-digit numbers – no exchange. • Subtract two 4-digit numbers – one exchange. • Subtract two 4-digit numbers – more than one exchange.</p>	<p><b>Multiplication and Division Measures – Thermometers</b></p> <p>Multiply by 10. • Multiply by 100. • Divide by 10. • Divide by 100. • Multiply by 1 and 0. • Divide by 1. • Multiply and divide by 6. • 6 times-table and division facts. • Multiply and divide by 9. • 9 times-table and division facts. • Multiply and divide by 7. • 7 times-table and division facts</p>	<p><b>Shape Area and Perimeter</b></p> <p>Identify angles. • Compare and order angles. • Triangles. • Quadrilaterals. • Lines of symmetry. • Complete a symmetric figure.</p> <p>What is area? • Counting squares • Making shapes. • Comparing area.</p> <p>• Perimeter on a grid. • Perimeter of a rectangle. • Perimeter of rectilinear shapes.</p>	<p><b>Fractions and Decimals Statistics</b></p> <p>What is a fraction? • Equivalent fractions (1) • Equivalent fractions (2). • Fractions greater than 1. • Count in fractions. • Add 2 or more fractions. • Subtract 2 fractions. • Subtract from whole amounts. • Calculate fractions of a quantity. • Problem solving – calculate quantities. Recognise tenths and hundredths. • Tenths as decimals. • Tenths on a place</p>	<p><b>Time Money</b></p> <p>• Pounds and pence. • Ordering amounts of money. • Using rounding to estimate money. • Four operations.</p> <p>Hours, minutes and seconds. • Years, months, weeks and days. • Analogue to digital – 12 hour. • Analogue to digital – 24</p>

	<p>Draw on a grid. Move on a grid. Describe a movement on a grid.</p>	<ul style="list-style-type: none"> <li>• Efficient subtraction.</li> <li>• Estimate answers.</li> <li>• Checking strategies.</li> </ul> <p>Mass – grams and kilograms Length – cm and m</p>	<p>Reading scales on thermometers Celsius</p>		<p>value grid.</p> <ul style="list-style-type: none"> <li>• Tenths on a number line.</li> <li>• Divide 1 digit by 10.</li> <li>• Divide 2 digits by 10.</li> <li>• Hundredths.</li> <li>• Hundredths as decimals.</li> <li>• Hundredths on a place value grid.</li> <li>• Divide 1 or 2 digits by 100.</li> <li>• Interpret charts.</li> <li>• Comparison, sum and difference.</li> <li>• Introducing line graphs.</li> <li>• Line graphs.</li> </ul>	<p>hour.</p>
<b>Science</b>	<p><b>Forces (Yr5)</b> Gravity Air Resistance Friction Water Resistance</p>	<p><b>Electricity (Yr4 and 6)</b> Circuits Conductors and Insulators</p>	<p><b>Animal Adaptations</b> Adaptation (Yr6) Evolution (Yr6)</p>	<p><b>States of Matter</b> Solids Liquids Gases (Yr4) Changes of State (Yr4) Diet (Yr6)</p>	<p><b>The Human Body</b> Digestive System (Yr4) Heart and Circulation (Yr6)</p>	<p><b>Life Cycles and Food Chains</b> Animal Life Cycles (Yr5) Food Chains (Yr4)</p>
<b>Computing</b>	<p><b>Using Computers safely 5 – E-Safety, Health and Safety</b></p> <p><b>Overview:</b> Pupils will recap the guidelines for being safe online, and how to use technology safely and responsibly. They will learn how to report concerns and how to keep their information safe by creating safe passwords.</p> <p>Pupils will investigate how we can make sure that the information they find</p>	<p><b>Hardware &amp; Software 3 / Presentation 3 – Advanced Presentations on Hardware and Software</b></p> <p><b>Overview:</b> Pupils will learn about hardware and software, and the components that make up a computer system - how they communicate with one another and with other systems. Pupils will create presentations about this, incorporating taught advanced features of</p>	<p><b>Image editing 1 –Pixlr</b></p> <p><b>Overview:</b> Pupils will investigate how images can be manipulated using computers.</p> <p>Pupils will learn a number of simple image editing techniques to create their own manipulated images. Through a project they will design and repurpose manipulated graphics for a given purpose. During the unit they will Investigate different image file types and how they are different.</p>	<p><b>Programming 5 – Kodu</b></p> <p><b>Overview:</b> Pupils will learn programming concepts through using Kodu, a 3D modular programming environment.</p> <p>Pupils will discreetly learn about the sequencing and repetition of instructions, the use of conditions, methods and user input in programming and how to do simple debugging.</p> <p>Through an end of unit project, pupils will design a game and</p>	<p><b>Audio 2 - Podcasting</b></p> <p><b>Overview:</b> Pupils will learn the skills to create an audio podcast.</p> <p>Pupils will Investigate ways they can capture audio, using a voice recorder. They will learn skills to import/export audio, how to use software to manipulate and change it.</p> <p>Pupils will create a script for their own podcast.</p>	<p><b>Animation 3 – Pivot</b></p> <p><b>Overview:</b> Creating 2D stop frame animations using digital methods, incorporating content created on other applications and devices.</p> <p>Pupils will learn about stop frame animation and how it can be achieved using computers. They will investigate techniques to make 2D animations feel more 3D.</p> <p>Pupils will plan and create</p>

	<p>online is reliable and trustworthy.</p> <p>Pupils will look at how to work safely in a computer suite and how to manage their files and folders.</p> <p><b>Link to National Curriculum:</b> Using technology safely</p>	<p>PowerPoint.</p> <p>Advanced presentation skills taught: Hyperlinks and Hotspots. Master Pages Layout &amp; white space</p> <p><b>Link to National Curriculum:</b> Hardware &amp; Software Components in a Computer System and how they communicate with one another</p>	<p><b>Link to National Curriculum:</b> Create. Reuse, revise and re-purpose digital artefacts for a given audience with attention to trustworthiness, design and usability.</p>	<p>create it using Kodu through object-oriented programming.</p> <p><b>Link to National Curriculum:</b> Design and develop modular programs</p>	<p>They will use software to edit and build a podcast using audio clips that they have captured.</p> <p><b>Link to National Curriculum:</b> Creative projects that involve combining the use of different applications across different devices.</p>	<p>their own stop frame animation to meet a given purpose. As part of this they will look at storyboards and why they are useful in the planning process.</p> <p><b>Link to National Curriculum:</b> Creative projects that involve combining the use of different applications across different devices.</p>
<b>Art Lessons</b>	<p><b>IMPACTS BASELINE</b></p> <p>Experience all of the main elements of Art. Create pieces of work that demonstrate their current understanding in Art activities and build up resilience and independent learning.</p>	<p><b>Colour Theory</b></p> <p>Experience some of the main elements of Art (tone and colour) understanding how to make primary, secondary and tertiary colours as well as complementary and harmonious colours through teaching a variety of paint-based skills and looking at a variety of artists' works</p>	<p><b>Colour theory sweets and cakes</b></p> <p>Experience some of the main elements of Art (tone and colour) understanding how to make primary, secondary and tertiary colours as well as complementary and harmonious colours through teaching a variety of paint-based skills and looking at a variety of artists' works</p>	<p><b>Natural forms</b></p> <p>Explore and experiment with observational drawing developing a stronger understanding of key formal elements in art (tone and form) looking at artist Georgia O'Keefe. To help pupils develop their understanding of texture and how to apply texture to their work</p>	<p><b>Print making</b></p> <p>To produce creative work, exploring their ideas and recording their experiences experimenting with a variety of different Print-making techniques and looking at a variety of artists who explore printmaking to plan and create a final outcome</p>	<p><b>Print making</b></p> <p>To produce creative work, exploring their ideas and recording their experiences experimenting with a variety of different Print-making techniques and looking at a variety of artists who explore printmaking to plan and create a final outcome</p>
<p><b>Topic</b> <b>Global Learning</b> <i>(History, Geography, Modern Foreign Languages)</i> <b>Art</b> <b>DT</b></p>	<p><b>History</b> History of the car Vehicles of the future</p> <p><b>Geography</b> Mapwork - OS</p> <p><b>Art/DT</b></p>	<p><b>History:</b> WW2 how it started The Home Front D-Day The Blitz</p> <p><b>Geography:</b> Countries involved in WW2</p> <p><b>Art/DT</b></p>	<p><b>History:</b> Famous Explorers and Survivors</p> <p><b>Geography</b> Survival in Harsh Conditions Inhospitable places</p>	<p><b>History</b> Aztec/Maya Civilisations</p> <p><b>Geography</b> Where Chocolate comes from</p> <p><b>Art/DT</b></p>	<p><b>History</b> Crime and Punishment through the ages. The Tower of London Smugglers Highwaymen</p> <p><b>Art/DT</b> Creating Swag Bags</p>	<p><b>Geography</b> The Wild West Native Americans Mexico Brazil – Carnival The States of America</p> <p><b>Art/DT</b> Design a Freedom Quilt</p>

	<p>Model Making of Moving Vehicles Car Design</p> <p><b>Other</b> Personal topic about an element of road travel</p> <p>Motorsport</p>	<p>Make and Do Mend</p>	<p>around the world</p> <p><b>Art/DT</b> Making Scarf/Gloves/Hat</p>	<p>Cooking tasks Packaging</p>	<p>using Fabric Paint</p> <p><b>Other</b> The Role of the Police/Prisons</p>	<p>and use sewing skills to create.</p>
<p><b>Personal Development (PSHE)</b></p>	<p><b>Health and Wellbeing</b></p> <p>Transition to secondary school</p> <p>Managing the challenges of moving to secondary school</p> <p>Personal and road safety and the role of the emergency services</p> <p>Personal safety strategies and travel safety, e.g. road, rail and water.</p> <p>Responding in an emergency situation and basic first aid.</p>	<p><b>Living in the Wider World</b></p> <p>Introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p> <p>Identifying a broad range of careers and the abilities and qualities required.</p> <p>Challenging common career stereotypes and identifying future aspirations.</p>	<p><b>Health and Wellbeing</b></p> <p>Diet, exercise and making healthy choices.</p> <p>Identifying and expressing emotions in a constructive way. Recognising healthy options for wellbeing</p>	<p><b>Relationships</b></p> <p>Managing puberty and personal hygiene</p> <p>How to manage physical and emotional changes during puberty</p> <p>Understanding personal hygiene.</p> <p>How to recognise and respond to inappropriate and unwanted contact and how to access help and support.</p>	<p><b>Living in the Wider World</b></p> <p>Independent living focussing on money management</p> <p>Recognition of coins and notes.</p> <p>Saving, spending and budgeting.</p> <p>Online gaming transactions.</p>	<p><b>Relationships</b></p> <p>Introduction to relationships and sexual health education</p> <p>Relationships: families, romance and friendship.</p> <p>Recognising different families.</p> <p>How to establish and manage friendships.</p> <p>Recognising qualities and behaviours relating to different types of positive relationships.</p>
<p><b>Life Skills</b></p>	<p>Highway Code Theory Test How to use a SatNav</p>	<p>Make and Do Mend Wartime Christmas Christmas Fair -Small Business Enterprise</p>	<p>Homelessness Pitching a tent Cooking Keeping warm and dry</p>	<p>Food Preparation</p> <p>Purchasing from a shop/online ordering</p>	<p>The Law:</p> <p>Different Ages things can be done</p>	<p>Going on holiday –</p> <p>Foreign Exchange Packing Airports Booking Holiday</p>

	Allotment Cooking	Allotment Cooking	Allotment Cooking	Allotment Cooking	Police Visit? Allotment Cooking	Allotment Cooking
<b>World Beliefs</b>	<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>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>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 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>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>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>
<b>PE</b>	<p><b>Gymnastics (Counterbalance and Counter Tension)</b></p> <p>The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the</p>	<p><b>Dance (Circus)</b></p> <p>The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their</p>	<p><b>OAA (Problem Solving and Orienteering)</b></p> <p>The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics.</p>	<p><b>Basketball</b></p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> <p><b>Handball</b></p> <p>The unit of work will challenge pupils to apply their prior learning of</p>	<p><b>Tennis/Pickleball</b></p> <p>The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</p> <p><b>Cricket</b></p> <p>Pupils will consolidate their knowledge,</p>	<p><b>Athletics</b></p> <p>The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as</p>

	<p>various ways they can construct the sequence and link the balances with movements.</p> <p><b>Hockey</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p>circus routine as part of a group.</p> <p><b>Tag-Rugby</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p>	<p><b>Netball</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p>	<p>passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p>	<p>understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.</p>	<p>well as collaborating in teams.</p> <p><b>Rounders</b> The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.</p>
<b>Music</b>	<p>A programme of study from the NC will be chosen once pupils have been assessed. For Badgers this is likely to be a combination of National Curriculum Yr5/6 AND THE Arts Award Programme.</p>					
<b>Drama</b>	<p><b>Storytelling</b></p> <p>To further develop key drama skills with a specific emphasis on body language/physical theatre.</p> <p>Pupils will continue to develop skills such as script writing, improvisation, use of voice and emotion to portray characters. Pupils will explore a range of classic myths and stories and use</p>	<p><b>Body Language/Gesture</b></p> <p>To further develop key drama skills with a specific emphasis on body language.</p> <p>Pupils will develop an understanding of how to use their bodies to create different forms and to portray different characters and emotions through scripted and improvised scenes. Pupils will explore</p>	<p><b>Use of Voice</b></p> <p>To equip pupils with the tools to use, manipulate and change their voice to perform characters with more depth.</p> <p>Pupils will learn to use their voice in different ways for dramatic effect. Pupils will use their voice to portray different characters and emotions through a range of scripted activities. Pupils will develop skills in using</p>	<p><b>Physical Theatre</b></p> <p>To begin to explore physical theatre using pupils' bodies to portray characters and forms based on 'The Wild One'.</p> <p>Pupils will work in small and whole class groups to develop team work in order to create a whole class performance. Pupils will develop communication skills and be given opportunities to evaluate performance and suggest</p>	<p><b>Tension</b></p> <p>To explore through different stimuli how tension is created on stage by actors for an audience.</p> <p>Pupils will work through a range of activities designed to explore how tension is used in theatre and film. Pupils will explore the use of sound to create tension. Pupils will develop scripts of</p>	<p><b>Theatre in Education</b></p> <p>To explore TIE as a genre and come up with their own TIE Performance.</p> <p>Pupils will develop a theatre machine based on the manufacture of cigarettes, thus developing their use of physical theatre and movement. Pupils will develop a whole class piece of theatre based on the journey of a</p>

	these as a basis for their work. Pupils will begin to offer ideas during group work. Pupils will create characters and use voice, movement and gesture.	characterisation with a focus on movement and gesture. Pupils will begin to hold the attention of the audience when performing. Pieces of work will have a beginning, middle and end.	their voice to create a range of characters. Pupils will discuss what was good about a performance and give constructive feedback to others.	improvements. Pupils will create a whole class piece that has a clear beginning, middle and end. Pupils will begin to show awareness of the audience when performing.	their own using tension at relevant points through use of voice, emotion and sound. Pupils will look at stage directions to effectively add tension in script writing. Pupils will begin to make comparisons between their own work and the work of others.	cigarette from manufacture to the dangers. Pupils will look at a range of social issues and incorporate these into performances. Pupils will create a whole class piece that has a clear beginning, middle and end. Pupils will begin to show awareness of the audience when performing.
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<b>Enrichment Opportunities</b>	<p><b>SMSC</b> To explore stories and myths from other cultures and to develop group skills</p> <p>Drama Club</p> <p>Car Mechanics – basic checks</p> <p>Motorsport link – Jake Hill</p> <p>Motor Museum</p> <p>Brands Hatch</p>	<p><b>SMSC</b> Developing imagination and exploring ways of organising presenting ideas. Exploring emotions and how we can use body language to convey meaning.</p> <p>Drama Club</p> <p>Xmas Performance</p> <p>Exploring real-life artefacts</p> <p>Allotment</p>	<p><b>SMSC</b> Use of voice in situations pupils may find themselves in. Develop different ways of communicating effectively based on situations.</p> <p>Drama Club</p> <p>Military</p> <p>Forest School</p>	<p><b>SMSC</b> To develop an understanding of how non-verbal communication can have an impact on how we present ourselves</p> <p>Drama Club</p> <p>Easter Performance</p> <p>Creating Easter Eggs</p> <p>Shopping for Fair Trade</p>	<p><b>SMSC</b> Group work. Exploring situations. Exploring emotions of characters and the audience.</p> <p>Drama Club</p> <p>Visit from Police/Prison Magistrates</p> <p>Police Museum</p>	<p><b>SMSC</b> Understanding the dangers of smoking. Group work. Working with and for different age groups.</p> <p>Drama Club</p> <p>Mexican Food</p> <p>Stables</p> <p>Day of the Dead</p>
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### Oaks Long Term Curriculum Plan 2024/25

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

As pupils in Oaks Class are working on a 3 year curriculum in the same class, we engage them in learning by teaching many topics which reflect the interests of pupils and/or have been requested by pupils, allowing them to initiate their own learning.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Unit	Space Exploration	Our Extreme Earth	World War II	Technology and Finance	History Detectives	Birds and Flight
Curriculum Intent - "The Why"	<b>Our 5 Key questions:</b> How big is our solar system and how was it formed? Who is Tim Peake? What is it like to be an astronaut and is it dangerous?	<b>Our 5 Key questions:</b> How does normal weather become extreme weather? What is the impact of extreme weather on humanity? What is the impact of	<b>Our 5 Key questions:</b> What events lead up to World War II and why did it happen? What were the extremist beliefs of the Nazi regime and how did this impact the lives of people in	<b>Our 5 Key questions:</b> What is technology? How can we use the internet safely? What was technology like in the past? Is Artificial Intelligence a good thing or a bad thing?	<b>Our 5 Key questions:</b> What is archaeology? How and why were the pyramids made? How did the ancient Egyptians preserve their dead? Can we find historical	<b>Our 5 Key questions:</b> Can all birds fly? Are Birds of Prey apex predators and what is falconry? How can we help care for our garden birds? Who were the Wright

	<p>Could humans live in space? What do Scientists already know about the planets in our solar system and how was this evidence obtained?</p> <p>This unit is child led, reflecting the interests and requests of the pupils initiating their own learning. Pupils will gain an understanding of how our solar system was formed and will measure and build a scale version of the solar system on the school field to consolidate their understanding of the sheer size and scale of it. During English pupils will study 'Limitless', the autobiography of British astronaut, Tim Peake to gain some insight into the skills astronauts need. Important space missions throughout history will be researched and the dangers of space travel will be considered. This unit will investigate living in space looking at life on</p>	<p>extreme weather on the environment? What is the worst natural disaster to occur in the UK? How and why do earthquakes happen?</p> <p>This unit is also child led, reflecting on the interests and requests of pupils initiating their own learning. Throughout this unit pupils will gain an understanding of how normal weather becomes extreme weather and how this weather impacts humanity and the environment. There will be a specific focus on the flash floods and landslides which devastated Boscastle in 2004, the 'Great Storm' of 1987, the worst storm to ever hit the UK (1703) and the 2004 Indian Ocean Earthquake and Tsunami. The unit will consider the negative impact the earth itself can also have on humanity, including understanding the impact of Earthquakes and</p>	<p>Europe? What was a concentration camp? Why were children in the UK evacuated during World War II? What happened during the Dunkirk evacuations, the D-Day landings and the Battle of Monte Cassino?</p> <p>This is another child led unit, reflecting the interests and requests of pupils initiating their own learning. The unit will initially investigate the events leading up to World War II and consider why it happened? It will support pupils to understand the beliefs of the Nazi regime and how this impacted the lives of people in Europe during and after the war. During English pupils will study 'The Boy in the Striped Pyjamas' by John Boyne. Pupils will consider why children in the UK were evacuated, despite us not being invaded. There will be a specific focus on the Battle of Monte Cassino, 'Operation Dynamo' (the Dunkirk evacuations) and 'Operation Overlord' (the</p>	<p>How do finances work and what is budgeting?</p> <p>This is a practical unit designed to give pupils information and skills to support them in adulthood. Pupils will consider what technology actually is. They will discuss the importance of respecting others online and learn about safe use of the internet. The unit will compare past, present and future technologies and encourage pupils to consider the pros and cons of AI. The unit will teach pupils about finances, showing them how to budget their own money and will give them opportunities to use money practically and work out their change. Pupils will learn about Bank accounts and savings, considering why people might want to save money. The unit also addresses loans and credit cards and pupils will be supported in understanding the impact of interest payments.</p>	<p>evidence ourselves? Why is there an iguanodon on the Maidstone coat of arms?</p> <p>There are two parts to this history-based unit and throughout their learning pupils will be exposed to archaeology and the importance of considering evidence. Pupils will learn about Ancient Egypt, studying Egyptian Myths and Legends during English. They will make links to the gods and pharaohs, hieroglyphics, the pyramids and the mummification process. Pupils will then visit Maidstone Museum to see the Egyptian Mummy. As part of the unit pupils will also investigate local history, visiting and learning about sites of local historical interest. Pupils will be supported in researching the stories behind these sites and will visit them to look for evidence of their findings. The unit will also investigate the importance of the</p>	<p>brothers? How do aeroplanes fly?</p> <p>This unit is another child led unit, reflecting the interests and requests of pupils initiating their own learning. During this unit pupils will study unusual birds from across the world, including flightless birds such as penguins, ostriches, cassowaries and kiwis. The unit will introduce pupils to Birds of Prey and Falconry and to consolidate their learning in this area, pupils will have the opportunity to see a live Bird of Prey display. Pupils will learn to identify some British birds and investigate how to care for garden birds. They will set up a feeding station in our Oaks garden area. The unit will then look at the pioneers of human flight, different types of aircraft and will teach pupils the science behind flying.</p>
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	the International Space Station and the Artemis space programme, which intends to re-establish a human presence on the moon. Pupils will investigate each of the planets in our solar system and consider the scientific evidence. They will visit an observatory to see the space telescopes in real life and will undertake a workshop experiencing Robot Arms in Space.	looking at what causes them.	D-Day landings). Pupils will have the chance to investigate tangible examples of military medals and will visit Chislehurst Caves deep air raid shelter and Blitz tunnels to consolidate their learning.		Maidstone iguanodon.	
<b>Topics</b>	Space Exploration (Child led learning)	Our Extreme Earth (Child led learning)	World War II (Child led learning)	Technology and Finance	History Detectives	Birds and Flight (Child led learning)
<b>English Texts</b>  Being studied and films which support learning	Text: Limitless – The Autobiography of Tim Peake  Films to support learning: Apollo 13 (1995) True Story which links to specific space missions (topic)	Text: Limitless – The Autobiography of Tim Peake  Films to support learning: The Impossible (2012) Dramatises the Indian Ocean Tsunami (topic)  Twister (1996) Shows impact of tornadoes (topic)	Text: The Boy in the Striped Pyjamas by John Boyne  Films to support learning: Storming Juno (2010) Dramatises ‘Operation Overlord’ (topic)	Text: The Boy in the Striped Pyjamas by John Boyne  Films to support learning: The Boy in the Striped Pyjamas (2008) Links to text  AI (2001) Links to Artificial Intelligence (topic)	Text: Egyptian Myths and Legends  Films to support learning: The Dig (2021) Archaeology theme (topic)  Gods of Egypt (2016) Links to Egypt and Egyptian Myths (topic)	Text: Egyptian Myths and Legends  Films to support learning: March of the Penguins (2005) Links to flightless birds  Kes (1969) Links to Birds of Prey
English	Using English texts to develop comprehension,	Using English texts to develop comprehension,	Using English texts to develop comprehension, vocabulary and critical	Using English texts to develop comprehension, vocabulary and critical	Using English texts to develop comprehension,	Using English texts to develop comprehension,

	<p>vocabulary and critical thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>	<p>vocabulary and critical thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>	<p>thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>	<p>thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>	<p>vocabulary and critical thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>	<p>vocabulary and critical thinking. Developing reading skills.</p> <p>Writing for different purposes, sentence structure and handwriting, spelling, punctuation and grammar (SPAG), fluency and content. Creating written evidence of understanding for WJeC qualifications.</p> <p>Formal and informal spoken language, listening to others, conversation skills, debating and presentation.</p> <p>Making links to our termly topic.</p>
<p><b>Maths</b> Working towards E1/E2 Maths qualifications</p>	<p><u>Property of Number</u></p> <p>Read, write, order and compare numbers</p> <p>Odd and even numbers</p> <p>Recognising and counting in multiples</p> <p>Rounding to the nearest 10</p> <p>Place value and number</p>	<p><u>Measure</u></p> <p>Compare lengths, heights, weights and capacities</p> <p>Measure and draw lengths</p> <p>Estimate weights, capacities and lengths</p> <p>Give the length of a line drawn on a centimetre</p>	<p><u>Statistics</u></p> <p>Collect information by survey</p> <p>Record results in lists, tally charts and tables</p> <p>Construct and interpret simple line graphs and pictograms</p> <p>Interpret and draw conclusions from a list or</p>	<p><u>The Calendar and Time</u></p> <p>Knowing and ordering the days of the week</p> <p>Time facts</p> <p>Reading and setting the time on digital and analogue clocks to 5 minute increments</p> <p>Ordering familiar events</p>	<p><u>Ratio</u></p> <p>Interpreting fractions as number, amounts and parts of shapes</p> <p>Equivalence: identifying equivalent fractions and comparing fractions</p> <p>Calculating with fractions</p> <p>Simple proportion</p>	<p><u>Money</u></p> <p>Recognise coins and notes up to £20</p> <p>Make amounts of money up to £2 from given coins</p> <p>Convert from pence to pounds and vice versa</p> <p>Add up to 20 coins together</p>

	<p>lines</p> <p>Order of operations</p> <p><u>The Four Operations (AG)</u></p> <p>Add and subtract whole numbers up to 100</p> <p>Subtract 1 number up to 20 from another</p> <p>Multiply single digit numbers</p> <p>Solving one step addition, subtraction, multiplication and division problems with single digit numbers.</p>	<p>grid</p> <p>Choose appropriate standard units of measure (metric)</p> <p>Compare and order units of measure in the same units</p> <p>Describe capacity in fractions</p> <p>Select a possible length, capacity or weight for an item</p> <p>Read simple temperature charts</p>	<p>group of objects</p> <p>Interpret simple tables, diagrams, lists and graphs</p> <p>Sort and classify objects using firstly single, and then more than one criterion</p>	<p>Draw the hands on a clock</p> <p>Find the difference between two times given in hours, half hours and quarter hours</p> <p>Know the seasons and months and their order</p>	<p>problems</p>	<p>Calculate with whole amounts of money in pence or in £ (but not mixed)</p> <p>Make up to 20p with different variations of coins</p> <p>Make amounts of money (with notes) and appreciate the value of coins.</p>
<b>Science</b>	<p><b>Biology: Structure and Function – Reproduction Stage 6 and 7</b></p> <p>Identify the structures and organs in the human reproductive system</p> <p>Identify animals that reproduce sexually and correctly use the term: sexual reproduction</p> <p>Understanding how fish, birds, mammals reproduce sexually</p>	<p><b>Physics: Sound Stg 4</b></p> <p>Identify how sounds are made, associating with vibration</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between either the pitch of a sound or the volume of a sound, and the features of the object that produced it</p>	<p><b>Biology: Animals including humans Stg 4</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identifying different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Using scientific evidence</p>	<p><b>Chemistry: Materials Stg 4</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (C)</p> <p>Identify the part played by evaporation and condensation in the water</p>	<p><b>Physics: Electricity Stg 4</b></p> <p>Identifying common appliances that run on electricity</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with</p>	<p><b>Biology: Living things and their habitats Stg 4</b></p> <p>*Recognise that living things can be grouped in a variety of ways</p> <p>*Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>*Explore and use classification keys to help group, identify and name a variety of living things in their local and</p>

	<p>The menstrual cycle</p> <p>Explain how babies are made, what sexual intercourse is and what conception means (PD Stg 6 cur)</p> <p>Understand that pregnancy is a choice and can be prevented with contraception (PD Stg 6 cur)</p> <p>Encouraging pupils to ask questions to consolidate their understanding and address misconceptions</p>	<p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Making links to Music (working with subject specialist)</p> <p>Working Scientifically: Stg 4 Developing and practising Scientific skills</p>	<p>to answer questions and support findings</p> <p>Working Scientifically: Stg 4 Developing and practising Scientific skills</p>	<p>cycle and associate the rate of evaporation with temperature.</p> <p>Working Scientifically: Stg 4 Developing and practising Scientific skills</p>	<p>being good conductors</p> <p>Working Scientifically: Stg 4 Developing and practising Scientific skills</p>	<p>wider environment</p> <p>Working Scientifically: Stg 4 Developing and practising Scientific skills</p>
<b>Computing</b>	<p>WJEC IT Entry Pathways Internet Fundamentals / Online Basics (Entry Level)</p> <p>Overview: This unit is designed to enable the pupils to use appropriate IT tools and techniques to find and evaluate information and send and receive messages using IT-based communication systems when undertaking routine and straightforward</p>	<p>IT User Fundamentals (Entry Level)</p> <p>Overview: This unit is designed to enable pupils to use suitable techniques to operate IT systems for activities most of which are routine and straightforward, to respond appropriately to common IT errors and problems and review own use of IT.</p> <p><b>Link to National Curriculum:</b></p>	<p>Using Mobile Devices (Entry Level)</p> <p>Overview: This unit is designed to enable the pupils to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.</p> <p>Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance of a mobile device and device</p>	<p>WJEC IT Entry Pathways Using Email (Entry Level)</p> <p>Overview: This unit is designed to enable the learner to understand and use a range of basic email software tools to send, receive and store messages for straightforward or routine activities.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in</p>	<p>WJEC IT Entry Pathways Completion of Earlier Units for those in Year 11 &amp; Presentation Unit for those in Year 9 &amp; 10 (Entry Level)</p> <p>Overview: Completion of Earlier Units for those in Year 11</p> <p>Overview: This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations.</p> <p>Pupils will start the unit by looking at copyright constraints on IT Users.</p> <p>They will then be given a topic to produce a</p>	

	<p>activities.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>	<p>Develop their capability, creativity and knowledge in information technology</p>	<p>settings. Pupils will create a presentation identifying the different applications available on a mobile device.</p> <p>Pupils will keep a log of how they use a mobile device and the methods they use to keep data secure. They will create a leaflet explaining copyright and other things you need to consider when transferring and sharing information – security, personal information.</p> <p><b>Link to National Curriculum:</b> Understanding how changes in technology affect safety, including how to protect their online privacy and identity.</p>	<p>information technology</p>	<p>presentation on. Pupils will begin by identifying what information to include in this and carry out research to collect various types of information. Throughout the creation of their slide presentation they will evidence in a portfolio how they have met the basic and advanced requirements needed to be included.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>
<b>Art Lessons</b>	<p><b>Day of the dead</b></p> <p>An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.</p>		<p><b>Portraiture</b></p> <p>Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at various artists and exploring other materials that can be used to create portraits.</p>		<p><b>Still Life</b></p> <p>To gain a better understanding of the Elements of Art. To develop your skills - by completing a series of tasks investigating different elements of art. Finally, to have produced 3 final outcomes..... a tonal sketch, painting and Showcase Piece all showing a good knowledge of the elements.</p>

<p><b>Personal Development (PSHE)</b></p> <p>(PD) with careers links: Stg 9</p>	<p>Personal safety (inc.WJEC Keeping safe module)</p> <p>Sexual reproduction, pregnancy and contraception (Stg 8-9)</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>	<p>Understanding how being enterprising involves making personal choices about money; making things to sell and negotiating a fair price</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>	<p>Understanding the long term, mental and physical risks of unhealthy choices (e.g. sexual behaviours, lack of exercise, taking illegal drugs etc.)</p> <p>Recognising behaviours that may lead to extremism</p> <p>Interviewing</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>	<p>Shopping in store and online</p> <p>Budgeting and keeping track of money</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>	<p>Relationships, sexual health and consent</p> <p>Using public transport</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>	<p>Rights, duties and responsibilities</p> <p>Politics, government and democracy</p> <p>Skills for work</p> <p>Understanding, building and maintaining self-confidence and self-esteem</p>
<p><b>Global Learning</b></p>	<p><b>Space Exploration</b></p> <p>The size and scale of our solar system</p> <p>Life on the International Space Station</p> <p>The Hubble Telescope</p> <p>Looking at specific space missions</p> <p>Investigating our Bower Grove House Planets (Mars, Mercury and Neptune)</p> <p>What are Black holes?</p>	<p><b>Our Extreme Earth</b></p> <p>The 2004 Indian Ocean Tsunami</p> <p>Earthquakes</p> <p>Hurricanes, Tornadoes and Cyclones (The Great Storm of 1987)</p> <p>Flash floods and landslides (The 2004 Boscastle flood)</p> <p>The causes and impacts of Wildfires and Drought</p>	<p><b>World War II</b></p> <p>Considering the events leading up to World War II and why it happened</p> <p>‘Operation Dynamo’ the Dunkirk evacuations</p> <p>‘Operation Overlord’ the D-Day landings</p> <p>The Battle of Monte Casino (Child led learning)</p> <p>The extremist beliefs and actions of the Nazi regime and the impacts on the lives of people in Europe</p>	<p><b>Technology and Finance</b></p> <p>What is technology?</p> <p>Talking to others online, respecting people we cannot see and safe use of the internet</p> <p>Past, present and future technologies</p> <p>AI – the pros and cons</p> <p>Using money</p> <p>Bank accounts, savings, loans, credit cards and interest payments</p>	<p><b>History Detectives</b></p> <p>Local History</p> <p>Maidstone’s Egyptian Mummy (making links to hieroglyphics, Myths and legends of the gods and pharaohs, the pyramids)</p> <p>The importance of the Maidstone iguanodon</p> <p>Vinters Park House and gardens</p> <p>Maidstone Zoo (in Cobtree Park)</p>	<p><b>Birds and Flight</b></p> <p>Birds of Prey and Falconry</p> <p>Unusual birds from across the world</p> <p>Flightless birds (penguins, ostriches, cassowaries, kiwis etc)</p> <p>Identifying British birds</p> <p>Helping to care for our garden birds</p> <p>The pioneers of flight</p> <p>Different types of</p>

			Evacuating children  Military Medals	Budgeting	Mote House (in Mote Park)  Archaeology and Scientific evidence	aircraft  The science of flying
PE	<p><b>Swimming, Handball, Basketball, Health Related Exercise and Dodgeball or Tennis/Pickleball</b></p> <p><b>Handball</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Basketball</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Health Related Exercise</b> The unit of work will</p>	<p><b>Swimming, Handball, Basketball, Health Related Exercise, OAA and Badminton</b></p> <p><b>Handball</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Basketball</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of</p>	<p><b>Gymfinity, Football, Dance, Table Tennis, Health Related Exercise, Netball and OAA</b></p> <p><b>Gymfinity</b> Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Football</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Dance</b> The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.</p>	<p><b>Football, Dance, Table Tennis, Health Related Exercise and Netball</b></p> <p><b>Football</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Dance</b> The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Gymfinity</b> Building on individual</p>	<p><b>Survival, Rounders, Cricket, Athletics, Netball and Tag-Rugby</b></p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Rounders</b> Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent,</p>	<p><b>Rounders, Cricket, Athletics and Dodgeball or Tennis/Pickleball</b></p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Rounders</b> Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become</p>

	<p>consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</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>Dodgeball</b> To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and</p>	<p>strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</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>OAA (2)</b> Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Badminton (1)</b> Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in</p>	<p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Netball (2)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p><b>OAA (1)</b> Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Tag-Rugby (1)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p><b>Badminton (2)</b> Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.</p>	<p>confident and expert in their techniques and apply them in competitive games.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Netball (1)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p><b>Tag-Rugby (2)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p>	<p>more competent, confident and expert in their techniques and apply them in competitive games.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles</p>
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	where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.	singles and doubles games.				games. <b>Dodgeball</b> To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.
<b>Life Skills</b>	Investigating different careers and developing the skills for work  Planning and evaluating tasks  Plant care, gardening and growing  Cooking	Investigating different careers and developing the skills for work  Planning and evaluating tasks – Products for the Christmas Fair  Plant care, gardening and growing  Cooking	Investigating different careers and developing the skills for work  Planning and evaluating tasks  Plant care, gardening and growing  Cooking	Investigating different careers and developing the skills for work  Planning and evaluating tasks  Plant care, gardening and growing  Cooking	Investigating different careers and developing the skills for work  Planning and evaluating tasks  Plant care, gardening and growing  Cooking	Investigating different careers and developing the skills for work  Planning and evaluating tasks  Plant care, gardening and growing  Cooking
<b>World Beliefs</b>	Bower Values - Tolerance Morals and rules:  Understand Morals and morality.  Understand stigma and discrimination  Look at Multicultural Britain.	What is the Gurdwara? To know and label the Gurdwara.  Understand reincarnation and the Sikh beliefs.  Look into detail the Hindu God Ganesh and create your own Hindu god.	Understand the life of the Buddha and how it changed.  Understand what enlightenment is.  To know and look at the four noble truths and the relationship with suffering.	Gain Knowledge of the Jewish food laws and recognise Kosher and Trefah foods.  Look at the Seder plate and the significance of Passover.	Writing your name in Arabic and understand the difference to writing in our school.  Understanding the five pillars mainly Salat the second pillar (prayer 5 times a day) and relating them to your own culture and way of life.	To explore what is means to be a Christian.  Look at why Christians pray and what they use.  How Christians pray and where can they pray and worship.

<b>Enrichment Opportunities</b>	Cultural link to Mexican holiday Mexican cooking lesson and English cirque de freak	Links to image and identity. Personal Development	Extra-curricular links to music and English looking at Art language and composition.
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### Year 7 Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<b>Harry Potter and The Philosopher's Stone: JK Rowling.</b>  Contemporary prose, fantasy themed.  KS3 National Curriculum links:  Reading: high quality	<b>The Boy in Striped Pyjamas: John Boyne</b>  Seminal world literature. Contemporary prose, Holocaust themed.  KS3 National Curriculum links:	<b>Survival stories (Ice Trap: Shackleton's journey to the South Pole)</b>  Non-fiction, biographical study.  KS3 National Curriculum links:  Reading: non-fiction,	<b>The Harder they Fall: Bali Rai</b>  Contemporary prose, homeless and poverty themed text.  KS3 National Curriculum links:  Reading: high quality	<b>Escape from Pompeii</b>  Non-fiction source material, first-person chronology, diary form.  KS3 National Curriculum links:  Reading: non-fiction (historical); learning	<b>AQA English Language Year 7 Assessment unit</b>  Summative assessment unit, following the AQA English Language pathway.  KS3 National Curriculum links:

	<p>contemporary literature; learning new vocabulary; inference/ deduction; retrieval of evidence; understanding language; studying plot, setting and characterisation; using literary terminology.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence.</p> <p>Poetry Link: The Sorting Hat song/ poem by JK Rowling.</p>	<p>Reading: high quality contemporary literature (fiction – historical drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; making critical comparisons (Anne Frank diary extracts).</p> <p>Writing: formal expository; non-narrative forms such as informal letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Refugee Blues' by WH Auden.</p>	<p>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>Writing: imaginative writing; non-narrative forms such as formal letters/ diaries/ speeches/ instructions; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative text for lower ability: The Arctic Star by Tom Palmer.</p> <p>Poetry Link: 'Do Not Go Gentle into that Good Night' by D. Thomas.</p>	<p>contemporary literature (fiction – drama); non-fiction; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p>Writing: imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Clown Punk' by S. Armitage.</p>	<p>new vocabulary; inference; retrieval of evidence; understanding language linked to purpose and audience; studying plot and setting; using literary terminology.</p> <p>Writing: imaginative writing (diary writing); non-narrative forms (instructional); applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: Pompeii by William Dix (1848).</p> <p>*Lyrics from Pompeii by Bastille included within MTP.</p>	<p>Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure; making critical comparisons.</p> <p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
<b>Maths</b>	<p><b>Base 10 Numbers</b></p> <p>Saying reading, writing, comparing, rounding and interpreting increasingly larger numbers; Calculating with</p>	<p><b>Add &amp; Subtract</b></p> <p>Developing addition &amp; subtraction mental and written calculation skills Pupils will be developing their addition and</p>	<p><b>Scales &amp; Symbols</b></p> <p>Pupils will be learning about representing numbers within scales and symbols. Topics will depend on a pupils' prior attainment, and may</p>	<p><b>Meaning of Multiplication</b></p> <p>Pupils will be developing their understanding of multiplication as repeated addition. Pupils will learn about the connection between multiplication,</p>	<p><b>Understanding Fractions</b></p> <p>Pupils will be using physical resources and pictorial methods to develop their understanding of</p>	<p><b>Numbers in Geometry &amp; Measure</b></p> <p>Pupils will be consolidating their learning of number throughout the year, solving shape and</p>

	<p>money; Introduction to percentages; Baseline assessments; Practise learning, recalling and using number facts through personalised activities</p>	<p>subtraction skills through games, investigations and intelligent practice. They will be also be applying their addition and subtraction skills to topics such as perimeter and money. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p>include: pictograms; bar graphs; measuring mass; timelines; number lines (positive/negative whole numbers and decimals); function machines and substitution. Pupils may have the opportunity to use their date of birth and the current date to investigate how old they are in months, days, hours, minutes and/or seconds. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p>arrays and area. Pupils will develop their understanding and recall of times tables and learn about multiples, factors and prime numbers. Pupils will have an opportunity to learn about multiplying large numbers. Pupils who demonstrate proficiency with multiplication of large and small numbers will also be learning about ratio. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p>fractions by identifying, comparing, adding and subtracting fractions. Pupils will also develop the skills in measuring length and converting measurements. They might extend their knowledge through learning about decimals and percentages. In addition, all pupils will investigate codes and apply this to understanding of roman numerals and/or simplifying algebra. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p>measure problems, whilst developing their use and knowledge of shape and measure language. Topics include: angles; shape properties; time; reflection and money problems. Investigations may include tangrams and mask symmetry. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>
<b>Science</b>	<p><b>Introduction Unit – Working Scientifically</b> An introduction to the science room, health and safety, key pieces of equipment and scientific skills (how to plan investigations to answer scientific questions).</p> <p><b>Cells</b> Pupils are introduced</p>	<p><b>Structure and function of body systems</b> Pupils build on the concept of cells as building blocks of all living organisms. Pupils are introduced first to the levels of organisation present within a multicellular organism, starting with the cell. Then, the focus turns to two organ systems – the respiratory system</p>	<p><b>Elements, atoms and compounds</b> Pupils are introduced to the concepts of atoms, elements, molecules, and compounds, and use their knowledge of particles to start naming molecules and compounds and writing chemical symbols and chemical formulae.</p> <p><b>Reactions</b> Pupils are introduced to chemical reactions. They</p>	<p><b>Forces</b> Introduces Pupils to forces that are all around them. Pupils learn that forces act on stationary objects and that, without forces, nothing would be able to move. They also study how forces can change the shape of an object and investigate Hooke’s law. Pupils will take measurements using Newton meters and develop their graph</p>	<p><b>Reproduction</b> Introduces Pupils to the process of sexual reproduction in both plants and animal cells. It begins by introducing the emotional and physical changes which take place during adolescence, which is likely to tie in with what Pupils are currently experiencing. Pupils then study human reproductive systems,</p>	<p><b>Light</b> Introduces Pupils to some properties of light and how light travels. Pupils compare how the eye and the camera work. They gain an understanding of the effect of coloured filters on light and the effect of coloured light on different coloured objects. Throughout the chapter, Pupils will learn about the</p>

	<p>to cells as the building blocks of all living organisms. Pupils will look at the structures in plants and animal cells. They will look at the adaptation of specialised cells. They will learn about the process of diffusion by which substances move into and out of cells. They will also study the unicellular organisms, euglena, and amoeba.</p>	<p>(through looking at breathing and the process of gas exchange) and the skeletal system. Finally, Pupils will consider the roles of skeleton, including looking in detail as its role in movement through the study of joints and antagonistic muscles.</p> <p><b>Particles and their behaviour</b> Pupils are introduced to the particle model and how to use it to explain the properties of substances in the three states of matter. The chapter also introduces the concept of density and diffusion and the factors that affect them</p>	<p>will develop their knowledge by looking at different types of chemical reactions, including oxidation, combustion, and decomposition. Pupils will also learn how to represent chemical substances and reactions using ratios and how to write word equations and balanced formula equations.</p>	<p>drawing skills.</p> <p><b>Sound</b> Introduces Pupils to longitudinal and transverse waves and looks at what happens when waves meet each other or hit a barrier. Pupils look at sound waves in more detail, what mediums sound waves can travel through, and how they are detected by the ear and microphone. Throughout the chapter, Pupils will learn about the features of waves and how they are represented. Pupils will study how the amplitude and frequency of a sound wave affects its loudness and pitch.</p>	<p>and the processes involved in reproduction. The second half of the chapter focuses on plant reproduction, including fertilisation, germination, and seed dispersal. To align with the National Curriculum, this chapter cover the biology of sexual reproduction between a male and female.</p> <p><b>Acids and Alkalis</b> Pupils are introduced to the term acid, alkali, base and neutral, and they are taken through the reactions between acid and metals and bases, called neutralisation reactions, and some examples of how useful these can be. The chapter looks at pH for the first time as a measure of how acidic a solution is, and the pH range associated with acidic, alkaline, and neutral substances.</p>	<p>behaviour of light in different situations where light interacts with matter, such as reflection, refraction, and dispersion.</p> <p><b>Space</b> Introduces Pupils to some of the celestial objects that they can see in the night sky as well as other objects in the Universe. They gain an understanding of how the planets in our Solar System formed. Pupils will learn why seasonal changes occur in the UK and other regions on Earth. Pupils will learn about the apparent motion of celestial objects and apply this knowledge to explain the phases of the Moon and eclipses.</p>
<b>Computing</b>	<p><b>Using Computers safely 5 – E-Safety, Health and Safety</b></p> <p><b>Overview:</b> Pupils will recap the</p>	<p><b>Hardware &amp; Software 3 / Presentation 3 – Advanced Presentations on Hardware and Software</b></p>	<p><b>Image editing 1 –Pixlr</b></p> <p><b>Overview:</b> Pupils will investigate how images can be manipulated using</p>	<p><b>Programming 5 – Kodu</b></p> <p><b>Overview:</b> Pupils will learn programming concepts through using Kodu, a 3D</p>	<p><b>Audio 2 - Podcasting</b></p> <p><b>Overview:</b> Pupils will learn the skills to create an audio podcast.</p>	<p><b>Animation 3 – Pivot</b></p> <p><b>Overview:</b> Creating 2D stop frame animations using digital methods, incorporating</p>

	<p>guidelines for being safe online, and how to use technology safely and responsibly. They will learn how to report concerns and how to keep their information safe by creating safe passwords.</p> <p>Pupils will investigate how we can make sure that the information they find online is reliable and trustworthy.</p> <p>Pupils will look at how to work safely in a computer suite and how to manage their files and folders.</p> <p><b>Link to National Curriculum:</b> Using technology safely</p>	<p><b>Overview:</b> Pupils will learn about hardware and software, and the components that make up a computer system - how they communicate with one another and with other systems. Pupils will create presentations about this, incorporating taught advanced features of PowerPoint.</p> <p>Advanced presentation skills taught: Hyperlinks and Hotspots. Master Pages Layout &amp; white space</p> <p><b>Link to National Curriculum:</b> Hardware &amp; Software Components in a Computer System and how they communicate with one another</p>	<p>computers.</p> <p>Pupils will learn a number of simple image editing techniques to create their own manipulated images. Through a project they will design and repurpose manipulated graphics for a given purpose. During the unit they will investigate different image file types and how they are different.</p> <p><b>Link to National Curriculum:</b> Create. Reuse, revise and re-purpose digital artefacts for a given audience with attention to trustworthiness, design and usability.</p>	<p>modular programming environment.</p> <p>Pupils will discreetly learn about the sequencing and repetition of instructions, the use of conditions, methods and user input in programming and how to do simple debugging.</p> <p>Through an end of unit project, pupils will design a game and create it using Kodu through object-oriented programming.</p> <p><b>Link to National Curriculum:</b> Design and develop modular programs</p>	<p>Pupils will Investigate ways they can capture audio, using a voice recorder. They will learn skills to import/export audio, how to use software to manipulate and change it.</p> <p>Pupils will create a script for their own podcast. They will use software to edit and build a podcast using audio clips that they have captured.</p> <p><b>Link to National Curriculum:</b> Creative projects that involve combining the use of different applications across different devices.</p>	<p>content created on other applications and devices.</p> <p>Pupils will learn about stop frame animation and how it can be achieved using computers. They will investigate techniques to make 2D animations feel more 3D.</p> <p>Pupils will plan and create their own stop frame animation to meet a given purpose. As part of this they will look at storyboards and why they are useful in the planning process.</p> <p><b>Link to National Curriculum:</b> Creative projects that involve combining the use of different applications across different devices.</p>
<p><b>Global Learning</b> (History, Geography)</p>	<p><b>Skills, skills, skills! (Geographical)</b> NC: <b>Locational Knowledge</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps <b>Geographical skills</b></p>	<p><b>Skills, skills, skills! (Historical)</b> NC: understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and</p>	<p><b>Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"</b></p> <p>NC: <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of</p>	<p><b>A Frenchman's home is an Englishman's castle</b></p> <p>NC: the development of Church, state and society in Medieval Britain 1066-1509 – Norman Conquest a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, Objectives:</p>	<p><b>What's on? The Geography of Sport</b></p> <p>NC: <b>Locational Knowledge</b> extend their locational knowledge <b>Geographical skills</b> build on their knowledge of globes,</p>	

	<p>build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p><b>Objectives:</b>          To understand what a map is and what they are used for          To be able to use an atlas to locate countries          To be able to recognise a variety of world flags          To be able locate features on a map/atlas using longitude and latitude and grid references          To identify features on a map using a key</p>	<p>interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends</p> <p>To be able to order events on a timeline          To be able to recognise an anachronism          To understand the difference between a primary and secondary source          To be able to judge the value of a source</p>	<p>human and physical geography of the UK/ Kent</p> <p><b>Human and physical geography</b> population and urbanisation</p> <p><b>Objectives:</b>          To develop map/atlas/skills          To recognise patterns in population          To identify key physical and human features of the UK</p>	<p>To describe Britain before 1066          To demonstrate knowledge of the impact of invasion          To investigate Anglo-Saxon Britain          To explain how the Normans came to the throne          To explain the impact of the Normans          To evaluate the success and failures of battles          To describe the problems faced by William the Conqueror          To understand key events in Kent's history          To link Kent's history to UK history          To identify different castle types          To explain how castle sites were chosen          To justify castle design</p>	<p>maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p><b>Human and physical geography</b> population and urbanisation</p> <p><b>Objectives:</b>          To map sports locations          To expand geographical vocabulary          To identify the benefits of sport to a place          To identify the negative impact of sports development on an area          To evaluate the effect of regeneration          To understand the globalisation of sport          To consider sports' effect around the world          To make a link between sport and economics</p>
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<p><b>MFL</b></p>	<p><b>Recap of prior learning</b> <b>House</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and</p>	<p><b>Sports</b> <b>Hobbies</b> <b>Francophone Christmas</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and show</p>	<p><b>Clothes &amp; school uniform</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p><b>Music</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that</p>	<p><b>Transport</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of words, phrases and</p>	<p><b>Holidays</b> Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally</p> <p>Read carefully and show understanding of</p>
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	<p>show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>	<p>understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>	<p>are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>	<p>simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>	<p>words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary</p> <p>Write words and short phrases from memory</p> <p>Start to describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar including feminine and masculine forms</p> <p>Understand elements of francophone culture that are different to British culture</p>
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<p><b>Personal Development (PSHE)</b></p>	<p><b>Health and Wellbeing</b> Transition to secondary school Diet, exercise and making healthy choices.</p> <p>Managing the challenges of moving to secondary school Identifying and expressing emotions in a constructive way. Recognising healthy options for wellbeing</p>	<p><b>Living in the Wider World</b> Introduction to careers Challenging career stereotypes and raising aspirations</p> <p>Identifying a broad range of careers and the abilities and qualities required. Challenging common career stereotypes and identifying future aspirations.</p>	<p><b>Relationships</b> Managing puberty and personal hygiene</p> <p>How to manage physical and emotional changes during puberty Understanding personal hygiene. How to recognise and respond to inappropriate and unwanted contact and how to access help and support.</p>	<p><b>Living in the Wider World</b> Independent living focussing on money management</p> <p>Recognition of coins and notes. Saving, spending and budgeting. Online gaming transactions.</p>	<p><b>Health and Wellbeing</b> Personal and road safety and the role of the emergency services</p> <p>Personal safety strategies and travel safety, e.g. road, rail and water. Responding in an emergency situation and basic first aid.</p>	<p><b>Relationships</b> Introduction to relationships and sexual health education</p> <p>Relationships: families, romance and friendship. Recognising different families. How to establish and manage friendships. Recognising qualities and behaviours relating to different types of positive relationships.</p>
<p><b>World Beliefs</b></p>	<p><b>Bower Values Tolerance Morals and rules</b> 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> 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 beliefs</b> 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><b>What it means to be Jewish</b> 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>Muslim Traditions</b> 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><b>The nature of Christians</b> 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>PE</b></p> <p><b>SoW may be taught at different times across the year</b></p>	<p><b>Basketball, Health Related Exercise Handball and Dodgeball or Tennis/Pickleball</b></p> <p><b>Basketball</b> The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p><b>Health Related Exercise</b> The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p> <p><b>Handball</b> Pupils will consistently apply effective passes, applying decision making as to which</p>	<p><b>Gymfinity, Survival and OAA</b></p> <p><b>Gymfinity</b> Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>OAA</b> Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group</p>	<p><b>Football, Health Related Exercise, Dance and Rugby</b></p> <p><b>Football</b> The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.</p> <p><b>Health Related Exercise</b> The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.</p> <p><b>Tag-Rugby</b> The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both</p>	<p><b>Survival, Swimming and Netball</b></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</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Netball</b> The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their teams.</p>	<p><b>Cricket, Rounders, Athletics and Badminton</b></p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.</p> <p><b>Rounders</b> The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident</p>	<p><b>Swimming, Gymfinity and Tennis/Pickleball or Dodgeball</b></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>Gymfinity</b> Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Pickleball/Tennis</b> The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.</p>
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	<p>pass to make and when in order to keep possession and score. Pupils will create and apply tactics in games adapting them as the game situation changes.</p> <p><b>Dodgeball</b> Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p><b>Pickleball/Tennis</b> The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.</p>		<p>attacking and defending and apply these successfully within their team.</p> <p><b>Dance</b> The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.</p>		<p>and expert in their techniques and apply them in competitive situations.</p> <p><b>Badminton</b> The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).</p>	<p><b>Dodgeball</b> Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p>
<b>Music</b>	<p><b>Musical Futures: Classroom Groove</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- This unit is based around resources</li> </ul>	<p><b>British Folk Tradition/ Seasonal Focus</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- Pupils will explore the folk traditions of Great</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Music Tech</li> <li>- This unit on Film Music allows pupils to use music technology to create</li> </ul>	<p><b>Music from the Indian Subcontinent</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- This unit allows pupils the opportunity to experience</li> </ul>	<p><b>Theme and Variation</b></p> <ul style="list-style-type: none"> <li>- Classical</li> <li>- This unit is focussed around the development and</li> </ul>	<p><b>Samba</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- Pupils will develop understanding of rhythm through</li> </ul>

	<p>obtained from the Musical Futures ideology. Pupils will build grooves around contemporary pieces of music which will eventually lead to them applying the skills learned into their own composition/ improvised performance. This unit introduces pupils to using scales and modes in a very accessible form.</p> <p>NC - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.</p>	<p>Britain from storytelling and murder ballads to community tune sessions. Pupils will learn songs and instrumentals from across the regions. Towards the end of the unit we will look at traditional, secular Christmas Carols with a view to perform.</p> <p>NC - develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>	<p>music to fit a film clip. Pupils will explore how the inter-related dimensions of music can be used to reflect movement, mood and emotion. They will learn about the work of foley artists and apply that knowledge to a final piece where they will combine sound effects and music to accompany a film clip using the iPads.</p> <p>NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence. Identify and use the inter-related dimensions of music expressively and with increasing sophistication</p>	<p>an often-unfamiliar sound world through listening, performance, improvisation and composition. Pupils will sing chants and songs from Indian Culture, start utilising and understanding terminology synonymous with the genre. Pupils will utilise different modes and scales to help them produce their own authentic sounding improvisations and compositions.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p>	<p>extension of musical ideas using the inter-related dimensions of music. Pupils will learn and perform well-known contemporary melodies and variations upon these melodies before composing their own variations of these themes. In groups pupils will work towards composing variations to suit the different scenes in a video game.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>	<p>collaborative rhythmic games as well as whole class and group practice and performance of percussive Samba music. Pupils will develop composing and improvising skills by creating their own Samba music in groups.</p> <p>NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.</p>
<b>Art</b>	<p><b>Baseline Assessment</b></p> <p>Experience all of the main elements of Art. Create pieces of work that demonstrate their current understanding in Art activities and</p>	<p><b>Colour Theory – Sweets and Cakes.</b></p> <p>Experience some of the main elements of Art (tone and colour) understanding how to make primary,</p>	<p><b>Natural Form</b></p> <p>Explore and experiment with observational drawing developing a stronger understanding of key formal elements in art (tone and form) looking at</p>	<p><b>Still Life</b></p> <p>To gain a better understanding of the Elements of Art.</p> <p>To develop your skills - by completing a series of tasks</p>	<p><b>Self-portraits</b></p> <p>Develop accurate proportions and scale through self-portraiture. They will build on their knowledge of form and</p>	<p><b>Bugs</b></p> <p>Pupils will explore the theme of Bugs through a mixture of mediums and techniques both 3D and 2D. Practicing</p>

	build up resilience and independent learning.	secondary and tertiary colours as well as complementary and harmonious colours through teaching a variety of paint-based skills and looking at a variety of artists' works	artist Georgia O'Keefe. To help pupils develop their understanding of texture and how to apply texture to their work.	investigating different elements of art.  Finally, to have produced 3 final outcomes..... a tonal sketch, painting and Showcase Piece all showing a good knowledge of the elements.	tone and explore different techniques to locate and draw the different features of their faces.	their planning and designing skills.
<b>Technology</b>	<b>Acrylic tablet/phone holder</b>  Machine safety Machine input Timber types Key words CAD-CAM Acrylic gadget holder project Extension task: Timber time piece project Assessment A welcome to the workshop-machinery & equipment. Learners develop skills and knowledge working with acrylic. Aspects of CAD-CAM are displayed and utilised within both the acrylic and timber-based projects		<b>Joining techniques</b>  Isometric drawing Wood Joints-joining techniques Key words CAD-CAM Money box project Assessment A timber-based project forms the basis of learning. Wood joints-joining techniques are used alongside drawing techniques in order realise design intention		<b>Corporate Identity</b>  Rendering-tone-shade Key words Corporate identity project Nets-surface developments CAD-CAM Assessment Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit	
<b>Bounce Forward</b>	<b>Team Building</b>  To identify features of effective teamwork  To work collaboratively to achieve a common goal  To problem solve as a team.  To develop key	<b>Emotional Wellbeing</b>  To identify strategies that support a positive self-image  To recognise and reduce negative influences on well-being  To enhance social skills and relationships with peers and adults.	<b>Resilience and Perseverance</b>  To develop an understanding of a growth mindset  To reduce 'fear of failure' and respond to new challenges.  To set short-term and long-term SMART targets	<b>Working in the Community</b>  To develop positive links within the local community.  To create opportunities for voluntary work and charitable organisations.  To enhance relationships with public service bodies.  To contribute to a shared	<b>Enterprise and Innovation</b>  To be imaginative and creative in exploring ideas.  To develop Spoken Language skills through group work and formal presentation.  To research and apply	<b>Nature and the environment</b>  To define the term environment and its links to emotional well-being.  To explore the local environment and identify improvement projects.

	<p>communication skills.</p> <p>To take on different roles and responsibilities within a team To persevere and show resilience in team activities.</p> <p><b>INTERHOUSE COMPETITION</b> Dodgeball</p>	<p>To regulate emotions effectively. To develop extra-curricular interests both in and out of school.</p> <p>To enhance confidence and self-esteem.</p> <p><b>INTERHOUSE COMPETITION</b> E-Sports</p> <p><b>Proposed trip:</b> Harry Potter World/ Wingham Wild Life Park.</p>	<p>in order to achieve objectives.</p> <p>To evaluate performance and reflect on outcomes. To adapt and respond to change(s) with resilience.</p> <p>To recognise and apply coping strategies.</p> <p><b>INTERHOUSE COMPETITION</b> Spelling Bee</p>	<p>ethos and create a sense of belonging.</p> <p>To understand the importance of diversity in communities.</p> <p>To develop respect and civility in building relationships.</p> <p><b>INTERHOUSE COMPETITION</b> Times Table Rockstars.</p> <p><b>Proposed trip:</b> Chatham Dockyard/ Military museum.</p>	<p>information for an identified purpose.</p> <p>To take on different roles and responsibilities within a team.</p> <p>To identify opportunities for fund-raising.</p> <p>To work collaboratively to achieve a common goal.</p> <p><b>INTERHOUSE COMPETITION</b> 'Pitch it' presentations</p>	<p>To collaborate effectively with identified staff and external agencies.</p> <p>To contribute and raise environmental awareness across the school.</p> <p>To promote a healthy lifestyle.</p> <p>To contribute to a shared ethos and create a sense of belonging.</p> <p><b>INTERHOUSE COMPETITION</b> Rounders</p> <p><b>Proposed trip:</b> Dymchurch/ Hastings beach trip.</p>
<p><b>Drama</b></p> <p>(skills and knowledge)</p> <p>NC Year KS3 BGS Drama Framework Stage 2 - 3</p>	<p><b>Introduction to Drama</b></p> <p>To develop pupils' confidence in Drama allowing for opportunities to work imaginatively alone, in pairs, in groups and as a whole class.</p> <p>Pupils will begin to create and perform short pieces of drama</p>	<p><b>Movement</b></p> <p>To begin to develop pupils' ability to use movement within a dramatic performance.</p> <p>Pupils will use short pre-prepared scripted pieces in order to develop their use of movement. Pupils will begin to use their</p>	<p><b>Taking on a Character</b></p> <p>To begin to recognise the need for context to emotion in order to portray believable characters. Pupils use Superheroes to develop and build characters and learn to incorporate them into short, improvised performances.</p>	<p><b>Script Writing</b></p> <p>To develop 'scenes' through dramatic performances and script writing.</p> <p>Pupils will have opportunities to create performances of their own. Pupils will begin to understand the features of a script and work with pre prepared scripts and begin</p>	<p><b>Exploring Emotion</b></p> <p>To develop the use of emotion in their performances. Pupils will link previous taught skills to develop their portrayal of different emotions through short dramatic performances.</p> <p>Pupils will begin to explore ideas and</p>	<p><b>The Theatre – The Bigger Picture</b></p> <p>To develop an understanding of the history of the theatre.</p> <p>Pupils will analyse the roles and responsibilities within the theatre including, lighting, stage management, set</p>

	and sometimes make basic comments on the quality of other people's performances. Pupils will look at key dramatic techniques including: Mime, freeze frames, tableau	bodies to create a character. Pupils will work in small groups and begin to listen to the ideas of others. Pupils will begin to develop physical control and recognise the importance of, gesture, movement and expression in communicating meaning to an audience. Pupils will create short performances and begin to introduce characters within their work using movement and body language effectively to portray different characters.	Pupils will learn short scripts and develop their use of body language in their work. Pupils will begin to gain confidence when offering suggestions on how a performance might look. Pupils will begin to develop characters that are different from themselves using voice, gesture and movement. Pupils will work in small groups and begin to develop the use of scripts to support their performances.	to develop their ability to write their own scripts. Pupils will show awareness of the audience and begin to perform towards the audience. Pupils will begin to evaluate each-others work by picking out good parts and suggesting improvements.	feelings sensitively. Pupils will begin to link skills previously taught. Pupils will develop their skills in building characters through use of gesture, movement and voice. Pupils will evaluate each-other's work commenting on things that went well and suggesting improvements for future work. Pupils will develop use of learnt drama specific terminology in their feedback.	designer, director, costume designer.
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<b>Enrichment Opportunities</b>	<p>Cross-curricular links to Geography and PSHE</p> <p>Macmillan Coffee Morning Cake Sale</p> <p><b>SMSC</b> Developing imagination and exploring ways of organising presenting ideas</p>	<p>Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design. VR trip to Pompeii.</p> <p><b>SMSC</b> To develop an understanding of how non-verbal communication can have an impact on how we present ideas.</p>	<p>Cross-curricular links to Geography/History Potential visit to Shackleton Exhibition VR trip to Antarctic</p> <p><b>SMSC</b> To gain an understanding of character types and conventions of characters. To develop group work skills.</p>	<p>Porchlight Visit Bali Rai (author visit) Cross curricular link to PSHE</p> <p>Battle Abbey visit</p> <p>Francophonie Focus Day Cross-curricular – music</p> <p>Bowles &amp; Wells Financial Education Workshop</p> <p><b>SMSC</b></p>	<p>Cross curricular link to History. VR opportunities</p> <p>Podcast on school related topic e.g. a transition podcast, informing the new Year 7 can expect</p> <p>PCSO / Coastguard Workshop</p> <p><b>SMSC</b> To develop an</p>	<p>Links to the outdoors and D&amp;T creating 3D pieces.</p> <p>Performance at BGStival Use of genuine instruments used in this style of music</p>
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	Drama Club	Drama Club Xmas Performance  CC link with history/geography (UK)	Drama Club  Trip to the Beach  A range of accessible technology used to help compose and perform electronic music.	Developing imagination and exploring ways of organising presenting ideas. To continue to develop group work skills.  Drama Club Easter Performance  Extra-curricular links to music and English looking at Art language and composition  Use of genuine instruments used in this style of music. CC link with geography (India/Asia)	understanding of how non-verbal communication can have an impact on how we present ourselves. Exploring feelings and emotions  Drama Club	
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### Year 8 Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black</b>  Contemporary fiction –	<b>A Christmas Carol: Charles Dickens</b>  Seminal world literature/ author; classic ghost story.	<b>Myths and Legends</b>  Fiction – short stories from around the world (UK, Greek, Nordic, African, North American).	<b>Goodnight Mr Tom by Michelle Magorian (playscript)</b>  Contemporary prose – drama genre. WW2 setting,	<b>Different Cultures Poetry</b>  Contemporary poems from Agard, Zephaniah,	<b>AQA English Language Year 8 Assessment unit</b>  Summative assessment unit, following the AQA English Language

	<p>fantasy theme prose.</p> <p>KS3 National Curriculum links:</p> <p>Reading: reading a wide range of fiction (different genre/ form); contemporary literature; learning new vocabulary; making inferences and referring to the text; studying setting, plot and characterisation, linked to effect; analysing figurative language.</p> <p>Writing: formal expository; imaginative writing; narrative and non-narrative writing (letters/ diaries); applying new knowledge (of grammar, vocabulary, text structure); planning, drafting and editing; amending vocabulary and grammar to improve coherence and effect; extending KS1/2 grammar appendices.</p> <p>Poetry Link: writing 'What am I?' riddles – creative writing task.</p>	<p>KS3 National Curriculum links:</p> <p>Reading: pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer's purpose; understanding language; studying plot, setting and characterisation.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'Another Night Before Christmas' by C. Duffy.</p>	<p>KS3 National Curriculum links:</p> <p>Reading: pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer's purpose; retrieval of evidence; understanding language; studying plot, setting and characterisation.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: 'The Lady of Shallot' by A. Tennyson.</p>	<p>focusing on relationships.</p> <p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p>Writing: formal expository; imaginative writing (inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative Unit for lower ability: War Horse abridged: Michael Morpurgo or War Games: Michael Foreman Same descriptors apply as above for main unit.</p> <p>Poetry link: War Horse by Brenda Williams.</p>	<p>Completion of Goodnight Mr Tom Term 5</p> <p>KS3 National Curriculum links:</p> <p>Reading: reading challenging material (contemporary post-1914 poetry); learning new vocabulary; making inferences and referring to evidence; knowing the purpose and context; analysing figurative language and text structure; making critical comparisons between texts.</p> <p>Writing: to write effectively and fluently for pleasure; imaginative writing (poetry); apply vocabulary and structure to writing in appropriate form; drawing on and using literary devices to enhance impact; drafting and editing writing; extending KS1/2 grammar appendices.</p>	<p>pathway.</p> <p>KS3 National Curriculum links:</p> <p>Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure; making critical comparisons.</p> <p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
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<p><b>Maths</b></p>	<p><b>Add &amp; Subtract problems</b></p> <p>Pupils will further develop addition and subtraction written and mental calculation skills with small/large whole numbers; decimals and/or negative numbers. They will develop these skills through games, investigations and intelligent practice directly and also indirectly within topics such as perimeter, and interpreting graphs. Pupils will develop skills in using scientific calculators by solving more complex problems. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p><b>Meaning of Division</b></p> <p>Pupils will develop their understanding of division as repeated subtraction, sharing and grouping. They will learn to relate this to their understanding of multiplication. They will be consolidating understanding of odd and even numbers whilst developing their skills, dividing increasingly larger numbers, extending to decimals. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p><b>Equivalent Proportions</b></p> <p>Pupils will learn about equivalence between fractions; capacity and volume; in money. Pupils will also have an opportunity to develop their understanding of time and money. Pupils who are confident in some of these topics may extend their understanding by looking at equivalence in algebra (simplifying expressions with brackets and solving equations), and be introduced to the nth term with sequences. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p><b>Calculating with Angles &amp; 3D Shape</b></p> <p>Pupils will learn to develop skills in measuring and drawing angles and learn to apply a more developed understanding of angles to calculating missing angles on straight lines and in shapes. In addition to this, pupils will learn about 3D shapes and their volume, extending to surface area. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p><b>Applying Multiplication &amp; Division</b></p> <p>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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>	<p><b>Using proportions</b></p> <p>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. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.</p>
<p><b>Science</b></p>	<p><b>Health and Lifestyle</b></p> <p>Pupils will be introduced to the components of a balanced diet and its importance in maintaining health.</p>	<p><b>Separation Techniques</b></p> <p>Pupils learn about pure substances and mixtures, how to determine if a substance is pure, and the differences between</p>	<p><b>Working Scientifically</b></p> <p>To develop Pupils understanding of how to answer scientific questions and analyse findings.</p>	<p><b>Energy</b></p> <p>Introduces Pupils to energy resources, stores, and transfers. Pupils will look at how electricity is generated by renewable and non-renewable resources. They</p>	<p><b>Motion and Pressure</b></p> <p>Introduces Pupils to speed, pressure, and turning forces. Pupils will look at how motion can be described using distance-time graphs.</p>	<p><b>Earth</b></p> <p>Pupils learn about the composition of the Earth and its atmosphere. They are reintroduced to three different types of rocks,</p>

	<p>They will study the process of digestion, concentrating on the role of enzymes, bacteria, and some of the main organs in the digestive system. Pupils will look at the effects of drugs on the body, focusing on smoking and alcohol.</p> <p><b>The Periodic Table</b></p> <p>Pupils develop their knowledge about elements, learning how to distinguish between metal and non-metal elements. Chemical and physical properties are introduced, and the chemical and physical properties and uses of some typical metals and non-metals, and elements in Group 1, 7, and 0 are explored.</p>	<p>the term's solute, solvent, solution, and solubility. They compare mixtures and compounds and learn about different ways to separate the substances in a mixture and when each is appropriate, including filtration, evaporation, distillation, and chromatography. Pupils develop their skills of representing and analysing data by plotting solubility data and using this to describe how solubility changes with temperature.</p> <p><b>Electricity and Magnetism</b></p> <p>Introduces Pupils to electric fields, current, and magnetism. Pupils will look at how to build simple circuits and take measurements of current and potential difference. Pupils will study electromagnets and plan how to investigate the shape of magnetic fields. Pupils will develop their mathematical skills as they learn how to change the subject in an</p>	<p><b>Biological Processes</b></p> <p>Pupils will study the process of photosynthesis, how leaves are adapted to maximise this process, and its importance for all life on Earth. They will look at the effects of minerals on plant growth. Pupils will explore the process of respiration, beginning with aerobic respiration. Pupils will then compare this with anaerobic respiration in animals and fermentation in plants.</p>	<p>will be introduced to stores of energy and methods of transfer between stores, in particular, by particles, radiation, and forces. Pupils will also explore the links between energy, work done, and power, and will have the opportunity to develop their mathematical skills to real-life scenarios when calculating work done, power, and the cost of using domestic appliances.</p>	<p>They will be introduced to pressure in gases, in liquids, and on solids. Pupils will also study situations in which a force has a turning effect. Pupils will have the opportunity to develop their mathematical skills by using equations to calculate speed and pressure.</p> <p><b>Metals and Other Materials</b></p> <p>Pupils learn about the reactions of metals with acids, with oxygen, and with water, and write word equations for these reactions. They describe the reactivity series and use this to predict the reactivity of metals with acids, with oxygen, and with water. Displacement reactions are explored, including the displacement reaction between a metal compound and carbon as a method for extracting the metal from its ore. Pupils look at the properties of ceramics, some polymers, and some composites, and explain</p>	<p>sedimentary, igneous, and metamorphic rocks, and describe how they are made, their properties and uses, and how their properties make them suitable for their uses. The rock cycle and the carbon cycle are explored, allowing Pupils to consider how materials are recycled naturally. Pupils also study the greenhouse effect, global heating, and climate change, and explore how to look after and protect the Earth by preventing climate change and preserving our natural resources by recycling.</p> <p><b>Ecosystem and Adaptations</b></p> <p>Pupils will begin by looking at the feeding relationships within food chains and webs, and how this can result in bioaccumulation. Pupils study the interdependence of organisms by looking at what happens to the population of one organism when the population of another</p>
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		equation.			<p>how the properties of these materials make them suitable for their uses.</p>	<p>is changed; this is studied within food web diagrams, and graphically through predator-prey interactions. Pupils will then look in detail at the adaptations of a number of organisms that enable them to be successful competitors and survive in harsh and changing environments.</p> <p><b>Inheritance</b></p> <p>Pupils will look at the variation in characteristics in organisms within a species and determine whether these are a result of inherited variation, environmental variation, or both. They will categorise characteristics as showing discontinuous or continuous variation and will plot this on appropriate graphs. Pupils will study how characteristics are inherited through chromosomes. Finally, Pupils will explore evolution through the process of natural</p>
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						selection, why some organisms become extinct, and the role gene banks can play in trying to prevent extinction.
<b>Computing</b>	<p><b>Using Computers safely 6</b></p> <p><b>Overview:</b> Pupils will further learn about how to stay safe online and how to report concerns. They will look at how to work safely in a computer environment, learning about posture and health and safety issues in a computer environment.</p> <p>Pupils will investigate the use of email and how to do so productively and correctly, including the use of email etiquette. They will look at potential issues around emails and electronic communication and how to use safely.</p> <p>Finally, they will learn how to recognise and deal with cyberbullying Who to talk to if you suspect someone is being cyberbullied.</p> <p><b>Link to National Curriculum:</b> Using technology safely respectfully, responsibly and securely, recognise inappropriate content,</p>	<p><b>Algorithms 2 - Thinking like a computer scientist 1</b></p> <p><b>Overview:</b> Pupils will look at abstraction and decomposing problems into smaller ones to solve easier and why these are important for problem solving in programming. They will design, use and evaluate computational abstractions that model real world problems and physical systems. They will learn how to recognise patterns in order to streamline algorithms.</p> <p><b>Link to National Curriculum:</b> Algorithms that reflect computational thinking</p>	<p><b>Video Editing 2</b></p> <p><b>Overview:</b> Pupils will learn about how to make different audio and visual content and how to combine these elements into a video sequence, editing them to meet a given purpose and audience.</p> <p>Pupils will be taught how to use different methods of film capture (still, video, screen capture) and audio capture using different devices and software. They will be taught how to sequence content captured and edit using Adobe Premier Rush.</p> <p>Pupils will be tasked with creating a short promotional video about the different ways that ICT is used within school, which will see them using the skills taught.</p> <p><b>Link to National Curriculum:</b> Undertake creative projects that involve the selecting, using and combining multiple applications across a range of devices</p>	<p><b>Programming 6</b></p> <p><b>Overview:</b> Pupils will learn how abstraction, algorithms and coding, work together in programming. They will use block programming and be introduced to a textual programming language for learning programming principles and for problems pupils are required to solve.</p> <p>The unit will directly include basic coding principles that pupils have discreetly learnt before. They will use variables, sequences, iteration and conditionals in tasks. Through these they will learn what they are and what they are used for in programming. Pupils will also learn that bugs are errors in code, how to find and fix them.</p> <p><b>Link to National Curriculum:</b> Programming languages</p>	<p><b>Data 4 – Spreadsheets</b></p> <p><b>Overview:</b> This unit builds on previous knowledge of data and learning about how spreadsheets can be used to manipulate and present different types of data.</p> <p>Pupils will cover the collection of data, how to enter basic data into spreadsheets and what type of data can be used. They will look at formatting and manipulating data to make it more presentable.</p> <p>Pupils will cover modelling, using functions and formulas to perform calculations on collected data. They will look at analysing data and its presentation.</p> <p><b>Link to National Curriculum:</b> Creative project including the collecting and analysing data</p>	<p><b>Hardware and Software 3 - Computer Instructions, Binary and Logic</b></p> <p><b>Overview:</b> Pupils will learn how different types of hardware and software work together to create a computer system. They will learn how instructions are stored and executed with a computer system through specific BBC Micro:Bit projects.</p> <p>Pupils will be introduced to binary and taught how to carry out simple operations on binary numbers using BBC Micro:Bits. They will learn how data (text, sounds and pictures) can be represented and changed digitally, in the form of binary digits.</p> <p>Through the use of BBC Micro:Bits pupils will learn some simple Boolean logic used in circuits.</p> <p><b>Link to National Curriculum:</b> Understand simple Boolean Logic</p>

	contact and conduct and know how to report concerns.					Understand how instructions are stored and executed Binary numbers
<b>Global Learning</b> <i>(History, Geography)</i>	<b>We plough the fields and scatter</b> The Agricultural Revolution NC: the development of Church, state and society in Britain 1509-1745 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term	<b>We plough the fields and scatter</b> Weather and climate <b>NC: Human and physical geography</b> understand, the key processes in physical geography relating to weather and climate, human geography relating to economic activity in the primary sector; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems Objectives: To understand the link between farming and weather To understand the difference between weather and climate To describe and explain key features of UK weather	<b>Age of Empire</b> The Industrial Revolution, Colonisation and Slavery  NC: Ideas, political power, industry and empire: Britain, 1745-1901: Britain as the first industrial nation – the impact on society/ Britain’s transatlantic slave trade: its effects and its eventual abolition understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-	<b>Age of Empire</b> Globalisation  NC: <b>Locational knowledge</b> extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world, key physical and human characteristics, countries and major cities <b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography <b>human geography</b> relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources <b>Geographical skills and fieldwork</b> build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom Objectives:	<b>999 Lets be Avenue</b> History of crime & punishment  NC: the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066/ the development of Church, state and society in Britain 1509-1745: society, economy and culture across the period understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends gain historical perspective by placing their growing knowledge into different contexts,	<b>999 Lets be Avenue</b> Geography of crime  NC: <b>human geography</b> relating to: population and urbanisation <b>Geographical skills and fieldwork</b> interpret Ordnance Survey maps in the classroom including using grid references and scale, and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information Objectives: To analyse data to identify and describe patterns of crime To use a variety of sources to make judgements

	<p>timescales.</p> <p>Objectives:</p> <p>To understand the open field system</p> <p>To explain why Britain needed to grow more food</p> <p>To describe changes to agriculture</p> <p>To evaluate the effects of the changes to agriculture</p>	<p>To identify causes and consequences of flooding</p>	<p>term timescales.</p> <p>Objectives:</p> <p>To identify changes in Britain between 1750 and 1900</p> <p>To suggest reasons for the changes</p> <p>To identify key industrial developments</p> <p>To investigate the purpose and impact of colonization</p> <p>To describe the slave trade</p>	<p>To understand how we are linked to other countries today</p> <p>To explain who are the winners and losers of globalisation</p>	<p>understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Objectives:</p> <p>To be able to define crime and punishment, giving examples</p> <p>To understand how the crime and legal system worked through different eras</p> <p>To use sources to describe and explain the Jack the Ripper and Dick Turpin crimes</p> <p>To evaluate reasons for the difficulty in solving the Jack the Ripper case</p>	<p>To evaluate methods of reducing crimes</p>
<b>MFL</b>	<p><b>TV/ cinema</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop</p>	<p><b>Town Francophone Christmas</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p>	<p><b>Accept/ decline invitations</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas</p>	<p><b>Food: Fruit &amp; Vegetables, Healthy/ unhealthy food choices</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas</p>	<p><b>Food: Snacks, Cafés Meals, Restaurants</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p>	<p><b>Holiday plans</b></p> <p>Listen to a variety of short texts to obtain information</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop</p>

	<p>ideas with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p>	<p>Express and develop ideas with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p>	<p>with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p> <p>Start to use and manipulate a variety of key grammatical structures and patterns</p>	<p>with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p> <p>Start to use and manipulate a variety of key grammatical structures and patterns</p>	<p>Express and develop ideas with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p>	<p>ideas with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic dictionary</p> <p>Write sentences to express their own ideas and opinions</p> <p>Write phrases from memory</p> <p>Use tenses or other structures to convey the present</p>
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	<p>Start to use and manipulate a variety of key grammatical structures and patterns</p> <p>Expand understanding of francophone culture</p>	<p>Start to use and manipulate a variety of key grammatical structures and patterns</p> <p>Expand understanding of francophone culture</p>	<p>Expand understanding of francophone culture</p>	<p>Expand understanding of francophone culture</p>	<p>Start to use and manipulate a variety of key grammatical structures and patterns</p> <p>Expand understanding of francophone culture</p>	<p>Start to use and manipulate a variety of key grammatical structures and patterns</p> <p>Expand understanding of francophone culture</p>
<p><b>Personal Development</b> (PSHE)</p>	<p><b>Health and Wellbeing</b></p> <p>Recognising role models and managing peer influence</p> <p>Identifying personal strengths and areas for development. Recognising how role models can make a positive and negative impact on others. Recognising alcohol and drug misuse in society.</p>	<p><b>Living in the Wider World</b></p> <p>Rights and responsibilities in the community</p> <p>Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying, harassment how to respond and how to support others.</p>	<p><b>Relationships</b></p> <p>Online safety and digital literacy</p> <p>Managing online friendships. Using social media sites safely. Identifying the signs and effects of online bullying and how to respond. Role of CEOP Identifying fake news, hoaxes and scams. Laws around sexting.</p>	<p><b>Health and Wellbeing</b></p> <p>Physical and mental health and wellbeing, including body image, diet and exercise</p> <p>Recognising attitudes towards mental health Challenging myths and stigma. Strategies for daily wellbeing and how to manage emotions</p>	<p><b>Relationships</b></p> <p>Introduction to sexuality and consent</p> <p>Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing consent.</p>	<p><b>Living in the Wider World</b></p> <p>Human rights and justice, democracy and politics</p> <p>Recognising basic human rights and differentiating between want and need. Understanding of how the British political system works and the processes involved.</p>
<p><b>World Beliefs</b></p>	<p><b>Bower Values 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</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><b>What it means to be 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>Muslim Traditions</b></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</p>	<p><b>Muslim Traditions</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>

		create your own Hindu god.			life.	
<p><b>PE</b></p> <p><b>SoW may be taught at different times across the year</b></p>	<p><b>Swimming, Handball, Basketball, Health Related Exercise and Dodgeball or Tennis/Pickleball</b></p> <p><b>Handball</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Basketball</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular</p>	<p><b>Swimming, Handball, Basketball, Health Related Exercise, OAA and Badminton</b></p> <p><b>Handball</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Basketball</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform</p>	<p><b>Gymfinity, Football, Dance, Table Tennis, Health Related Exercise, Netball and OAA</b></p> <p><b>Gymfinity</b> Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Football</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Dance</b> The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of</p>	<p><b>Football, Dance, Table Tennis, Health Related Exercise and Netball</b></p> <p><b>Football</b> Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p><b>Dance</b> The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Gymfinity</b> Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good</p>	<p><b>Survival, Rounders, Cricket, Athletics, Netball and Tag-Rugby</b></p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Rounders</b> Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games.</p>	<p><b>Rounders, Cricket, Athletics and Dodgeball or Tennis/Pickleball</b></p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Rounders</b> Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.</p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in</p>

	<p>elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</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>Dodgeball</b> To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in</p>	<p>cardio, flexibility and strength focused circuits enhancing their own fitness.</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>OAA (2)</b> Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Badminton (1)</b> Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.</p>	<p>strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Netball (2)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p><b>OAA (1)</b> Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>fundamentals such as team building, mindfulness, confidence and body positivity.</p> <p><b>Tag-Rugby (1)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p><b>Badminton (2)</b> Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.</p>	<p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Netball (1)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p><b>Tag-Rugby (2)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p>	<p>competitive games.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p> <p><b>Dodgeball</b> To build on and embed skills learnt in year 7.</p>
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	singles and doubles games.					Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.
<b>Music</b>	<p><b>4 Chord Songs</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- 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.</li> <li>NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their</li> </ul>	<p><b>Musicals/ Seasonal Focus</b></p> <ul style="list-style-type: none"> <li>- Classical &amp; Contemporary</li> <li>- 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’.</li> <li>NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff</li> </ul>	<p><b>Introduction Into Sequencing</b></p> <ul style="list-style-type: none"> <li>- Music Technology</li> <li>- Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top producers around the world opens up new opportunities for composition and experimentation. Throughout the unit pupils will be looking at how to sequence music using GarageBand on the iPads. Some of the skills pupils will learn include drawing notes, quantisation, adding effects and more.</li> <li>NC – learn to use technology appropriately to have the opportunity</li> </ul>	<p><b>Music from the Caribbean</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- 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.</li> <li>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and</li> </ul>	<p><b>Gamelan</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- 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.</li> <li>NC – improvise and compose; and extend and develop musical ideas by drawing on a range</li> </ul>	<p><b>Pachelbel’s Canon</b></p> <ul style="list-style-type: none"> <li>- Classical</li> <li>- This famous piece of classical music has inspired composers since its composition from punk rock to gangster 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.</li> </ul>

	voice, playing instruments musically, fluently and with accuracy and expression	and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions	to progress to the next level of musical excellence.	traditions. Develop a deepening understanding of the music that they perform and to which they listen, and its history.	of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	NC –extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.
<b>Art</b>	<p><b>Crazy Creatures</b></p> <p>To consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques.</p>	<p><b>Crazy Creatures continued</b></p> <p>To continue to consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques. To draw on information from last term and to independently create own final outcome based on findings.</p>	<p><b>Pop Art</b></p> <p>An exploration into the art movement “Pop Art” researching Key artists including Roy Lichtenstein and developing works influenced by Lichtenstein using a variety of different materials and imagery to create their own comic books</p>	<p><b>Pop Art Continued</b></p> <p>To continue to explore the art movement “Pop Art” researching Key artists including Andy Warhol and developing works influenced by Warhol including Exploring Screen Printing.</p>	<p><b>Vincent Van Gogh</b></p> <p>A deeper exploration into artist Vincent Van Gogh looking at his journey through art and processes he uses. Collecting information and developing new skills and using materials such as ink and fountain pen.</p>	<p><b>Vincent Van Gogh Continued</b></p> <p>Continuing to take a deeper look into artist Vincent Van Gogh looking at his journey through art and processes he uses. Focusing on his paint application.</p>
<b>Technology</b>	<p><b>Systems &amp; Control</b></p> <p>LED/buzzer hand steady project</p> <p>System &amp; Control components</p>	<p><b>Christmas Decoration</b></p> <p>Systems and control-(xmas) flashing light project</p> <p>Wood joints</p>	<p><b>House Design</b></p> <p>TMA-user-logo generation</p> <p>House development</p> <p>Surface development</p>	<p><b>Trophy</b></p> <p>Trophy project-mixed media</p> <p>CAD-CAM</p>	<p><b>Clock</b></p> <p>Clock project</p> <p>Mixed media</p> <p>Manufactured board</p>	<p><b>Utility Holder</b></p> <p>Controller holder-headphone holder-mug stand-their choice of given units-mixed media</p>

	<p>Electrical inputs</p> <p>Key words</p> <p>CAD-CAM</p> <p>Oil &amp; plastic knowledge</p> <p>Assessment</p> <p>Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners develop a led/buzzer hand steady game</p>	<p>Systems and Control Input-process-output</p> <p>Assessment</p> <p>Knowledge of systems and control is expanded as well resistant materials. Aspects of design requirements are also embedded into learning. Wood joints are used to make a housing for the flashing LED xmas/optional light</p>	<p>1-2pt perspective</p> <p>Rendering techniques</p> <p>Assessment</p> <p>Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit. Links with maths re surface developments are utilised and rendering techniques including CAD will be explored</p>	<p>Rendering techniques</p> <p>Assessment</p> <p>A mixed media-based project forms the basis of learning. Timber-Polymers-Smart materials. Metals-alloys-joining techniques are used alongside drawing techniques in order realise design intention</p>	<p>CAD-CAM-PS-AI-vinyl cutter-laser cutter engraver</p> <p>Scroll-fret saw</p> <p>Assessment</p> <p>Knowledge into CAD-CAM. Converting vector images into WMF for cutting via laser cutter. Complete own design intentions via specification.</p>	<p>Production techniques-mass-batch-con-J.I.T</p> <p>CAD-CAM-milling-3D printer</p> <p>Assessment</p> <p>Learners build upon their knowledge throughout KS3 in order to develop a product of their choice looking at the skills they have learnt. Production techniques are also embedded along with CAD-CAM production techniques both in and out of the workshop</p>
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<b>Enrichment Opportunities</b>	<p>Film – The Greatest Showman</p> <p>Cross curricular links – history</p>	<p>Potential theatre trip and Dicken’s trip to Rochester for context. Cross curricular link – Victorian</p> <p>Kent Association for the Blind Workshop</p>	<p>Cross curricular links – Global Learning – cultural</p> <p>Trips to explore local myths</p> <p>Links to popular culture and recognisable food packaging</p> <p>A range of accessible technology used to help compose and perform</p>	<p>Cross curricular links – Geography, history</p> <p>Environmental issues</p> <p>Debate Club</p> <p>Links to the School Council</p> <p>Holiday plans</p> <p>Links to popular culture and recognisable food packaging.</p>	<p>Cross curricular links – Geography and different cultures; PE Dance.</p> <p>Kent Police Museum</p> <p>Links to History and learning about Van Gogh</p>	<p>Residential visit</p> <p>Cross-curricular: PD/ Science</p> <p>Links to History and learning about Van Gogh</p>
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### Year 9 Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet).	Wilfred Owen's World War One poetry In-depth analysis of	Ghost Boys: Jewell Parker Rhodes Contemporary prose –	Classic Literature Seminal world literature – fictional extracts. Genre	A Monster Calls by Patrick Ness Contemporary prose –	Completion of A Monster Calls Term 5 AQA English Language

	<p>Shakespeare historical, culture and social context and plays (tragedy genre).</p> <p>KS3 National Curriculum links:</p> <p>Reading: 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>Writing: formal expository; imaginative writing (including 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>Wilfred Owen’s war poetry, alongside other poets such as Jessie Pope and Siegfried Sassoon.</p> <p>KS3 National Curriculum links:</p> <p>Reading: seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding language (inc. figurative); studying plot, setting and characterisation; using literary terminology.</p> <p>Writing: summary/ precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices.</p>	<p>drama genre. American gun culture – theme of prejudice and discrimination.</p> <p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: ‘Black Lives Matter’ by ‘George the Poet’ or ‘Strange Fruit’ by Billie Holliday.</p>	<p>foci changes weekly: horror, sci-fi, drama, fantasy, adventure.</p> <p>KS3 National Curriculum links:</p> <p>Reading: high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of writer’s purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons.</p> <p>Writing: formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Poetry Link: Week 5 Drama – Havisham by C. Duffy.</p>	<p>fantasy/ drama genre. Theme: death and family/ relationships.</p> <p>*Option to study play-script as time permits.</p> <p>KS3 National Curriculum links:</p> <p>Reading: high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language and structure; studying plot, setting and characterisation; understanding the work of dramatists and stagecraft.</p> <p>Writing: formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.</p> <p>Alternative unit for lower ability pupils: Wonder by RJ Palachio</p>	<p><b>Year 9 Assessment unit</b></p> <p>Summative assessment unit, following the AQA English Language pathway.</p> <p>KS3 National Curriculum links:</p> <p>Reading: read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure; making critical comparisons.</p> <p>Writing: writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.</p>
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	Poetry Link: creative writing (rhyming couplets, meters, rhythm, schemes/patterns) and Shakespeare's sonnets.				Same descriptors apply as above for main unit.  Poetry Link: 'I am an Island' by Simon and Garfunkel.	
<b>Maths</b>	<p><b>Applying Calculation Skills</b></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.</p>	<p><b>Using Unknowns</b></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.</p>	<p><b>Scales &amp; Scaling</b></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 ratio within abstract problems.</p>	<p><b>Calculating with Fractions</b></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. Pupils will learn to apply their understanding of fractions, decimals and percentages whilst also learning about probability.</p>	<p><b>Algebra &amp; Algebraic Graphs</b></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><b>Number &amp; Algebra in Geometry</b></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 and will be introduced to Pythagoras' theorem. Pupils demonstrating proficiency in these skills may learn about the tangent, then sine and cosine ratios in trigonometry.</p>
<b>Science</b>	<p><b>Forces and Motion</b></p> <p>Applies concepts Pupils have learnt at KS3, such as balanced and unbalanced forces, to more challenging</p>	<p><b>Cells</b></p> <p>Pupils will learn how the development of microscopes has helped us to understand cells and how specialised</p>	<p><b>Energy</b></p> <p>Pupils engage more fully with the fundamental idea of energy stores and begin to quantify how much energy is in them</p>	<p><b>Fertilisation and Implantation</b></p> <p>Pupils will compare sexual reproduction in plants and animals. They will look at pregnancy prevention</p>	<p><b>Working Scientifically</b></p> <p>Developing recording and presenting data. Developing analysing data.</p>	<p><b>Variations and Natural Selections</b></p> <p>Pupils will discover why many characteristics are affected by both the environment and</p>

	<p>situations, such as a skydiver. In KS3, Pupils have begun to quantify motion and physical properties, such as the stiffness of a spring, and have calculated speed and weight. This chapter extends quantification to resultant force and acceleration. Distance-time graphs are reviewed and speed-time graphs are introduced. Instantaneous speeds and accelerations are calculated from tangents.</p> <p><b>Particle model and state of change</b></p> <p>Covers the particle model and state changes that Pupils will have encountered before. Pupils will look at the particle model and then move onto substances, states of matter, energy changes during state changes, and finally limitations of the model.</p>	<p>plant cells – phloem and xylem – are adapted to transport materials around a plant. They will investigate how the body responds to the increased demands for energy during exercise and the factors that affect the rate of diffusion. Finally, they will find out about prokaryotic cells and the process of active transport.</p> <p><b>Cell systems</b></p> <p>Pupils will revisit the hierarchical nature of the levels of organisation within an organism. They will look at the role of enzymes in the digestive system and how they can be used commercially in washing detergents. They will discover the main features of exchange surfaces and their function in multicellular organisms, focusing on the alveoli in the lungs, villi in the intestines, and the structure of a leaf. Finally, they will study transport systems in</p>	<p>and moving between them. Examples of energy stores include the thermal store of a ball or the air in a room and the kinetic store of a moving object. Energy is an abstract concept that can be stored in any of these stores and can move between them but cannot be created or destroyed. When energy moves from one store to another, something changes in the physical world, for example, the temperature of an object goes down or a moving object gets faster.</p> <p><b>Chemical Changes</b></p> <p>Pupils first need to understand the difference between a chemical and a physical change, reactants, and products, and how to write and balance simple chemical equations. Then they look into different types of chemical reactions. After this, Pupils will learn about conservation of mass, combustion, and exothermic and endothermic reactions.</p>	<p>using contraception before interpreting menstrual cycle diagrams. They will investigate factors that affect seed dispersal and the steps that should be taken to collect valid data. Finally, they will discover how different alleles affect which characteristic is most likely to be displayed in an organism's offspring and how some organisms reproduce asexually.</p> <p><b>Wave, Sound and Light</b></p> <p>Pupils to practice explaining physical phenomena by talking about waves. It contains lots of uses of waves, including ultrasound scans, telescopes, and x-rays. Pupils will also think about the risks associated with waves and how to balance risk and communicate conclusions to the public. Pupils will be familiar with sound waves (including ultrasound), (surface) water waves, and visible light.</p>	<p><b>Useful Chemical Reactions</b></p> <p>Explores further chemical reactions, with a focus on metals and the reactivity series. Pupils will first cover metals and their properties. They then study the reactivity series, displacement reactions, and catalysts before concluding with some more mathematical topics, including relative mass and yields. This unit provides excellent opportunity for practical work and practicing maths skills in science.</p>	<p>inheritance before looking at the different types of adaptations animals have that increase their chances of survival and reproduction. They will investigate organism distribution along a transect and study how antibiotic-resistant bacteria evolve as a result of natural selection. Finally, they will look at the techniques scientists are using to maintain biodiversity, along with the abiotic and biotic factors that affect an organism living in an ecosystem.</p> <p><b>Electricity and Magnetism</b></p> <p>Pupils revisit ideas from Year 8 with more detail. Applications of phenomena, such as static electricity, link abstract concepts to observable phenomena. Pupils will cover new uses of series and parallel circuits and explore why some materials are magnetic and others are not. Introduces some big new ideas: inducing p.d.</p>
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		<p>both animals and plants by looking at the circulatory system and the transpiration stream.</p> <p><b>Atoms and The Periodic Table</b></p> <p>Pupils will start with the development of the Periodic Table, then the structure of atoms, metals and non-metals, Group 2 elements, and compounds, before concluding with electron configuration and bonding</p>				<p>and the generator. Pupils will know that you can induce a magnetic field around a wire by passing current through it, but not that you can induce a p.d. across a wire or a current through a loop by moving it past a magnet.</p>
<b>Computing</b>	<p><b>Using Computers safely 7</b></p> <p><b>Overview:</b> Pupils will look at how we use online services to collaborate (instant messaging, chat, forums, wikis, email etc.). They will learn how to stay safe in these environments including protecting their online identity and privacy. Additionally, pupils will be taught how to use new technologies for new ways of working – Cloud storage and sharing files (OneDrive), using Microsoft TEAMS for communication and collaboration. They will be taught how to use safely, respectfully and</p>	<p><b>3D Design - Sketch up</b></p> <p><b>Overview:</b> Pupils will be introduced to the concept of CAD (Computer Aided Design) through the use of Computer Aided Design. Small items will be created to learn the basic skills before a large planned project is undertaken to build a 3D building within the set criteria of Plan-Create-Evaluate cycle.</p> <p>It will be explained that the Plan-Create-Evaluate cycle is used for most digital artefacts and is useful to collate ideas and understand what is needed to complete a</p>	<p><b>Presentation 4 - Web design</b></p> <p><b>Overview:</b> Pupils will learn about how website development, the use of HTML code. They will learn some CSS code used for style and layout of webpages, and some basic JavaScript code to program the behaviour of webpages.</p> <p>After learning about these, pupils will be tasked with creating a website using code (for the more able) or through a WYSIWYG ("What You See Is What You Get") editor. In planning the website, they will create design templates and storyboards in that process.</p>	<p><b>Data 5 - Databases</b></p> <p><b>Overview:</b> Pupils will learn how we can now manipulate and use data with Databases and why and when this is a better use compared to spreadsheets.</p> <p>Through a set project, pupils will design a data collection method, collect the intended data and create a database to hold this. In this they will create tables, forms, reports and queries to analyse and question the data.</p> <p><b>Link to National Curriculum:</b> Creative project, combining multiple applications including the collecting and analysing of data</p>	<p><b>Algorithms 3 - Thinking like a computer scientist 2</b></p> <p><b>Overview:</b> Pupils will be introduced to several key algorithms that reflect computational thinking and compare alternative algorithms for the same real-world systems.</p> <p>Pupils will learn how to graphically represent algorithms through the use of flowcharts. Through these they will look at iteration, decisions and processes.</p> <p><b>Link to National Curriculum:</b></p>	<p><b>Programming 7- Python</b></p> <p><b>Overview:</b> Pupils will be introduced to the textual programming language Python. They will learn more about variables, loops, if statements, functions and arrays.</p> <p>Pupils will undertake a number of projects that will reinforce these learnt areas.</p> <p><b>Link to National Curriculum:</b> Programming languages</p>

	<p>responsibly.</p> <p>Pupils will develop their knowledge of using Emails, consolidating these skills and learning more advanced ones like using the address book, sending to groups and organising your inbox using rules. Throughout it will be highlighted how to stay safe and use this respectfully, responsibly and securely.</p> <p><b>Link to National Curriculum:</b> Understanding a range of ways to use technology safely respectfully, responsibly and securely</p>	<p>project - whether the criteria has been successfully achieved.</p> <p><b>Link to National Curriculum:</b> Create digital artefacts for a given audience, with attention to design</p>	<p><b>Link to National Curriculum:</b> Programming language</p>		<p>Algorithms that reflect computational thinking</p>	
<p><b>Global Learning</b> <i>(History, Geography)</i></p>	<p><b>Local Context Study - Rochester</b></p> <p><b>NC:</b> the development of Church, state and society in Medieval Britain 1066-1509 a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p><b>Objectives</b> To investigate a range of sources to find out about the past To understand the functions of, and relationships between, various areas of castles To understand and draw plans of castles, using</p>	<p><b>Local Fieldwork Study - Rochester Geography</b></p> <p><b>NC: Locational knowledge</b> extend their locational knowledge and deepen their spatial awareness using maps to focus on key physical and human characteristics</p> <p><b>Place Knowledge</b> understand geographical similarities, differences and links between places through the study of human and physical geography of a region</p> <p><b>Human and physical geography</b> <b>human geography</b> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human processes interact to influence,</p>		<p><b>History &amp; its links to the Environment</b></p> <p><b>NC:</b> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p><b>Geography &amp; its links to the Environment</b></p> <p><b>NC: Locational knowledge</b> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on countries and major cities and their key physical and human characteristics including their environmental regions</p> <p><b>Place Knowledge</b> understand geographical similarities, differences and links between places</p>	

	<p>knowledge gained from the sources and from reasoning about life in a castle</p> <p>To carry out independent research and work on presentation skills</p> <p>To work collaboratively and supportively, learn from each other and peer-assess effectively</p>	<p>and change landscapes and environments</p> <p><b>Geographical skills and fieldwork</b></p> <p>build on their knowledge of maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data</p> <p><b>Objectives</b></p> <p>To investigate a range of sources to find out about urbanisation</p> <p>To undertake fieldwork to collect data and then analyse it and draw conclusions</p> <p>To understand the functions of, and relationships between, various areas of a town</p> <p>To understand and draw diagrams/ graphs, using knowledge gained from the sources and from reasoning about urbanisation</p> <p>To carry out independent research and work on presentation skills</p> <p>To work collaboratively and supportively, learn from each other and peer-assess effectively</p>	<p>know and understand aspects of the history of the wider world: including the change in climate from the Ice Age to the present and historical factors affecting this eg Industrialisation</p> <p>Objectives:</p> <p><b>Understand the Historical Context of Environmental Change:</b> to trace the history of environmental change, understanding how natural events and human activities have shaped our environment over time.</p> <p><b>Examine the Impact of Industrialisation:</b> to examine the role of industrialisation in environmental change, understanding how the growth of industries and urbanisation have contributed to issues such as pollution and deforestation.</p> <p><b>Assess the Effects of Globalisation:</b> to assess the environmental impact of globalisation, including the spread of invasive species, increased carbon emissions from transportation, and the</p>	<p>through the study of human and physical geography of a region</p> <p><b>Human and physical geography</b></p> <p>understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: weather and climate, including the change in climate from the Ice Age to the present; human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources and how this has affected the environment</p> <p>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p> <p><b>Geographical skills and fieldwork</b></p> <p>build on their knowledge of globes, maps and</p>
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			<p>global trade of goods.</p> <p><b>Analyse Case Studies:</b> to analyse case studies of specific regions or countries, understanding how industrialisation and globalisation have uniquely impacted different parts of the world.</p> <p><b>Propose Sustainable Solutions:</b> to propose sustainable solutions to mitigate the environmental impact of industrialisation and globalisation, understanding the role of technology, policy, and individual actions in promoting environmental sustainability.</p>	<p>atlases and apply and develop this knowledge routinely in the classroom</p> <p>Objectives:</p> <p><b>Understand the Concept of Sustainability:</b> to define and explain the concept of sustainability, and understand its importance in managing and protecting our environment.</p> <p><b>Identify Major Environmental Issues:</b> to identify and describe major environmental issues such as climate change, deforestation, pollution, and biodiversity loss.</p> <p><b>Analyse the Causes and Effects of Environmental Issues:</b> to analyse the causes and effects of various environmental issues, and understand how human activities contribute to these problems.</p> <p><b>Evaluate Solutions to Environmental Problems:</b> to evaluate different strategies and solutions to mitigate environmental problems, including conservation efforts, renewable energy, and sustainable practices.</p>
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<p><b>MFL</b></p>	<p><b>Global issues: Rights &amp; Responsibilities</b></p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary</p> <p>Write prose to express their own ideas and opinions, and translate short written text accurately into French</p> <p>Identify and use tenses or other structures which convey the present, past, and future</p> <p>Use and manipulate a variety of key grammatical</p>	<p><b>Global issues: Environment</b></p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary</p> <p>Write prose to express their own ideas and opinions, and translate short written text accurately into French</p> <p>Identify and use tenses or other structures which convey the present, past, and future</p> <p>Use and manipulate a variety of key grammatical structures and patterns</p> <p>Expand understanding of francophone culture</p>	<p><b>Cultural theme: A region</b></p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources,</p>	<p><b>Cultural theme: an event - Tour de France</b></p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Develop conversations: asking and answering a wider range of questions; expressing opinions</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an</p>
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	structures and patterns Expand understanding of francophone culture				understanding the important ideas and details, and provide an accurate English translation of short, suitable material  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary  Write prose to express their own ideas and opinions, and translate short written text accurately into French  Identify and use tenses or other structures which convey the present, past, and future  Use and manipulate a variety of key grammatical structures and patterns  Expand understanding of francophone culture	accurate English translation of short, suitable material  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary  Write prose to express their own ideas and opinions, and translate short written text accurately into French  Identify and use tenses or other structures which convey the present, past, and future  Use and manipulate a variety of key grammatical structures and patterns  Expand understanding of francophone culture
<b>Personal Development</b>	<b>Living in the Wider World</b>	<b>Relationships</b> Peer influence, healthy	<b>Health and Wellbeing</b> Families and parenting.	<b>Health and Wellbeing</b> Managing peer pressure	<b>Relationships</b> Revisiting relationships	<b>Living in the Wider World</b>

<p>(PSHE)</p>	<p>Understanding different careers and future aspirations</p> <p>Awareness of the different employment sectors and the jobs and careers within them.</p> <p>Recognising own skills and qualities and linking them to different jobs and careers. Use of Job Explorer Database for labour market information.</p>	<p>and unhealthy relationships assertiveness, risk and gang crime.</p> <p>How to distinguish between healthy and unhealthy friendships. How to assess risk and manage influences, including online. Managing risk in relation to gangs. Legal and physical risks of carrying a knife</p>	<p>Conflict, resolution and the dangers of running away from home. Managing change and loss.</p> <p>Identifying different types of families. Positive relationships in the home and ways to reduce homelessness amongst young people. Conflict and its causes in different contexts, e.g. with family and friends. Managing relationship and family changes. How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</p>	<p>Assessing the risks of drug and alcohol abuse.</p> <p>Recognising the relationship between physical and mental health. Balancing work, leisure, exercise and sleep. Influences on body image and the ability to make independent positive health choices. Recognising social norms in relation to drug and alcohol use and the legal and health risks in relation to drug and alcohol use, including addiction and dependence</p>	<p>and sex education including healthy relationships and consent</p> <p>Recognising healthy and unhealthy relationships. Recognising how the portrayal of relationships in the media and pornography can affect expectations of intimate relationships. How to assess and manage risks of sending, sharing or passing on sexual images.</p>	<p>Tackling racism, homophobia, transphobia, sexism and religious discrimination</p> <p>How to manage influences on beliefs and decisions. Awareness of how to develop self-worth and confidence. Recognising and challenging sexism, homophobia, biphobia, racism and religious discrimination. Recognition of The Equality Act 2010.</p>
<p><b>World Beliefs</b></p>	<p><b>Bower Values 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><b>What it means to be 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>Muslim Traditions</b></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><b>The nature of 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>

<p><b>PE</b></p> <p><b>SoW may be taught at different times across the year</b></p>	<p><b>Cyclopark, Survival and Dodgeball or Pickleball/Tennis</b></p> <p><b>Cycling</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling.</p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Dodgeball</b> To build on and embed skills learnt in year 8. Becoming more competent, confident</p>	<p><b>Health Related Exercise, Basketball, Handball, Badminton and OAA</b></p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Basketball</b> Recap of skills learnt previously, and more complex techniques added e.g., set shot and guarding</p> <p><b>Handball</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Badminton (1)</b> The unit of work will challenge pupils to</p>	<p><b>Survival, Swimming, OAA and Netball</b></p> <p><b>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</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>OAA (1)</b> The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b>Netball (2)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p>	<p><b>Football, Health Related Exercise, Table Tennis, Tag Rugby and Badminton</b></p> <p><b>Football</b> The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Health Related Exercise</b> The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.</p> <p><b>Tag Rugby (1)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p> <p><b>Badminton (2)</b> The unit of work will challenge pupils to overcome opponents in</p>	<p><b>Swimming, Cyclopark, Netball and Tag Rugby</b></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>Cycling</b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling.</p> <p><b>Netball (1)</b> Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.</p> <p><b>Tag Rugby (2)</b> Pupils will consolidate their understanding of attacking and defending. Pupils will</p>	<p><b>Rounders, Athletics, Cricket and Tennis/Pickleball or Dodgeball</b></p> <p><b>Rounders</b> The unit will build on and embed previous skills learnt including batting and fielding. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Cricket</b> The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply</p>
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	<p>and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p>	<p>overcome opponents in direct competitions through team and individual games.</p> <p><b>OAA (2)</b> The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>		<p>direct competitions through team and individual games.</p>	<p>create tactics for both attack and defence and apply them into game situations, adapting them when necessary.</p>	<p>them in competitive games.</p> <p><b>Athletics</b> The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations.</p> <p><b>Tennis/Pickleball</b> Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.</p> <p><b>Dodgeball</b> To build on and embed skills learnt in year 8. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.</p>
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<p><b>Music</b></p>	<p><b>Minimalism</b></p> <ul style="list-style-type: none"> <li>- Classical</li> <li>- 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.</li> <li>NC - play and perform confidently in a range of solo and ensemble contexts. Improvisation and composition to extend and develop musical ideas are skills required to make minimalist music.</li> </ul>	<p><b>Club Dance Music /Seasonal Focus</b></p> <ul style="list-style-type: none"> <li>- Music Technology</li> <li>- 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.</li> <li>NC – learn to use technology Appropriately to have the opportunity to progress to the next level of musical excellence.</li> </ul>	<p><b>Samba Music Cont'd</b></p> <ul style="list-style-type: none"> <li>- World Music</li> <li>- 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.</li> <li>NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.</li> </ul>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>- Jazz/Blues</li> <li>- 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.</li> <li>NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> </ul>	<p><b>Live Lounge Part 1</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- 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.</li> <li>NC – play and perform confidently in solo and ensemble contexts. Play instruments musically, fluently and with accuracy and expression.</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Programme Music</li> <li>- 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.</li> <li>NC – use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Listen with increasing discrimination to a wide</li> </ul>
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						range of music from great composers and musicians
<b>Art</b>	<b>Day of the Dead</b>  An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	<b>Day of the Dead</b>  An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	<b>Portraiture</b>  Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	<b>Portraiture</b>  Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	<b>Independent Project</b>  Pupils to complete a carousal using new materials such as Hydro-dipping and oil-pastel mono-print and creating reflections before starting to build their own portfolio linked to the theme "colour"	<b>Independent Project</b>  Pupils to build their own Portfolio of work building on their learnt skills across Key Stage 3. Creating works, building artist research and independently working.
<b>Technology</b>  (skills and knowledge)  NC Year _____ PA Stage _____	<b>Night light</b>  Softwoods-Hardwoods  Joining Techniques  Wood joints  Vac forming-H.I.P.S  LDR project  Assessment  Learners develop skills and knowledge working LDR's combined vacuum forming in order to create a housing for a night light. Aspects of	<b>Bespoke Christmas Present</b>  Extended materials knowledge  Smart materials  Key words  Drawing skills-graphics  CAD-CAM-3D printing  Christmas project  Unit assessment  Knowledge of resistant materials is developed over the term whilst	<b>Utility Holder</b>  Isometric drawing  1-2pt perspective  Amplified knowledge of wood joints-joining techniques  Tool box project  Desk tidy project  Unit assessment  A timber-based project forms the basis of learning. Wood joints-joining techniques are used alongside drawing	<b>Pewter keyring</b>  Pewter casting  CAD-2D design-  Illustrator  Metals & Alloy knowledge  Health & Safety  Unit assessment  Learners engage in a metals-based project looking at developing a pewter cast keyring Health & Safety	<b>T-Candle holder</b>  Candle holder  Money Box  Self & peer assessment  A mixed media unit focussing skills and knowledge learnt throughout KS3 Learners can adapt implement their own design brief as long as it is fit for purpose	<b>Own design outcome</b>  Corporate identity  Spice-key rack  Door marker  Toolbox  Make up holder  Shoe holder  Desk tidy  Controller holder  Chess board  Bird box

	CAD-CAM are displayed and utilised within the project for engraving and cutting the acrylic	graphical content is expanded upon. Aspects of design requirements are also embedded into learning	techniques in order realise design intention Learners will use a mixture of joining techniques in order to manufacture a product which reflects their skills base within the workshop			Table Jigsaw Money box Clock Mug stand Bird table-feeder Unit assessment
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<b>Enrichment Opportunities</b>	Trip to the Globe Theatre or touring company. Cross curricular links – History- Elizabethan  Rochester Castle Cross-curricular – food	Cross curricular links – History WW2 Trip to Ypres to see trenches.  Rochester Castle Cross-curricular – food  Cross-curricular: PD  Magistrate Workshop Fearless Workshop	Cross curricular links – PSHE, Culture- Gun/gang Geography  Rochester visit  Careers Evening	Rochester visit  Francophonie Focus Day  Links to image and identity	Theatre trip Cross curricular links – PSHE – death and grief  Cross-curricular: Food/ Art/ GL  Gallagher Careers Fair  Aspire curriculum link filling a brief	See Term 5 enrichment opportunities for text.  Alumni Workshop  Aspire curriculum link filling a brief
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### Year 10 Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>An Inspector Calls by J.B Priestley</b>	<b>A Woman in Black by Susan Hill</b>	<b>Media and Non-Fiction texts.</b>	<b>Of Mice and Men by John Steinbeck</b>	<b>Step up to English: Component One</b>	<b>Step up to English: Component One</b>
Entry Level	Seminal world literature – ‘whodunnit’ themed play.	Seminal world literature – gothic horror prose and contemporary play.	Non-fiction – media texts, focusing on analysis of purpose and effect.	Seminal world literature – American prose, drama genre.	See applicable units for academic year (2021-22).	See applicable units for academic year (2021-22).
	GCSE and Entry level	GCSE and Entry Level	GCSE pathway KS4	GCSE and Entry Level	Entry Level and GCSE pathways (Silver and	Entry Level and GCSE

	<p>pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting</p>	<p>pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and</p>	<p>National Curriculum links:</p> <p>Reading: reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.</p> <p>Additional Spoken Language descriptors: listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously</p>	<p>pathways KS4</p> <p>National Curriculum links:</p> <p>Reading: high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p>	<p>Gold)</p> <p>AQA: Step up to English Assessment Objectives:</p> <p>Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>pathways (Silver and Gold)</p> <p>AQA: Step up to English Assessment Objectives:</p> <p>Reading AO1: Read and understand texts. Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views.</p> <p>AO3: Compare writers' ideas and perspectives.</p> <p>AO4: Evaluate texts and support this with appropriate textual references.</p> <p>Writing AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, audiences. Organise information and ideas, using structural and grammatical features to support coherence</p>
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	<p>vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>purpose; to make notes and use other's information.</p> <p>Additional Spoken Language descriptor: performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.</p>		<p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>	<p>and cohesion of texts.</p> <p>AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>Spoken Language AO7: Demonstrate presentation skills.</p> <p>AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>AO9: Use spoken English effectively in speeches and presentations.</p>
<p><b>English</b></p> <p><b>GCSE</b></p>	<p><b>An Inspector Calls by J.B Priestley</b></p> <p>Seminal world literature – ‘whodunnit’ themed play.</p> <p>GCSE and Entry level pathways KS4</p> <p><b>National Curriculum links:</b></p> <p><b>Reading:</b> high quality classic literature; 20th</p>	<p><b>A Woman in Black by Susan Hill</b></p> <p>Seminal world literature – gothic horror prose and contemporary play.</p> <p>GCSE and Entry Level pathways KS4</p> <p><b>National Curriculum links:</b></p> <p><b>Reading:</b> high quality classic literature; 20th</p>	<p><b>Introduction to Media – GCSE</b></p> <p>Non-fiction – media texts, focusing on analysis of purpose and effect.</p> <p>Entry Level pathway KS4</p> <p><b>National Curriculum links:</b></p> <p><b>Reading:</b> reading extended non-fiction (media, journalism forms); summarising and</p>	<p><b>Of Mice and Men by John Steinbeck</b></p> <p>Seminal world literature – American prose, drama genre.</p> <p>GCSE and Entry Level pathways KS4</p> <p><b>National Curriculum links:</b></p> <p><b>Reading:</b> high quality classic literature; 20th century text; summarising and</p>	<p><b>Step up to English: Component One</b></p> <p>See applicable units for academic year (2021-22).</p> <p>Entry Level and GCSE pathways (Silver and Gold)</p> <p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and</p>	<p><b>Step up to English: Component One</b></p> <p>See applicable units for academic year (2021-22).</p> <p>Entry Level and GCSE pathways (Silver and Gold)</p> <p><b>AQA: Step up to English Assessment Objectives:</b> As Term 5</p>

	<p>century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><b>Writing:</b> 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><b>Additional Spoken</b></p>	<p>century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><b>Writing:</b> 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><b>Additional Spoken Language descriptor:</b> performing play script</p>	<p>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><b>Writing:</b> 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><b>Additional Spoken Language descriptors:</b> 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>synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p><b>Writing:</b> 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><b>National Curriculum links:</b></p> <p><b>Reading:</b> high quality classic literature; 21st century text; seminal world literature; summarising and synthesising information;</p>	<p>understand texts. Identify and interpret explicit and 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><b>Writing 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</p>	<p><b>Extension Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow</b></p> <p>GCSE pathway</p> <p><b>National Curriculum links:</b></p> <p><b>Reading:</b> 19th century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses, leading to evaluation; using linguistic and literary terminology accurately.</p> <p><b>Writing:</b> adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to</p>
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	<p><b>Language descriptor:</b> 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>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>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><b>Writing:</b> adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose.</p>	<p>spelling and punctuation.</p> <p><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p>	<p>cite evidence, details and quotes to support ideas.</p>
<p><b>Maths</b></p> <p><b>Entry Level &amp; Functional Skills Level</b></p>	<p><b>Money</b></p> <p>Pupils will demonstrate increased confidence at using coins and notes. They will learn about using decimals in the context of money and explore the rough values of different commonly bought items. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in fractions, decimals and percent.</p>	<p><b>Shape</b></p> <p>Pupils will build on their language relating to properties of shapes and the names of 2D and 3D shapes, identifying lines of symmetry and nets of 3D solids. Pupils will also learn about giving directions using compass directions. Pupils achieving these objectives at Entry 3 before the end of term will extend their knowledge of</p>	<p><b>Place Value</b></p> <p>Pupils will develop and demonstrate their understanding of the place value of numbers and apply this to rounding, ordering and comparison problems. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in the order of operations.</p>	<p><b>Calculation</b></p> <p>Pupils will demonstrate their skills in adding, subtracting, multiplying and dividing without a calculator. They will also learn about estimation. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in multiplying and dividing by powers of ten.</p>	<p><b>Proportion</b></p> <p>Pupils will develop understanding and skills with simple fractions, finding fractions of amounts, shapes and numbers. Furthermore, pupils will add and subtract fractions with the same denominator and scale quantities using a calculator. Pupils achieving these objectives at Entry 3 before the end of term will extend their knowledge of fractions</p>	<p><b>Time</b></p> <p>Pupils will develop their skills in reading, setting and solve simple problems with time, including converting between units of time. Pupils achieving these objectives at Entry 3 before the end of term will take Functional Skills level 1 extension units in word formulae and simple interest.</p>

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

	the formula for a quadratic sequence.	equations Pupils will learn about solving simultaneous equations.	interpreting data. Pupils will develop their understanding of statistics including: measures of location and spread; representing data on histograms, box plots and scatter graphs; sampling techniques and applying statistics to populations.	with roots; integer and fractional indices. They will estimate powers and roots and use standard form.	sketch non-linear graphs such as quadratic, cubic, reciprocal graphs and exponential graphs. Unit 3 - Probability Pupils will learn to calculate probabilities to predict the likelihood of future events occurring. They will also calculate and interpret conditional probabilities.	Circles Pupils will learn to complete and understand a range of circle calculations including arc lengths and surface areas/volumes of spheres, pyramids and cones. Pupils will be introduced to four of the circle theorems.
<b>Science</b>  <b>AQA</b>	<b>Cell Structure and Transport</b>  Pupils will learn about microscopy and cells and explore how the development of microscopy techniques, particularly electron microscopy, has enabled scientists to investigate the sub-cellular structures. Pupils learn to differentiate between animal and plant cells, differentiate between eukaryotic and prokaryotic cells, and identify adaptations of specialised animal and plant cells (they will be able to use the formula).Pupils will also learn about the transport of material	<b>Conservation and Dissipation of Energy</b>  Pupils will continue to develop their understanding of energy and energy transfer begun in Key Stage 3. This includes development of an energy stores model and the processes, such as forces and electrical currents, through which energy can be transferred. Pupils will learn how to measure the work done by a force acting over a distance and how this concept can be used to analyse energy changes in gravitational stores, through lifting and falling, and elastic potential stores during	<b>Photosynthesis</b>  Pupils will study photosynthesis in both plants and algae. Pupils will study the adaptations of leaves to achieve maximum efficiency in photosynthesis. Pupils will study factors that affect the rate of photosynthesis. Pupils will consider the use of greenhouses and study how the conditions can be monitored and manipulated to achieve the highest rate of photosynthesis.  <b>Respiration</b>  Pupils will study respiration and should be able to recall that this is one of the most important	<b>Organisation and The Digestive System</b>  Pupils will learn about the principles of organisation. Building on their knowledge of differentiation and specialisation of cells. They will study the human digestive system as an organ system in which organs work together to digest and absorb food, breaking down large insoluble molecules so they can be absorbed into the bloodstream. In studying chemical digestion, Pupils will recognise carbohydrates, proteins, and lipids as large molecules that need to be digested and be able to name the molecules they are broken down into.	<b>Communicable Diseases</b>  Pupils will see how the concept of health (as a state of physical and mental well-being) is affected by communicable (infectious) diseases. They will look at the different pathogens that can cause communicable disease, including bacteria, viruses, and protists, and how these can be spread between organisms – both animals and plants. As part of this, they will look at the development of simple hygiene methods to prevent the spread of pathogens as well as	<b>Molecules and Matter</b>  Pupils will increase their understanding of the concept of density as a property of a material or object by measuring and calculating the density of solids and liquids. This leads to a discussion of the states of matter, solid liquid and gas, the properties of matter which is in these states and the changes which occur as a material changes from one state to another. The changes in the properties of matter were used to introduce the kinetic theory and to analyse the changes in temperature occurring

	<p>into and out of cells by diffusion, osmosis, and active transport. When studying the processes for transferring material, Pupils will explain how adaptations of exchange surfaces and link these to the processes of material transport.</p> <p><b>Cell Division</b></p> <p>Pupils will learn about the process of cell division. Pupils will develop an understanding of mitosis as a stage within the cell cycle. Pupils will study cell differentiation and make connections between cell differentiation and the specialised cells and adaptations they studied previously. Pupils will also learn that stem cells are undifferentiated cells that have the potential to become a specialised cell within an organism.</p> <p><b>Atomic Structure</b></p> <p>Pupils will develop their</p>	<p>stretching using the relevant mathematical relationships. The conservation of energy through changes in the gravitational, kinetic, and elastic stores will also be discussed. They will consider the dissipation of energy during transfers such as those caused by friction or electrical heating, leading to the idea of efficiency during different energy changes and its calculation. The concept of efficiency will then be applied to the selection of electrical devices. Finally, the Pupils will learn about the rate of energy transfer in different systems through the through the concept of power and how this power rating can be used to determine total energy change over time.</p> <p><b>Energy Transfer by Heating</b></p> <p>Pupils will develop their understanding of the heating and cooling processes, which transfer energy within a</p>	<p>processes in living cells. Pupils will look at mitochondria as the site of respiration. Pupils should be able to list examples of living processes that need the energy released from respiration. Pupils will study the response of humans to exercise, including changes in heart rate, breathing rate, and breakdown of glycogen, all to increase the rate of respiration in muscle cells. In studying anaerobic respiration, Pupils should be aware of this process in mammalian muscles and be able to write the word equation. Pupils should be aware that anaerobic respiration occurs in yeast cells and some plant cells. They should know that fermentation is an economically important reaction and be able to write the word equation.</p> <p><b>Electric Circuits</b></p> <p>Pupils will describe the structure of an atom in terms of charged particles and the process of charging by friction resulting in ions and the</p>	<p><b>Organising Animals and Plants</b></p> <p>Pupils will learn about the organisation of animals and plants. They should recognise the three main types of blood vessel, link their structures with their functions, and understand the importance of a double circulatory system. Pupils will be able to describe the main structures of the human heart and their functions. They should be aware of problems that can develop in the blood vessels and their treatments. Pupils will compare different treatments of heart problems. Pupils will study breathing and gas exchange and should recognise the main structures of the gas exchange system along with their functions. In studying plant tissues and organs, Pupils should be familiar with the different plant tissues and their functions. They should recognise plant organs such as a leaf. They should understand that the roots, stem, and leaves form a plant organ system for transport of substances around the plant. They should be able to state the functions of xylem and</p>	<p>the isolation of individuals who are infected, the destruction of or control of vectors, and the use of vaccination. They should also complete the required practical to grow bacteria in the laboratory to investigate the effect of disinfectants and antibiotics.</p> <p><b>Preventing and Treating Diseases</b></p> <p>Pupils will study the prevention of disease by vaccination. Pupils will study the treatment of disease by drugs including painkillers and antibiotics. They should understand that painkillers such as aspirin and paracetamol treat the symptoms and not the cause of disease. They should be aware that antibiotics are drugs used to cure bacterial infections. They should know how they work and be aware of the current crisis of antibiotic-resistant strains of bacteria. They should be aware of how</p>	<p>during heating and the concept of latent heat. The Pupils move on to discuss the concept of internal energy in more detail; analysing the behaviour of particles in a solid, liquid or gas as the temperature changed. Pupils will describe latent heat of fusion and vaporisation mathematically, calculating energy changes during the appropriate phase changes and attempted to measure the latent heat of fusion for ice using electrical heating. The Pupils will analyse the relationships between the pressure and temperature of a fixed mass of gas, determining that the pressure is proportional to the absolute temperature. They described the cause of pressure in terms of random particle behaviour and impact between the particles and the container, explaining the changes in pressure in terms of changes in the motion of the gas particles as the temperature</p>
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	<p>understanding of atoms as fundamental chemical building blocks. They will see how to interpret chemical formulae and extend their KS3 knowledge of the law of the conservation of mass, leading them to balance chemical equations. Pupils will also develop their understanding of the differences between compounds and mixtures, and how mixtures can be separated using techniques such as filtration, crystallisation, distillation, and chromatography. Finally, Pupils will learn about the development of the atomic model, providing ample opportunity to foster their Working scientifically skills – specifically around the development and use of models within science. Pupils will be able to describe the evidence that led to each new stage in the development of the atomic model.</p>	<p>material or from one object to another. They will investigate thermal conductivity and the differences in the processes of thermal conduction in metals and non-metals. Pupils will analyse the changes in temperature when a material is heated, leading to the experimental determination of specific heat capacity along with corresponding calculations. The concept of specific heat capacity will then be used to explain the choice of materials used in heating systems. Finally, the reduction of energy transfers to the surroundings by insulation, such as loft or cavity wall insulation, will be studied and applied to the context of reducing energy loss in buildings to reduce heating costs including the idea prioritising home improvements in line with payback time.</p> <p><b>Energy Resources</b></p> <p>Pupils will examine the</p>	<p>transfer of electrons. This leads to the concept of an electric field surrounding charged objects causing attractive or repulsive forces between them. The Pupils will then describe electric circuits, and the components used to construct them using the concept of current as the rate of charge flow through components due to a potential difference between points in the circuit. Resistance was introduced and the cause of a heating effect and corresponding energy transfer. Pupils will investigate the factors affecting the resistance of a wire and the corresponding current-potential difference graphs. Further investigations of the components and analysis of the current-potential difference graphs will show ohmic and non-ohmic behaviours for wires, filaments, and diodes. The relationship between the resistance of a thermistor and its temperature along with the relationship between the resistance of a light-dependent resistor and</p>	<p>phloem tissue. In studying transpiration, they should understand the function of stomata and recognise factors that affect transpiration rate.</p> <p><b>Chemical Changes</b></p> <p>Pupils will revise and develop their understanding of the reactivity series from KS3. They will study the reactions of the metal's potassium, sodium, lithium, calcium, magnesium, zinc, iron, and copper with water and acids and should be able to recall and describe these reactions. They will apply their understanding of the reactivity series to displacement reactions and the extraction of metals. Pupils will also learn about salts and how they are prepared, including from metals and acids, acids and bases, and acids and carbonates. Pupils should be able to prepare a pure, dry sample of a salt from an insoluble metal oxide or carbonate as part of the required practical. Finally, Pupils will learn about the pH scale.</p> <p><b>Electrolysis</b></p>	<p>drugs are made today to be effective and safe and be able to outline the processes of clinical trials including double blind trials and using placebos.</p> <p><b>Non-Communicable Diseases</b></p> <p>Pupils will study non-communicable diseases and should understand what is meant by risk factors for a disease. They will analyse the impact of disease at several different levels. Pupils should recognise correlations between data sets and the need for evidence to secure a causal mechanism. They should understand the difference between correlated data and causal mechanisms and be able to read graphs and quote data to support correlations and causations. Pupils will study cancer and the different types of tumours, along with the general causes and treatment of cancer. They should recall the roles of nicotine, carbon monoxide, and tar, and</p>	<p>decreases.</p> <p><b>Radioactivity</b></p> <p>Pupils will describe how the structure of the nucleus was discovered by the radiation emitted during nuclear decay and how experimentation and developments in our understanding of subatomic particles have driven to changes in the model used to describe the atom from the plum pudding model, through to the Rutherford model and then Bohr model. The Pupils will describe the changes in the nucleus which occur during alpha, beta, and gamma decay along with neutron emission in terms of atomic (proton) number and mass number using the appropriate nuclear notation for isotopes. The properties of alpha, beta, and gamma radiation have been demonstrated leading to a discussion of their use in thickness monitoring and then the safety measures</p>
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	<p><b>Periodic Table</b></p> <p>Pupils will learn about the development of the periodic table, including the work of Dalton, Newlands, and Mendeleev. Pupils should understand how each stage in the development of the periodic table was facilitated by new evidence becoming available. They should also be able to identify the importance of an inherent pattern to the elements and how this guided Mendeleev's thinking. Pupils should also develop their understanding of electronic structures from C1 Atomic structure and apply this to the arrangement of the periodic table and the chemical properties of Group 0, Group 1, and Group 7 elements. They should also be able to identify trends in properties and reactivity</p>	<p>different sources of energy that are used to generate electricity or provide heating for homes. They will consider the effect of the production and use of biofuels on the environment along with the concept of carbon-neutrality before outlining the use of nuclear power in comparison to fossil fuels. Student will describe and evaluate renewable resources such as wave power, wind power, hydroelectricity and tidal technology and how these can be used to generate electricity in specific locations. In addition, Pupils will describe the operation of geothermal power stations and their links to radioactive decay. The principles of solar cells and both small-scale and large-scale solar heating systems have been outlined. The Pupils will compare all of the energy resources in terms of local environmental impacts such as pollution and global environment</p>	<p>light level have been investigated. Finally, the Pupils investigate and analyse a range of series and parallel circuits describing the path of current at junctions, the potential difference across branches and components, and the effect on resistance of series and parallel branches.</p> <p><b>Electricity in the Home</b></p> <p>Pupils will compare direct and alternating currents in terms of current direction. An oscilloscope will be used to analyse changes in the potential difference causing the current and to measure the peak voltage, period and frequency of a low voltage sinusoidal a.c. signal. The Pupils will describe the UK mains supply, and the wires used within it, outlining the National Grid and the high voltages associated with it. Understanding of mains circuits, including the function of the neutral and earth wires, has been applied to three pin plugs and a simple ring main. The choice of materials</p>	<p>Pupils are introduced to electrolysis. They should also be able to explain the movement of particles during electrolysis, and the reactions that occur at the electrodes. Pupils will then apply their understanding of electrolysis to the extraction of aluminium and learn how to investigate the electrolysis of a solution.</p>	<p>understand how each specifically affects health, as well as recalling the dangers of smoking whilst pregnant. They should have applied the concept of a causal mechanism to data on smoking and developing lung cancer. Pupils should understand the impact of smoking on the heart. In considering the effect of diet and exercise on disease, Pupils should appreciate the connection between obesity and other diseases such as type 2 diabetes. Pupils have studied alcohol and health and should understand the effect of alcohol on the brain and liver, and of drinking alcohol during pregnancy. Finally, Pupils should be aware of the sources and carcinogenic effects of ionising radiation.</p> <p><b>Energy Changes</b></p> <p>Pupils will learn about the energy transfers that occur during chemical reactions.</p>	<p>required when using radioactive materials. Pupils will then move on to discuss the concepts of activity, count rate, and the patterns in radioactive decay that explain half-life and the associated graphs despite the random nature of individual decays. Higher tier Pupils will perform calculations involving the relationship between the initial activity, current activity, and half-life.</p> <p><b>Adaptation, Interdependence and Competition</b></p> <p>Pupils have studied communities, environments, adaptations, and competition. There are a number of ecological terms including community, population, habitat, ecosystem, abiotic factor, and biotic factor, and Pupils should recall the precise meaning of each. Pupils should understand the</p>
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		<p>impacts such as acid rain and contribution to global warming. Finally, the Pupils will describe how the different resources could be applied in combination to meet the base load and changing energy demands throughout a single day before finally considering the capital costs and operating cost over the operational lifetime of the resource.</p> <p><b>Structure and Bonding</b></p> <p>Pupils have developed their understanding of the states of matter from KS3. They have built upon their understanding of the particle model, using this to explain the energy transfers involved when substances change state. Pupils have also learnt about the different types of bonding in substances. They should know that covalent bonding is the sharing of one or more pairs of electrons between non-metal atoms; ionic bonding involves a metal and</p>	<p>used for construction of mains circuits such as wires, cables and plugs were discussed along with the need for a fuse to prevent overheating and insulation for protection from short circuits. Pupils will mathematically analyse circuits to determine the power supplied by a current and the relationship between power and the resistance of components. This will be linked back to the charge transfer in a circuit and the concept of electrical heating as charges move within or through components. Finally, Pupils will consider the importance of efficiency within mains powered electrical devices linking this concept back to energy transfer by a current and to the simplified system of energy efficiency ratings used when considering the purchase of an appliance</p>		<p>They should understand that an exothermic reaction transfers energy from the system to the surroundings, and an endothermic reaction transfers energy from the surroundings to the system. This is a key concept that Pupils should be confident with. Pupils should be able to interpret experimental data to identify if a reaction is exothermic or endothermic and should be able to describe some uses of exothermic and endothermic reactions. Pupils will further develop their qualitative understanding of the energy transfers in a reaction into a quantitative understanding. They should be confident with sketching and interpreting reaction profile diagrams and higher-tier Pupils should be able to use bond energies to calculate overall energy changes for a reaction, identifying if it is</p>	<p>importance of communities including the interdependence of all the species present and be able to give real examples to illustrate interdependence. In studying organisms in their environments, Pupils should recall the effects of abiotic and biotic factors on populations. Pupils should have measured the distribution of organisms with quadrats and transects and carried out a practical to investigate the population size of a common species in a habitat. Pupils have studied competition in animals and plants and should recall what factors they compete for and how they compete, and how they become successful in their environments. Pupils should understand how organisms are adapted to survive in many different conditions. They should be able to give examples of the ways in which animals and plants are adapted to their environments.</p>
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		<p>non-metal atom, with the metal atom losing one or more electrons and the non-metal atom gaining one or more electron; and metallic bonding involves a delocalised sea of electrons surrounding the positive metal ions. Pupils should have also learnt how the bonding of a substance affects its bulk properties. They should be able to describe the difference in bonding and properties of giant ionic structures, simple covalent molecules, and giant covalent structures (including different arrangements of carbon). Pupils should understand that covalent, metallic, and ionic bonding is strong, but that it is how the particles interact (intermolecular forces) that determines properties such as melting point, boiling point, and electrical conductivity. Finally, Pupils should have learnt about nanoparticles, their properties, and be able to explain how the</p>			<p>exothermic or endothermic. Pupils will also apply their understanding of the reactivity series and electrolysis to chemical cells and fuel cells</p>	<p><b>Organising and Ecosystem</b></p> <p>Pupils have studied how feeding relationships are represented in food chains. They should understand the importance of photosynthesis in feeding relationships. They should recall the main feeding relationships within a community and understand how the numbers of predators and prey are inter-related, including interpreting predator-prey population graphs. Pupils have looked at mineral cycling and the microbes involved. They should understand how materials are recycled through the abiotic and biotic components of an ecosystem, and the importance of decay. Pupils have studied the water cycle and should recall the main stages of condensation, precipitation, evaporation, transpiration, and</p>
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		<p>surface area to volume ratio of nanoparticles is different to bulk material, and how this affects their uses.</p> <p><b>Chemical Calculations</b></p> <p>Pupils will build upon their understanding of the structure of atoms and sub-atomic particles to understand relative atomic mass and relative formula mass. Pupils should be able to use relative atomic masses to calculate relative formula masses of compounds. Pupils should be able to use the equation number of moles = mass (g) / Ar and use moles to balance symbol equations and calculate reacting masses.</p>				<p>respiration. They should understand what the carbon cycle is and recall the processes that remove carbon dioxide from the atmosphere and return it again. They should understand the role of microbes in the carbon cycle as carrying out respiration to release carbon dioxide.</p> <p><b>Biodiversity and Ecosystems</b></p> <p>Pupils have studied biodiversity and ecosystems, starting with the reasons for and the effects of the human population explosion. Pupils should understand the effect of different types of pollution including land, water, and air pollution. Pupils should be able to outline the processes of deforestation and peat destruction. Pupils should understand what is meant by the greenhouse effect, global warming, and its predicted effects. Pupils should be able to distinguish greenhouse</p>
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						gases from those that cause acid rain.
<b>Computing Entry Level</b>	<p>WJEC IT Entry Pathways Presentation Software (Entry Level 3)</p> <p>Overview: This unit is designed to enable the pupils to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations.</p> <p>Pupils will start the unit by looking at copyright constraints on IT Users.</p> <p>They will then be given a topic to produce a presentation on. Pupils will begin by identifying what information to include in this and carry out research to collect various types of information. Throughout the creation of their slide presentation they will evidence in a portfolio how they have met requirements needed to be included in a portfolio.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>	<p>WJEC IT Entry Pathways Using Mobile Devices (Entry Level 3)</p> <p>Overview: This unit is designed to enable the pupils to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.</p> <p>Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance of a mobile device and device settings. Pupils will create a presentation identifying the different applications available on a mobile device.</p> <p>Pupils will keep a log of how they use a mobile device and the methods they use to keep data secure. They will create a leaflet explaining copyright and other things you need to consider when transferring and sharing information – security, personal information.</p> <p><b>Link to National Curriculum:</b> Understanding how changes in technology affect safety, including how to protect their online privacy and identity.</p>	<p>WJEC IT Entry Pathways Video Software (Entry Level 3) &amp; Spreadsheet Software (Entry Level 3)</p> <p>Overview: This unit is designed to enable the pupils to use a range of basic video software tools and techniques appropriately to record and edit straightforward video sequences.</p> <p>Pupils will start the unit by looking at copyright constraints on using others content.</p> <p>Pupils will be given the scenario of creating a YouTube tutorial. They will create a plan for this, identifying what input device, file format and software to use in a creating their video sequence. Using input devices, they will capture video content. The pupils will combine and edit their video content Using video editing software to create a video sequence. Finally, they will play and present their completed video sequence using an appropriate device.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in digital technology Overview of Spreadsheet Unit: Pupils will begin the Unit by learning how to use spreadsheet software, constructing formulae, producing graphs and charts.</p> <p>For the unit pupils will designing and make spreadsheets for a given purposes – after conducting a school survey of pupil’s opinions, for the school tuck shops sales and investigating profits of this by using different suppliers.</p>			

			<p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>
<p><b>Computing Functional Skills: Level1</b></p>	<p>WJEC IT Entry Pathways Presentation Software (Level 1)</p> <p>Overview: This unit is designed to enable the learner to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations.</p> <p>Pupils will start the unit by looking at copyright constraints on IT Users.</p> <p>They will then be given a topic to produce a presentation on. Pupils will begin by identifying what information to include in this and carry out research to collect various types of information. Throughout the creation of their slide presentation they will evidence in a portfolio how they have met the basic and advanced requirements needed to be included.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>	<p>WJEC IT Entry Pathways Using Mobile Devices (Level 1)</p> <p>Overview: This unit is designed to enable the learner to set up and use a mobile or handheld device securely to input and store data and to transfer data to and from another device.</p> <p>Pupils will begin the unit by looking at the health and safety issues. They will investigate the setting up and maintenance of a mobile device. Pupils will identify for different users when you would adjust device settings and what you would change. Pupils will create a presentation identifying the different applications available on a mobile device and demonstrate how to use some of these for given purposes.</p> <p>Pupils will keep a log of how they use a mobile device and the methods they use to keep data secure. In this they need to identify factors that can affect performance and how they can maintain this. Pupils will create a leaflet explaining copyright and other things you need to consider when transferring and sharing information – security, personal information. Finally they will identify different types of secure connection methods between devices and factors which can affect performance.</p> <p><b>Link to National Curriculum:</b> Understanding how changes in technology affect safety, including how to protect their online privacy and identity.</p>	<p>WJEC IT Entry Pathways Video Software (Level 1) &amp; Spreadsheet Software (Level 1)</p> <p>Overview of Video Software Unit: This unit is designed to enable the learner to use a range of basic video software tools and techniques appropriately to record and edit straightforward video sequences.</p> <p>Pupils will start the unit by looking at copyright constraints and the effect of copyright law on producing video content.</p> <p>Pupils will be given the scenario of creating a YouTube tutorial. They will create a plan for this, identifying what input device, file format and software to use in a creating their video sequence. Using video editing software, they will combine and edit their content to create a video sequence. Throughout pupils will keep an annotated scrapbook of how they captured video sequences, still images and audio content for their video. Finally, they Play and present your completed sequence using an appropriate device. The candidate should be able to: play and present video sequences</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in digital technology</p> <p>Overview of Spreadsheet Unit: Pupils will begin the Unit by learning how to use spreadsheet software, constructing formulae, producing graphs and charts.</p>

					<p>For the unit pupils will designing and make spreadsheets for a given purposes – after conducting a school survey of pupil’s opinions, for the school tuck shops sales and investigating profits of this by using different suppliers.</p> <p><b>Link to National Curriculum:</b> Develop their capability, creativity and knowledge in information technology</p>	
<p><b>Personal Development (PSHE)</b></p>	<p><b>Health and Wellbeing</b></p> <p>Mental health and ill health and tackling stigma. Safeguarding health.</p> <p>Recognising how to manage challenges during adolescence. Strategies to promote mental health and emotional wellbeing. Evaluating the portrayal of mental health in the media. Understanding the signs of emotional or mental ill-health and how to access support and treatment.</p>	<p><b>Relationships</b></p> <p>Revisiting internet safety. Understanding the risks associated with social media and recognising exploitation.</p> <p>Recognising how social media may distort, miss-represent or target information in order to influence beliefs and opinions. Managing conflicting views and misleading information. How to recognise and respond to extremism and radicalisation</p>	<p><b>Relationships</b></p> <p>Tackling relationship myths and expectations. Parenting and pregnancy and revisiting consent.</p> <p>Evaluating readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Myths and misconceptions relating to pregnancy, contraception and consent. Recognising effective use of condoms and consequences of unprotected sex. Exploration of the physical, emotional and financial role of a parent.</p>	<p><b>Health and Wellbeing</b></p> <p>Exploring Influence: Evaluating the impact of drugs, gangs and the media</p> <p>Recognising the effects of drugs and alcohol on individual’s personal safety, families and wider communities. Strategies to keep self and others safe in situations that involve substance use. Managing peer influence in relation to substances, gangs and crime. Exit strategies for pressurised or dangerous situations and how to seek help for substance use and addiction.</p>	<p><b>Living in the Wider World</b></p> <p>Independent living skills and the consequences of debt and gambling.</p> <p>Exploration of the cost of living independently and what financial help may be available. Recognising various payment methods and evaluation of each. Prevention and management of debt. Recognition of links between gambling and micro transactions in gaming.</p>	<p><b>Living in the Wider World</b></p> <p>Enterprise Project Role of Entrepreneurs in society</p> <p>Plan, prepare and carry out an Enterprise project to raise funds for leavers activities</p>
<p><b>Careers</b></p>	<p>Transition to key stage 4</p> <p>Recognising learning styles, strengths and</p>	<p>Identifying the range of 16+ provision and the routes into them</p> <p>Identifying access to</p>	<p>Exploration of job families and the relationship with future careers and STEM subjects</p>	<p>Preparation for work experience.</p> <p>Interview techniques, employment opportunities</p>	<p>Evaluation of work experience and readiness for work</p> <p>Different methods of</p>	<p>Planning and carrying out an enterprise project</p>

	setting goals for the future. CV & Personal Statement	traineeships, apprenticeships, 6 <sup>th</sup> form, college and specialist provision.	Use of Job Explorer Database (JED) to access labour market information	and travel training options.	job searching, application form practice.	
<b>World Beliefs</b>	<p><b>Bower Values 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><b>Who are 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 beliefs</b></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><b>What it means to be 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>Muslim Traditions</b></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><b>The nature of 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>PE Entry Level</b>	<p><b><u>Entry Level</u></b> 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>Analysis of performance PPT</u></b></p>	<p><b>Entry Level, Cycling and Survival</b></p> <p><b><u>Entry Level</u></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><u>Entry Level</u></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><u>Handball (Entry Level)</u></b> Pupils now go into depth on gameplay. Key skills recapped from previous</p>	<p><b>Entry Level, Cycling and Survival</b></p> <p><b><u>Entry Level</u></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><u>Cycling (Cyclopark)</u></b></p>	<p><b>Entry Level and Choices (Offsite activities – Golf and Cycling)</b></p> <p><b><u>Entry Level</u></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</p>	<p><b>Entry Level and Choices (Offsite activities – Golf and Cycling)</b></p> <p><b><u>Entry Level</u></b> Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed</p>

	<p>PowerPoint is based on Basketball and pupils talk about the key skills and their strengths and weaknesses.</p> <p><b><u>Basketball (Entry Level)</u></b> Pupils now go into depth on gameplay. Key skills recapped from previous years, Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.</p> <p><b><u>Circuit Training (Entry Level)</u></b> Pupils learn about different muscle groups and exercises to help support this. Pupils must correctly demonstrate different exercises and will also lead warm ups to others. Pupils will be filmed and graded based on their technique and work ethic.</p>	<p><b><u>Cycling (Cyclopark)</u></b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b><u>Basketball (Entry Level)</u></b> Pupils now go into depth on gameplay. Key skills recapped from previous years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.</p>	<p>years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.</p> <p><b><u>Badminton (Entry Level)</u></b> Pupils now recap techniques of shots and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.</p>	<p>Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</p> <p><b><u>Badminton (Entry Level)</u></b> Pupils now recap techniques of shots and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.</p>	<p>classes and topics</p> <p><b><u>Golf (offsite)</u></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><u>Cycling (Cyclopark)</u></b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p>	<p>through a range of practical classes and topics</p> <p><b><u>Golf (offsite)</u></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><u>Cycling (Cyclopark)</u></b> Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling</p>
<p><b>Bronze Art Award</b></p> <p><b>Trinity College</b> <b>London: Arts Award</b></p>	<p>The Bronze Arts Award is organised into 4 parts.</p> <p>Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p>					

<p>NC Year: KS4 PA Stage: N/A – pupils work towards assessment outcomes specific to the accreditation</p>	<p>Part B is ‘exploring the arts as an audience member’. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p> <p>Part C ‘Arts Inspiration’ is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at contrasting times.</p> <p><b>Enrichment</b> KS4 Arts Trip – Gallery and a Theatre Show in London</p>					
<p><b>Technology</b> City &amp; Guilds level 1 Dip Construction</p>	<p><b>Halving Joints</b> <b>H&amp;S/Intro into the Construction Industry</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to constructing halving joints.</p> <p>They will identify types of halving joints, materials required to construct halving joints state the process required to mark out halving joints.</p> <p>They will identify tools and equipment</p>	<p><b>Housing</b> <b>H&amp;S/Intro into the Construction Industry</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to constructing halving joints.</p> <p>They will identify types of housing joints, materials required to construct housing joints state the process required to mark out housing joints.</p> <p>They will identify tools and equipment required to construct housing</p>	<p><b>Bridle Joints</b> <b>H&amp;S/Intro into the Construction Industry</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to preparing and painting surfaces.</p> <p>They will identify, select and use the materials, tools and materials required to prepare and paint surfaces.</p> <p>They will set up the work area safely maintain a clean and safe working area following health and safety guidelines, clear the</p>	<p><b>Decorative Effects</b> <b>H&amp;S/Intro into the Construction Industry</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to constructing bridle joints.</p> <p>They will identify types of bridle joints, materials required to construct bridle joints state the process required to mark out bridle joints.</p> <p>They will identify tools and equipment required to construct bridle joints.</p> <p>The learner will complete an</p>	<p><b>Housing Joints</b> <b>H&amp;S/Intro into the Construction Industry</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to draining, removing and refitting water-filled radiators.</p> <p>They will identify and use tools, materials required to drain, remove and refit water-filled radiators.</p> <p>They will state reasons for draining, removing and refitting water-filled radiators and state the</p>	<p><b>Removing and refitting waterfilled radiators</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate for bending and joining copper piping.</p> <p>They will identify types of fittings, materials required to bend and join copper piping.</p> <p>They will state the process required to mark out bridle joints. They will identify and use tools and equipment required to cut and join copper</p>

	<p>required to construct halving joints.</p> <p>The learner can use Personal Protective Equipment (PPE) appropriate to constructing halving joints and select tools, equipment to given City &amp; Guilds specifications.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction</p>	<p>joints.</p> <p>The learner can use Personal Protective Equipment (PPE) appropriate to constructing housing joints and select tools, equipment and materials to given City &amp; Guilds specifications.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction techniques will also be researched and evident within their learning portfolio.</p>	<p>work area of surplus materials, debris on completion of the jobs and clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction techniques will also be researched and evident within their learning portfolio.</p>	<p>end of unit assessment in-line with given City &amp; Guilds specifications.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction techniques will also be researched and evident within their learning portfolio.</p>	<p>process required to so.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction techniques will also be researched and evident within their learning portfolio.</p>	<p>piping.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>Learners will evident the importance of H&amp;S: COSHH, RIDDOR, PUWER.</p> <p>Knowledge of sustainable materials and different types of construction techniques will also be researched and evident within their learning portfolio.</p>
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	techniques will also be researched and evident within their learning portfolio.	and evident within their learning portfolio				
<b>Drama</b>  <b>Entry Level</b> <b>WJEC CMPA</b>	<b>Exploring Film Genres</b>  Pupils will be able to develop a deeper understanding of the term 'genre'. Specifically focussing on themes within different film genres. Pupils will look at a range of genres identifying conventions such as setting, characters and events. Pupils will present their ideas for a film and create a product or presentation linked to their film, such as a poster or DVD case.	<b>Exploring Advertising</b>  Pupils will be introduced to the purposes, types and techniques of advertising. Pupils will be introduced to different aspects of target audiences for adverts, such as age, gender, lifestyle etc. Learners will identify audiences for both print & TV adverts. Pupils will apply their knowledge of advertising techniques gained from LO1 to planning an advert or adverts of their own. Pupils will be introduced to planning techniques appropriate to the medium chosen (e.g. print, TV), such as mind maps, mock-ups, storyboards etc. Pupils will be able to plan both print & TV adverts.	<b>Using Body and Voice in a Dramatic Context</b>  Pupils will learn to identify and use different types of vocal skills and their bodies in different situations. Pupils will link the use of their voice and body language to emotions and moods and use these skills within a range of roles. Pupils will use mime to portray feeling and contrasting situations.	<b>Graphic Design</b>  Pupils will be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to graphic designers. Pupils will be encouraged to develop their skills in using the visual elements through design work.	<b>Contributing to Dramatic Improvisation</b>  Pupils will develop their movement and vocal skills when improvising short pieces. They will respond to different stimuli and starter lines in order to create short improvised performances. They will work collaboratively to create a short improvised performance demonstrating a clear beginning, middle and end to their work, sequencing their ideas logically.	<b>Creating a Print Media Product</b>  Pupils will be introduced to print media products, e.g. film posters, CD covers, magazine covers. They will be introduced to key visual and language features of print media products and the importance of linking these to the intended audience. Pupils will create their own print media product including a range of visual and language features.

<b>Enrichment Opportunities</b>	Theatre trip Cross curricular links – History  Catch 22 Visit	Theatre Trip  Magistrate Workshop Fearless Workshop: Radicalisation and Exploitation  Engagement Officer: Careers & Enterprise Company	Sexual Health Nurse Workshop  Careers Evening  STEM day workshops  Liaison/ Transition Officer Mid Kent College	Cross curricular links- History/Geography – 1930s/40s America  Reform, Restore, Respect Assembly	Bowles & Wells Financial Education Workshop  IAG Careers Interviews  External Work Experience Placements  IAG Careers Interviews	History – Victorian England.  Trip – Sherlock Holmes museum  BGS Alumni Workshop  Film Studies – Sherlock in TV/ Film.  BGS Alumni Workshop
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### Year 11 Long Term Curriculum Plan 2024/25

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>  Entry Level	<b>Stone Cold by Robert Swindells</b>  <b>English heritage - short narrative story on homelessness in Britain.</b>	<b>Step up to English Silver/ Gold Award - Component Two</b>  See applicable units for academic year (2021-	<b>Step up to English Silver/ Gold Award - Component Two</b>  See applicable units for academic year (2021-	<b>Step up to English Silver/ Gold Award - Component Two</b>  See applicable units for academic year (2021-	<b>Step up to English – Completion of all outstanding units for submission</b>  See applicable units for academic year (2021-	<b>Revision &amp; Exams</b>  Pupils will revise for and complete any remaining coursework/examinations.

	<p>Entry Level pathway</p> <p><b>National Curriculum Links:</b></p> <p><b>Reading:</b> 21st century text; reading for pleasure; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing personal responses.</p> <p><b>Writing:</b> adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately.</p> <p>Writing: adapting writing for purpose (to describe, explain, argue and</p>	<p>22).</p> <p>Entry Level pathway</p> <p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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>22).</p> <p>Entry Level pathway</p> <p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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</p>	<p>22).</p> <p>Entry Level pathway</p> <p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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</p>	<p>22).</p> <p>Entry Level pathway</p> <p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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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	<p>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>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><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p>	<p>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><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p>	<p>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><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p> <p><b>Alternative text for Entry Level Pathway: Long Way Down – Ewan McGregor.</b></p>	<p>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><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p>	
<p><b>English GCSE</b></p>	<p><b>Step Up to English Gold Award – Component One and Two</b></p> <p>See applicable units for academic year (2021-22).</p> <p>GCSE pathway</p> <p><b>AQA: Step up to English</b></p>	<p><b>Step up to English Silver/ Gold Award - Component Two</b></p> <p>See applicable units for academic year (2021-22).</p> <p>GCSE pathway</p>	<p><b>AQA Paper 1 – Introduction to the Unit</b></p> <p>Part A – reading (retrieval, language analysis, structural, analysis and critical evaluation).</p> <p>Part B – creative writing (description and</p>	<p><b>AQA Paper 2 – Introduction to the Unit</b></p> <p>Part A – reading (retrieval, summary, language analysis, comparison).</p> <p>Part B – creative writing (non-fiction).</p>	<p><b>AQA Paper 1 and 2 revision unit</b></p> <p>Amalgamation of Term 3 and 4 – see set skills coverage.</p> <p><b>AQA English Language GCSE Assessment</b></p>	<p><b>Revision &amp; Exams</b></p> <p>Pupils will revise for and complete any remaining coursework/examinations</p>

	<p><b>Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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</p>	<p><b>AQA: Step up to English Assessment Objectives:</b></p> <p><b>Reading AO1:</b> Read and understand texts. Identify and interpret explicit and 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><b>Writing 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>storytelling).</p> <p>GCSE pathway</p> <p><b>Reading AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><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</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references Writing</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,</p>	<p>GCSE pathway</p> <p><b>Reading AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><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</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references Writing</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</p>	<p><b>Objectives:</b></p> <p><b>Reading AO1:</b> identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts</p> <p><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</p> <p><b>AO3:</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p><b>AO4:</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>Writing AO5:</b> Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise</p>	
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	<p>effect, with accurate spelling and punctuation.</p> <p><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p>	<p><b>AO6:</b> Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>Spoken Language 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><b>AO9:</b> Use spoken English effectively in speeches and presentations.</p> <p><b>Spoken Language Endorsement – GCSE formal presentation</b></p> <p>AQA GCSE Spoken Language descriptors:</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</li> </ul>	<p>using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>cohesion of texts</p> <p><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p><b>AO6:</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	
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		presentations and speeches • responding to spoken language: listening to and responding appropriately to any questions and feedback • spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.				
<b>Maths</b>  <b>Entry Level &amp; Functional Skills Level 1</b>	<b>Measure</b>  Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.	<b>Statistics</b>  Pupils will learn about reading, drawing and solving problems related to a variety of graphs and tables, including pictograms, bar graphs, tally charts and frequency tables. They will also plan and collect data. Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in calculating the mean.	<b>Complete EL portfolio</b>  Pupils will complete their portfolios, consolidate and extend their understanding of components 1-4 (place value, calculation, proportion and money). Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers to calculations using fractions and decimals.	<b>Complete EL portfolio</b>  Pupils will complete their portfolios, consolidate and extend their understanding of components 5-7 (time, measure and shape). Pupils taking the functional skills level 1 will complete extension units in: volume; square numbers and probability.	<b>Complete EL portfolio</b>  Pupils will complete their portfolios, consolidate and extend their understanding of component 8 (statistics). Once their portfolio of evidence is complete, they will work at 'real-life' functional Maths activities. Pupils taking the functional skills level 1 examinations will be revising for this.	<b>Revision &amp; Exams</b>  Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.
<b>Maths</b>  <b>GCSE Foundation</b> (skills and knowledge)  Majority will be working within NC Years: 5-11	<b>Geometry</b>  Pupils will learn about transforming shapes on co-ordinate paper. They will build on their angle knowledge to solve	<b>Statistics</b>  Pupils will plan, collect and learn to analyse statistics, interpreting and drawing scatter graphs and pie charts.	<b>Pythagoras &amp; Algebra</b>  Pupils will learn about Pythagoras' theorem and use it to solve problems. Pupils will learn about solving more	<b>Trigonometry &amp; Powers</b>  Pupils will extend their understanding of simplifying algebraic expressions, to include using powers. Pupils will	<b>Geometry, Algebra &amp; Revision</b>  Pupils will be revising for their examinations, with additional learning for some	<b>Revision &amp; Exams</b>  Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.

PA Stages: 5-11	more complex angle problems and calculate with angles.	Pupils will compare data by looking at averages. Pupils will learn about calculating the probability of two events occurring: using tree diagrams and calculating probabilities from Venn diagrams.	complex equations, including simultaneous equations. Some pupils may reinforce key skills such as multiplying and dividing fractions; listing outcomes and reading two-way tables.	learn about writing numbers in standard form and have the opportunity to develop their understanding of trigonometry. Some pupils may reinforce key skills such as calculating with whole and decimal numbers; generating sequences; proportion and using ratios.	pupils in quadratic equations and non-linear graphs.	
<p><b>Maths</b></p> <p><b>GCSE Foundation</b> (skills and knowledge)</p> <p>NC Years: 10-11 (Higher)</p> <p>PA Stages: 10-12</p>	<p>Unit 1 – Congruence, similarity and enlargement Pupils will learn to transform shapes. Including using fractional and negative scale factors.</p> <p>Unit 2 – Vectors Pupils will learn to calculate with vectors.</p> <p>Unit 3 – Transforming and constructing They will learn to sketch graphs of the trigonometric functions and translate and reflect graphs of functions.</p>	<p>Unit 1 – Expanding and factorising Pupils will further develop skills in factorising and expanding quadratic expressions, solving them through factorisation and with the formula.</p> <p>Unit 2 – Changing the subject Pupils will develop fluency with algebraic equations.</p> <p>Unit 3 – Functions Pupils will be introduced to formal function notation.</p>	<p>Unit 1 – Trigonometry Pupils will revise and extend their understanding of trigonometry, including in 3 dimensions, knowing exact values of sin, cos and tan. Pupils will learn to use the sine rule and the cosine rule.</p> <p>Unit 2 – Multiplicative reasoning Pupils will expand and develop their understanding of direct and indirect proportion.</p> <p>Unit 3 – Geometric reasoning Pupils will apply their understanding of geometry to increasingly more complex problems.</p>	<p>Unit 1 – Algebraic reasoning Pupils will apply their understanding of algebra to increasingly more complex problems.</p> <p>Unit 2 – Listing and describing Pupils will apply their understanding of probability to increasingly more complex problems. They will also develop their skills in constructing and interpreting 3D shapes.</p> <p>Unit 3 – Using graphs Pupils will learn about more complex aspects of algebraic graphs, including finding the area under a curve.</p>	<p>Unit 1 – Show that. Pupils will develop skills in mathematical communication.</p> <p>Unit 2 – Revision Pupils will be revising for their examinations.</p>	<p>Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.</p>

<b>Science</b>  <b>GCSE/Further Entry Level</b>	<b>Rates of Equilibrium</b>  Pupils have learnt about the factors that affect the rate of a reaction, including temperature, surface area, concentration, and pressure. Pupils should be able to explain the effect of each factor on the rate of reaction using collision theory – understanding that each factor increases the frequency of effective collisions, not just the number of collisions. They should also be able to explain the effect of catalysts on the rate of a reaction in terms of providing an alternative reaction pathway with a lower activation energy. Pupils have also learnt about reversible reactions and dynamic equilibrium. Pupils should apply their knowledge on endothermic and exothermic reactions to equilibrium reactions to be able to predict the effect of temperature changes on the reversible reactions and the position of the equilibrium.	<b>Forces in Balance</b>  Pupils have compared vectors and scalars using the examples of distance and displacement along with the nature of forces. Representations of vectors using scale diagrams led to descriptions of the forces acting in a wide variety of situations and the identification of Newton’s third law. The concept of balanced and unbalanced forces was used to determine the behaviour of objects and the application of Newton’s first law of motion.  <b>Motion</b>  Pupils have analysed the motion of objects in depth starting from a recap of the concept of speed and this relationship to distance travelled and time taken. The representation of motion using distance-time graphs representing single and	<b>The Earth’s Resources</b>  Pupils have learnt about the difference between finite and renewable resources. It is important that Pupils understand that renewable resources are not an infinite supply but are replaceable at a rate similar to the rate they are used up, whereas finite resources are used up faster than they can be replenished. Pupils understanding of finite and renewable resources should be applied to the need to reuse and recycle, and they should be able to describe and evaluate ways of reducing the use of finite resources and carry out life cycle assessments on products. Pupils then looked at specific resources that we use, including water and metals (in particular copper). Pupils should be able to describe the different ways that water is treated, both to create potable water and to remove waste products so it is safe to release into the	<b>Wave Properties</b>  Pupils have observed and described the properties of mechanical and electromagnetic waves in terms of energy transfer with or without the need for a transfer medium. They have compared transverse waves and longitudinal waves by examining the relationship between the direction of propagation and the direction of the oscillations. The Pupils have analysed wave properties such as wavelength, amplitude, and period leading to the relationships between period, frequency and wave speed, frequency, and wavelength. They have also measured the speed of sound in air and the speed of ripples on water.  <b>The Electromagnetic Spectrum</b>  Pupils have described the electromagnetic spectrum in terms of different regions related to wavelength. The speed of	<b>Space</b>  Pupils have examined the formation of the solar system from a nebula, particularly the formation of the Sun from hydrogen gas into a protostar until it reaches the main sequence. The source of materials for formation of the planets has also been described. Pupils moved on from the main sequence to describe the pathways for small stars from main sequence through red giants, white dwarfs, and finally black dwarfs along with the pathway for larger stars through red supergiant, supernova and neutron star/black holes has been described. The Pupils noted the role of supernovae in the production of heavy elements. They have also examined the orbits of planets.  <b>GCSE Revision and Exams</b>	<b>Revision &amp; Exams</b>  Pupils will revise for and complete any remaining coursework/examinations
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	<p><b>Crude Oil and Fuels</b></p> <p>Pupils have learnt about hydrocarbons and been introduced to the alkanes. They should now be able to identify alkanes from their formulae and be able to name and draw the displayed formula of the first four alkanes. Pupils have also learnt about some of the reactions of hydrocarbons, including combustion (both complete and incomplete) and cracking. All Pupils should be able to write balanced symbol equations for the complete combustion of hydrocarbons and to describe the conditions of cracking. All Pupils should be able to describe the test for alkenes (a product of cracking). Pupils have also learnt about crude oil as a source of hydrocarbons and the fractional distillation of crude oil. They should be able to describe how the size of the hydrocarbon molecule affects its properties, including</p>	<p>multiple objects has been analysed to give detailed descriptions of the movement of the objects. The Pupils have defined acceleration in terms of changes in velocity before analysing it graphically and mathematically. Pupils have then investigated acceleration caused by an unbalanced force on ramp, linking acceleration to the gradient of a line on a velocity-time graph. Pupils have continued to analyse graphs representing motion by looking at the area beneath the line on a velocity-time graph and its relationship to the distance travelled by an object. Pupils have used the gradient of a distance-time graph to determine the speed of an object. In addition, higher tier Pupils have used the tangent of a line on a distance-time graph to determine the speed. All Pupils have then applied these techniques to analyse a range of graphs to</p>	<p>environment. Pupils have already met metal-ore extraction and electrolysis.</p> <p><b>Using Resources</b></p> <p>Pupils have developed their understanding of rusting from KS3 to understand how both water and air are required for iron to corrode. They should be able to explain how the two methods for preventing rusting – barrier methods and sacrificial methods – disrupt the oxidation of iron and prevent corrosion. Pupils have also studied a series of different material types – alloys, polymers, ceramics, glass, and composites. For each material, Pupils should be able to identify key properties and link these to their common uses. Pupils also studied the Haber process and how it is carried out economically on an industrial scale. Pupils should also be able to recognise the importance of the Haber process in the</p>	<p>electromagnetic waves in a vacuum has been described as constant allowing the use of the wave equation to link wavelength and frequency which as then been tied to the energy carried by the wave. Each of the regions of the electromagnetic spectrum has been described along with associated uses and Pupils have investigated the relationship between surface colour, temperature, and the rate of emission of infra-red radiation. The use of radio waves in communications for television and mobile phones has been described along with outlining transmissions of signals through optical fibres. Pupils have described the application of ultraviolet waves in phosphorescence and the damage these waves can cause to skin and eyes before describing the uses of X-rays and gamma rays in medical applications. The process of ionisation has been outlined and the cause</p>		
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	<p>viscosity, boiling point, and flammability.</p> <p><b>Organic reactions</b></p> <p>Pupils have learnt about more organic functional groups – alkenes, alcohols, carboxylic acids, and esters. Pupils should be able to identify, name, and draw the structural formula of the first four alkenes, alcohols, and carboxylic acids, and should be able to identify, name, and draw the ester ethyl ethanoate. Pupils have also learnt about the reactions of these four functional groups. They should be able to describe the reactions and conditions of alkenes (with halogens, water, and hydrogen), alcohols (combustion, oxidation, and reaction with sodium), and carboxylic acids (to make esters). Pupils should also be able to explain why carboxylic acids are called weak acids.</p> <p><b>The Human Nervous System</b></p> <p>Pupils have studied the</p>	<p>extract all of the possible information from them.</p> <p><b>Forces and Motion</b></p> <p>Pupils began this chapter by experimentally determining the relationships between a force acting on an object and the acceleration, and the mass of the object and the acceleration. The results led to the formulation for Newton’s second law of motion and its application. Pupils have investigated the effect of forces on the stretching of a range of materials identifying both linear and non-linear relationships between the force and extension. Pupils have applied Hook’s law as appropriate and.</p> <p><b>Forces and Pressure</b></p> <p>Pupils have defined pressure as a force acting over a surface before measuring pressure and</p>	<p>production of ammonia, being able to explain how ammonia is an important feedstock in the production of fertilisers, both in the laboratory and industrially alongside potassium and phosphorus fertilisers.</p> <p><b>Reproduction</b></p> <p>Pupils should recall that fungi, plants, and malaria parasites are able to use both types of reproduction. Pupils have studied DNA and its role in inheritance. They should be aware of the genetic code and genomes, including how the data produced by genome research can be used. Pupils should be able to outline DNA structure, with higher-tier Pupils recalling the detailed structure of DNA and also studying protein synthesis, including how the genetic code is used to assemble amino acids into proteins. Pupils have studied inheritance and should be able to use genetic terms and set out a genetic cross</p>	<p>of tissue damage and as a useful technique in killing bacteria or cancerous cells. Further details of the use of X-rays have been described including contrast media and detection devices such as the CCD and the concept of radiation dose.</p> <p><b>Light</b></p> <p>Pupils began this chapter by looking at the reflection of light by plane mirrors using both a wave front and ray model. This led to descriptions of real and virtual images and their properties and why images are not formed by ‘rough’ surfaces. Then they move on to investigate and describe refraction of light in more detail – analysing the change in direction of rays at boundaries between surfaces. The Pupils also describe the relationship between colour and wavelength for visible light investigating the reflection of both white and coloured light from</p>		
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	<p>principles of homeostasis and should be able to give some examples and outline the control system involved. Pupils should recall details of the human nervous system and its structure and function. They should be able to describe a reflex arc, with detail of synaptic transmission. Pupils should appreciate that receptors detect a change in a stimulus and not the stimulus itself. They should be able to describe an electrical impulse accurately. Pupils have also studied the structure and function of the human eye and the process of accommodation. They should understand that the ciliary muscles contract in accommodation. These Pupils should be able to describe common defects of the eye including myopia, hyperopia, and the role of new technology in the treatment of these conditions.</p> <p><b>Hormonal Coordination</b></p>	<p>describing its effects on materials and calculating the pressure acting on a surface.</p> <p><b>Polymers</b></p> <p>Pupils have learnt about different types of manufactured polymers, including addition polymers and condensation polymers. Pupils should be able to identify an addition polymer from polymer and monomer diagrams – drawing the monomer from the polymer and the polymer from the monomer. Pupils have been introduced explicitly to poly(ethene), but it is important that they can identify and draw other addition polymers and associated monomers.</p> <p><b>Chemical Analysis</b></p> <p>Pupils have learnt about various techniques for analysing substances. All Pupils should now</p>	<p>with the use of a Punnett square. They should be able to predict ratios of different phenotypes and apply this to sex determination and family trees. Pupils should be able to describe the inheritance of genetic disorders as applied to polydactyly and cystic fibrosis. They should be aware of developments in genetic engineering with the aim of curing genetic disorders. Finally, Pupils should be able to discuss screening for genetic disorders and the implications of using this technology.</p> <p><b>Variation and Evolution</b></p> <p>Pupils should understand the role of mutation in variation, understand the theory of evolution by survival of the fittest and natural selection, and be able to give examples. Pupils have studied the process of selective breeding. They should understand this as an example of artificial selection and be aware of its</p>	<p>coloured or white surfaces along with the additive nature of coloured light. They described the differences between translucent and transparent media. Pupils also describe the action of lenses using the ray model of light and a range of ray diagrams. This includes the behaviour of converging and diverging lenses with an investigation of image formation for a converging lens. The image properties have been described along with the concept of magnification and its calculation from image and object height. Methods used to construct ray diagrams for the convex lens for objects at a range of positions have been described alongside image formation for a concave lens.</p> <p><b>Electromagnetism</b></p> <p>Pupils began by reinforcing their knowledge of magnetism by looking at the</p>		
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	<p>Pupils have studied the principles of hormonal control and the endocrine system. They should be able to identify the main parts of the endocrine system and recall the hormones they produce. Pupils should recall how blood-glucose concentration is controlled, including the role of insulin. Pupils should be aware of the causes and treatments of both type 1 and type 2 diabetes. They should link this with work in B2.3 Stem cells and with the effect of lifestyle on type 2 diabetes. Pupils have studied hormones in human reproduction. They should recall the action of hormones in bringing about puberty. They should be aware of the role of oestrogen in the menstrual cycle in females, and of testosterone in males. Pupils have studied the role of hormones in plants, and the tropism responses they cause.</p> <p><b>Homeostasis</b></p> <p>Science. Pupils have studied homeostasis,</p>	<p>understand the difference between a pure substance, a mixture, and a formulation, and what is meant by purity. Pupils should also have built upon their understanding of chromatography experiments Pupils should also be able to describe the different experimental tests for gases, including both the procedure and positive result. Pupils studying AQA GCSE Chemistry should also be able to describe experimental tests for positive and negative ions and be able to write balanced symbol equations for them. They should be able to apply their knowledge of all of the tests they have learnt to be able to plan and investigation to identify positive and negative ions. Pupils have also studied flame emission spectroscopy, and should be able to interpret instrumental results.</p>	<p>limitations. In studying genetic engineering, all Pupils should understand what is meant by the term and be able to give examples of its use and consider the potential benefits and problems. Pupils have studied cloning as applied to both plants and animals. They should recall different ways of creating clones and be able to describe why they are useful. They should understand the processes of embryo transplants and adult cell cloning in animals and be able to discuss the choices that need to be made about all genetic technologies.</p> <p><b>Genetics and Evolution</b></p> <p>Pupils should also be able to outline the reasons why Darwin's ideas were not accepted for some time. They should be familiar with Wallace's ideas on evolution and how he established our current theory of speciation. Pupils should understand that each part of a divided</p>	<p>magnetic fields around permanent magnets and the concept of induced magnetism in some materials. The Pupils have been reminded of the techniques used to plot a magnetic field and the shape of the Earth's field. Pupils moved on to examine the magnetic field produced by a current and investigate the factors that affect the direction and strength of this field. They compared the field shape of a solenoid to that produced by a simple bar magnet.</p>		
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	<p>starting with why and how the body controls its temperature. They should recall the role of the thermoregulatory centre in the brain and be able to describe the body's responses if the body temperature starts to become too high or too low. Finally, Pupils have studied treatments for kidney failure. They should understand how dialysis works, and link this with earlier work on diffusion. They should recall the process of kidney transplantation including the problems of rejection. Pupils should have compared dialysis with transplantation and be able to analyse the advantages and disadvantages of both treatment options.</p>	<p><b>The Earth's Atmosphere</b></p> <p>Pupils have learnt about the Earth's atmosphere. Pupils only need to be able to describe the volcanic activity theory of the origin of the atmosphere, but they should be able to interpret evidence concerning other theories and be able to evaluate them. To describe the history of the atmosphere Pupils will need to have a sense of the timescales involved. Along with an understanding of the origins of the atmosphere, Pupils should also understand how it has evolved over time. This includes both how the general composition of the atmosphere has changed and how the atmosphere is currently being affected by human activity. Pupils should be able to describe the human activities that are thought to cause global warming and be able to explain some of</p>	<p>population undergoes natural selection separately and therefore differently, and over a long period of time can end up being very different from each other. All Pupils should be aware of evidence for evolution, including the fossil record and reasons for extinction. They should be able to describe antibiotic resistant bacteria and their fast evolution, in particular the problem of MRSA. Finally, pupils should understand how living organisms are classified. They should recall the natural system designed by Linnaeus and be able to give the rules of the binomial system of naming living things. They should be familiar with the three-domain system developed in the light of recent technological advances.</p>			
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		<p>the effects this has on the climate of the Earth. Pupils should also be able to explain the effect of other pollutants on the Earth, including carbon monoxide, sulphur dioxide, nitrogen oxides, and particulates. Throughout this chapter, Pupils have had many opportunities to develop their working scientifically skills, including evaluating models and interpreting and evaluating evidence for scientific theories.</p>				
<p><b>Computing</b></p> <p><b>Entry Level</b></p>	<p>WJEC IT Entry Pathways Improving productivity using IT (Entry 3)</p> <p>Overview: This unit is designed to enable pupils to plan the use of an IT system for a purpose and use an IT system to complete a planned task. They will review their own use of IT during the Unit.</p> <p>Pupils will plan the use of appropriate systems and software to meet requirements of a task. They will identify legal and other constraints affecting the use of the IT system and software.</p> <p>Pupils will use IT systems and software to complete their solution for a given task, using preset routines (wizards) to improve productivity. They will review the outcome of the completed task and identify the strengths of the IT systems and software used for this</p>	<p>WJEC IT Entry Pathways Completion of Earlier Units or / &amp; Internet Safety for IT Users (Entry 3)</p> <p>Overview: This unit is designed to enable pupils to identify day-to-day security risks and safeguard against day to day ones, this includes using simple methods to protect software and personal data. Pupils look at the laws and guidelines that affect the use of IT</p> <p>Pupils will start the unit by understanding the risks that can exist when using the Internet, including safety and privacy of personal data, data security and system performance and integrity. They will learn about how to safeguard themselves and others when working online, taking precautions to maintain data security. Pupils will learn about legal constraints, guidelines and procedures which apply when working online.</p>	<p>Completion of Coursework, followed by Creative Project</p> <p>Overview: Completion of Coursework to meet Exam Board Deadline.</p> <p>Pupil's will undertake a creative project in which they learn to build a website. Incorporated into this they will use image software to develop graphics.</p>			

	<p>and identify ways to improve the outcomes of the completed tasks.</p> <p><b>Link to National Curriculum:</b> Develop and apply analytic, problem-solving, design and computational thinking.</p>	<p><b>Link to National Curriculum:</b> Understanding how changes in technology affect safety, including how to protect their online privacy and identity-</p>	
<p><b>Computing</b></p> <p>Level 1</p>	<p>WJEC IT Entry Pathways Improving Productivity Using IT (Level 1)</p> <p>Overview: This unit is designed to enable the learner to plan and review their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity.</p> <p>Pupils will plan how to carry out a given task using IT to achieve the required purpose and outcome. They will need to identify methods, skills and resources required to complete the task successfully and select IT systems and software applications as appropriate for the purpose.</p> <p>Pupils will use IT systems and software to complete their solution for a given task, using preset routines (wizards) to improve productivity. They will review the outcome of the completed task making sure they meet the requirements of the task and identify the strengths of the IT systems and software used for this. Pupils will need to evaluate whether the IT tools selected were appropriate for the task and purpose and identify further ways to improve the outcomes of the completed tasks.</p> <p><b>Link to National Curriculum:</b> Develop and apply analytic, problem-solving,</p>	<p>WJEC IT Entry Pathways Completion of Earlier Units or / &amp; Internet Safety for IT Users (Level 1)</p> <p>Overview: This unit is designed to enable pupils to identify day-to-day security risks and safeguard against day to day ones, this includes using simple methods to protect software and personal data. Pupils look at the laws and guidelines that affect the use of IT</p> <p>Pupils will start the unit by understanding the risks that can exist when using the Internet, including safety and privacy of personal data, data security and system performance and integrity. They will learn about how</p> <p>to safeguard themselves and others when working online, taking precautions to maintain data security. Pupils will learn about legal constraints, guidelines and procedures which apply when working online.</p> <p><b>Link to National Curriculum:</b> Understanding how changes in technology affect safety, including how to protect their online privacy and identity.</p>	<p>Completion of Coursework, followed by Creative Project</p> <p>Overview: Completion of Coursework to meet Exam Board Deadline.</p> <p>Pupil's will undertake a creative project in which they learn to build a website. Incorporated into this they with use image software to develop graphics.</p>

	design and computational thinking.					
<b>Careers</b>	<p>Understanding the college application process and plans beyond school</p> <p>Exploring post 16 provision. Identifying routes related to career pathways. Writing a personal statement and CV</p> <p>Participation in the Happy Apple Enterprise Project ( or other preferred option as chosen by pupils)</p>	<p>Preparation for work experience week</p> <p>Work experience week evaluation and review</p> <p>Completion of personal statements and CV's</p>	<p>Health, safety and security in and out of the workplace and independent travel arrangements</p> <p>Understanding driver responsibilities and pedestrian safety. Legislation of HASAWA, COSHH and RIDDOR. First Aid revisited</p> <p>Revisit Personal statements and CV's.</p>	<p>Revisiting sexual health, consent and the consequences of unprotected sex.</p> <p>How to challenge harassment, exploitative and abusive relationships and how to access support. Recalling knowledge of STI's and contraceptive methods.</p>	<p>Families, parental responsibilities, pregnancy, marriage and changing relationships</p> <p>Recognising changing family structures and the readiness for parenthood and positive parenting qualities. Fertility changes and variations. Adoption and fostering.</p>	<p>Pupils writing CV's, college applications etc ready for Post-16.</p>
<b>World Beliefs</b>	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion
<b>PE Entry Level</b>	<p><b>Cycling, Swimming</b></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>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a</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>Survival</b> Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.</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 and Choices (Golf, Cycling Swimming)</b></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</p>	<p><b>Entry Level and Choices (Golf, Cycling Swimming)</b></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</p>

	group.				<p>variety of golf shots and the techniques associated.</p> <p>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>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>Music</b></p> <p><b>Artrepreneur Enterprise Programme (AEP)</b></p> <p>NC Year KS4</p> <p>PA Stage: N/A</p>	<p>Year 11 pupils will develop an understanding of what it takes to be an artist. There will be three main units.</p> <ol style="list-style-type: none"> <li><b>Being an artist</b> – Pupils will be practicing the art form that they have chosen and will make decisions about what skills within that art form they want to develop. A music pupil may want to develop their music technology/production or guitar skills whereas an art pupil may want to experience ceramics or work on their painting.</li> <li><b>Working with artists</b> – Pupils will experience a variety of workshops or sessions with a visiting artist to learn something new and work with someone in the industry.</li> <li><b>Artrepreneur Showcase</b> – Pupils will work together to plan an event which showcases work from the creative subjects across the school. Pupils will be responsible for all aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event.</li> </ol> <p>Enrichment</p> <p>KS4 Arts Trip – Gallery and a Theatre Show in London</p> <p>Pupils put on a showcase for staff, other pupils and parents giving them authentic planning and enterprise experience.</p>					

<p><b>Technology</b></p> <p>City &amp; Guilds level 1 Dip Construction</p>	<p><b>Assembling Ring main</b> The learner will: know how to assemble a 13amp switched sockets wired in ring final circuit.</p> <p>They will identify, use and state the reasons and processes for constructing the ring main.</p> <p>A 12V continuity test will be used conducted.</p> <p>They will be made aware of Regulations Health &amp; Safety at Work Act, COSHH, BS7671:2008 IET Wiring Regulations, Electricity at Work Regulations 1989.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds</p>	<p><b>One-way lighting H&amp;S</b> The learner will: know how to assemble a one-way lighting circuit.</p> <p>They will identify, use and state the reasons and processes for constructing the one-way circuit.</p> <p>They will be made aware of Regulations Health &amp; Safety at Work Act, COSHH, BS7671:2008 IET Wiring Regulations, Electricity at Work Regulations 1989.</p> <p>They set up the work area safely maintain a clean and safe working area following health and safety guidelines clear work area of surplus materials and debris on completion of the jobs clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p>	<p><b>Painting Techniques</b> The learner will identify and use Personal Protective Equipment (PPE) appropriate to preparing and painting surfaces.</p> <p>They will identify, select and use the materials, tools and materials required to prepare and paint surfaces.</p> <p>They will set up the work area safely maintain a clean and safe working area following health and safety guidelines, clear the work area of surplus materials, debris on completion of the jobs and clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p>	<p><b>Painting a Door Panel</b> The learner will know how to prepare door panels for painting. They will identify and use Personal Protective Equipment (PPE) appropriate to preparing and painting surfaces. They will identify, select and use the materials, tools and materials required to prepare and paint a door panel.</p> <p>They will set up the work area safely maintain a clean and safe working area following health and safety guidelines, clear the work area of surplus materials, debris on completion of the jobs and clean all tools and equipment ready for re-use.</p> <p>The learner will complete an end of unit assessment in-line with given City &amp; Guilds specifications.</p>	<p><b>Own Design Outcome</b> Learners will develop and produce a prototype from a given list which will enable them to create their final piece of design and practical work within the KS4 City &amp; Guilds curriculum.</p> <p>They will display the skills base and subject knowledge gained throughout the course.</p>	<p><b>Yr 11 leavers meal decorations/gifts</b> Learners will create and fulfil the design intentions which will reflect the yr11 leavers event.</p> <p>This will include table numbers-decorations-general aesthetics within the given theme.</p> <p>They will utilise all the workshop tools, equipment and machinery in order to manufacture the bespoke prototypes for the memorable event.</p> <p>They will also generate and create leavers gifts for peers and members of staff with the school setting.</p>
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specifications.

<p><b>Artrepreneur Enterprise Programme (AEP)</b> Arts Award</p>	<p>Year 11 pupils will develop an understanding of what it is to be an artist. There will be two main units.</p> <ol style="list-style-type: none"> <li>4. <b>Being an artist</b> – Pupils will be practicing the art form that they have chosen and will make decisions about what skills within that art form they want to develop. A music pupil may want to develop their music technology/production or guitar skills whereas an art pupil may want to experience ceramics or work on their painting. Pupils will work within their chosen artform on producing works within a theme or a number of themes that will be showcased at the end of the year.</li> <li>5. <b>Artrepreneur Showcase</b> – Pupils will work together to plan an event which showcases work from their AEP year. Pupils will be responsible for organising many aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event.</li> </ol> <p>Enrichment KS4 Arts Trip – Gallery and a Theatre Show in London</p> <p>Pupils put on a showcase for staff, other pupils and parents giving them authentic planning and enterprise experience.</p>
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<p><b>Enrichment Opportunities</b></p>	<p>Porchlight charity link – external visitor.</p> <p>Real school problem solutions that could be implemented</p>	<p>External Work Experience Placements</p>		<p>Sexual Health Nurse Workshop</p> <p>Fearless Workshop: County Lines</p> <p>Reform, Restore, Respect Assembly</p>		
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