

Curriculum Overview

SEMH

KS1-5

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| **Key Stage 1 Curriculum Map** |
|  | **Autumn A** | **Spring A** | **Summer A** |
|  | **Famous for more than 5 minutes** | **Carnival of the Animals** | **We are Britain** |
| Art and Design | Portraits, paintingVan Gogh, Lowry | Gaudi, Art Nuevo Aboriginal artCollage observational drawing and painting | CollagePostersSculpture |
| Computing | E-safetyControlling devices | Information: In the classListening and Responding to sounds | Looking at informationControl: Making things happen |
| Design Technology | Puppets, theatre boxes.Models and inventionHealthy eating | Shadow puppets | Boat buildingPuppet showBritish food and healthy eating |
| Geography | Using geographical equipmentVoyages – comparisonMaps | Africa, Australia, oceans, continent, the equator | UK GeographyRiversCastles |
| History | Significant people in history including Monarchs, inventors, explorers, artists | Not a focus | Family trees, family historyStories of childhood – living memory |
| PE | Ball skills, Games | Dance/gym/ swimming | Athletics / fitness |
| PSHE and Citizenship  | We’re all starsBe Friendly, be wise | Living long, living strongDaring to be different | Dear DiaryJoining in joining upDemocracy |
| RE | Who am I?Who are you? | Who is God? | Rules and issues |
| Social Skills/Walking Curriculum | Let’s communicateIntroducing the walking curriculum | Let’s be friends(Sur)Faces Walk | Let’s PractiseMotion Walk |
| Science | Use of everyday Materials | Animals including HumansLife Cycles, food chainsFossils | Living things and HabitatsPlants |
| English | Text Focus: Familiar nursery rhyme and storiesFiction: Familiar stories, rhymes with predictable repetitive patterns.Non-Fiction: signs, picture, symbol, lists, instructions | Text Focus: Traditional stories and rhymesFiction: Traditional stories and rhymes, predictable patterns, language from other culturesNon-Fiction: signs, symbols, pictures, list, instructions | Text Focus: **Extended Stories; stories by significant children's authors**Fiction: Murphy, Carle, AhlbergNon-Fiction: lists, fact files, signs, symbols |
| NB: Pupils also follow a programme focusing on phonics, spelling. Handwriting, grammar and punctuation. They work through the progression ladder of objectives at a pace suitable to their individual needs. |
| Maths | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures |
| NB. Pupils are taught according to the designated topic, objectives are tracked back according the ability and level of individual children. |
|  | **Core Offer** | **Core Offer** | **Core Offer** |
|  | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |
|  | **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
|  | Visit to Leek Library arts section. Hanley museum art gallery, Styl mill.  | Zoo / safari park visit, theatre visit – New Vic | Library visitCouncil office visitLocal area exploration – Leek libraryConway CastleMow Cop CastleStreet party / garden party |

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| **Key Stage 1 Curriculum Map** |
|  | **Autumn B** | **Spring B** | **Summer B** |
|  | **The Great Fire of London** | **Oceans and Sea** | **Our School and Local area** |
| Art and Design | Diwali – body artBonfire night, paintings, 3D sculptures | TurnerWatercolourCollagePatternColour wash | ClayEnvironmental art |
| Computing | Control Moving picturesPictures: Beginning to Paint | Data: Sorting and MatchingIntroducing symbols and text | Combining texts and graphics: Labelling picturesCombining texts and graphics: Looking at talking books |
| Design Technology | 3D structures, sheltersTudor housesHealthy eating – bread | 3D sculptureIsland modelsBoat and ships – transport and mechanisms | PlaygroundsHousesMiniature village |
| Geography | Not a FocusMaps | UK geographyOceansMapsPower sourcesWeather | Fieldwork skillsWeatherMapsLocal geography |
| History | The TudorsThe Gunpowder PlotGreat fire of London | Not a focus | Local historyCanals |
| PE | Ball skills, Games | Dance/gym/ swimming | Athletics / fitness |
| PSHE and Citizenship  | Say no, Personal Safety Who likes chocolate?Fire safety | It’s our worldGrowing up | Money mattersPeople around us |
| RE | Celebrations | The bible, the parablesEaster | The Church |
| Social Skills/Walking Curriculum | Let’s communicate (b)Line Walks | Let’s be friends (b)Weather(ed) Walk | Let’s practise (b)History Walk |
| Science | Use of everyday Materials | Animals including HumansFood chains | Living things and HabitatsPlants |
| English | Text Focus: Stories and a variety of poems with familiar settingsFiction: stories and poems on similar themes with predictable and patterned structures.Non-Fiction: signs, symbols, pictures, lists, instructions, visits, events.  | Text Focus: Traditional stories: stories and poems from other culturesFiction: stories and poems from a wider range of sources.Non-Fiction: signs, symbols, pictures, lists, instructions, visits, events. | Text Focus: Stories with everyday settingsFiction: stories with everyday settings; to explore stories on similar themes with predictable and patterned structures.Non-Fiction: signs, symbols, pictures, lists, instructions, visits, events. |
| NB: Pupils also follow a programme focusing on phonics, spelling. Handwriting, grammar and punctuation. They work through the progression ladder of objectives at a pace suitable to their individual needs. |
| Maths | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures | Numbers and the number systemPattern and algebraCalculatingGeometryMeasures |
| NB. Pupils are taught according to the designated topic, objectives are tracked back according the ability and level of individual children. |
|  | **Core Offer** | **Core Offer** | **Core Offer** |
|  | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |
|  | **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
|  | Shelter building in Kids woodCadbury’s worldLeek library – historical maps of local area | Canal visitManchester ship canal Christian speakerLandscape painting of local area | Library visitCouncil office visitLocal area exploration – Leek libraryStreet party / garden partyPlayground visit |

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| **Key Stage 2 Curriculum Map (A)** |
|  | **Autumn**  | **Spring**  | **Summer**  |
| **Theme** | **Digging for Dinosaurs and Fossils** | **The Ancient Groovy Greeks** | **WW2** |
| **Core** |
| **English** | **Debate poetry and poetry that tells a story 5 P5**Essential books:*The Dispute of Coffee and Tea*Hamilton Group Reader *Sensational! poems inspired by the five senses*chosenby Roger McGough, Macmillan**Stories by the same author 3 F1**Essential books:*I’ll Take you to Mrs Cole* by Nigel Gray & Michael Foreman*Dinosaurs & All that Rubbish* by Michael Foreman**Stories in Familiar Settings 4 F2**Essential books:*Horrid Henry* by Francesca Simon*Horrid Henry’s Birthday Party* by Francesca Simon**Persuasive writing 6 NF3**Essential books:*The Tin Forest* by Helen Wood & Wayne Anderson*Dinosaurs and all that Rubbish* by Michael Foreman*Eco-Wolf and the Three Pigs* by Laurence Anholt | **Myths and legends 3 F2**Essential books:*The Orchard Book of Greek Myths* by Geraldine McCaughrean*Greek Myths* by Marcia Williams*The Hamilton Book of Traditional Tales***Nonsense poetry 4 P5**Essential books:A variety of poems selected from *The Works***Chronological reports 4 NF 6**Essential books:*Henry’s Freedom Box*by Ellen Levine *Who Was Rosa Parks?* by Yona Zeldis McDonough **Information texts 4 NF2**Essential books:*The Kingfisher Book of Music*- published by Kingfisher *Children’s Book of Music* -pub by Dorling Kindersley *Usborne Introduction to Music*: Internet Linked by Eileen O’Brien | **Poetry by heart 4 P6**Essential books:*Off By Heart – Poems for YOU to remember* chosen by Roger Stevens**Biographies and autobiographies 5 F2**Essential books:*Boy and Going Solo* by Roald Dahl*Singing for Mrs Pettigrew/Homecoming* by Michael Morpurgo*Various biographies* of two authors**Argument and debate 5 NF3**Essential books:*Arguments for and against use of CCTV cameras* (provided)**Slam Poetry 5 P1**Essential books:*You wait till I’m older than you* by Michael Rosen*The Works* and *Read Me* collections*A variety of poems provided* |
| **Maths** | Number Place value and moneyMental addition and subtractionFractionsDivision and calculation strategies for subtractionShapeMultiplication and divisionFractions and decimalsWritten addition and subtractionMeasures and data, time, bar charts and pictographs, statisticsMental multiplication and divisionFractions, decimals and percentages | **Number** Counting, place value, comparing and ordering, Solving number problemsRounding, approximations and estimation, multiplying by powers of 10Number addition and subtraction (mental and written)Number multiplication and division (mental and written)Understanding fractions**Measurement** – perimeter and area, temperature, time, money**Geometry** - patterns, position and direction, coordinates**Statistics** - sorting and classifying, present and interpret data | **Number** Counting, place value, comparing and ordering, Solving number problemsNegative numbers, roman numeralsNumber addition and subtraction (mental and written)Number multiplication and division (mental and written)Number addition and subtraction, order of operationsFractions, percentages and decimalsRatio and proportion**Measurement** – Capacity/volume, conversion, time, money**Geometry** – Properties of shape, angles and rotations**Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Rocks, Fossils and Soils Healthy Bodies  | Forces in Action Eating and Digestion | Seeing Light Revision |
| **Creativity** |
| **Art and Design** | Record Footprints using drawing. | Research and design your own clothing and artefacts typical of Greek home life. Learn about the great art of the Ancient Greeks through the details on the Parthenon Marble. Learn techniques to help draw figures of people and animals as realistically as possible. Use the marbles as inspiration for creating drawings, paintings, and sculpture. | Become curators of a Churchill exhibition! Design war posters. Create a class ‘memorial’ art installation to remember the Holocaust and the Jewish people who were killed. |
| **Music / Performing Arts** | Individual tuition – skill development | CompositionReinforce skills | Playing instrument within a groupConcert preparation and performance |
| **Technology** |
| **Computing** | We are Bloggers (5)We are project managers (6) | We are software developers (4)We are app planners (6) | We are Musicians (4)We are Artists (5) |
| **Design Technology** | Make your own Fossils.Reconstruct a dinosaur.Design your own dinosaur. | Research and design your own clothing and artefacts typical of Greek home life. Research the features and roles of key Greek buildings and attempt to build your own. Research the details and structure of the ancient Olympics and recreate significant parts of them | Make gas masks.Identity papers, ration books and role-play home front scenarios. Plan a street party in the style of those that took place on VE day |
| **Humanities** |
| **History** | Learn about Mary Anning, one of the most famous palaeontologists ever. Research the main fossil-hunting areas of the UK and learn about the 18th Century when Anning lived | Find out about the four main time periods of the Greek Empire. Learn key information from each era. Think and question like a historian. Explore different kinds of historical sources. Check the fascinating myths of the Trojan War and the Minotaur against primary sources. Research the fascinating life of Alexander the Great. Understand trading in the Ancient Greek world. Learn about the lifestyle and clothing of the Ancient Greek people. Discover the significance of temples. What was it like to go to school in Ancient Greece? Appreciate the role of education in the lives of the Ancient Greeks. Research the historical background of Aesop. Learn about the roles and rights of free men, women, children and slaves in Ancient Greece. Learn about the significance of the Ancient Greece Olympics. Learn about the development of democracy from its creation in Ancient Greece to systems used today | Understand why World War 2 started, and what is meant by the ‘Phoney War’. Examine some major events leading up to the Battle of Britain. Develop an understanding of who Churchill was and his significance as a leader. Gather facts from a range of sources and identify key information which you go on to share with visitors. Learn about the home front, the rationing, digging for victory, ‘make do and mend’, Dad’s Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children. Study the life of the positive and inspirational Anne Frank. Research the events leading up to, and involved in, the end of the war. Learn about the D-Day landings, the role of the French Resistance including women in the Resistance. Learn about the surrender of countries, the Battle of Berlin and death of Hitler. Consider the Paris Peace Treaties of 1947 |
| **Geography** | Find out about how the early humans dispersed around the world. | Meet Alexander the Great and some of the places he and his troops saw. Work with maps and discover the goods that were traded by the Ancient Greeks | Develop a familiarity with the location of the countries involved in first year of World War 2. |

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|  | Autumn  | Spring  | Summer  |
| Theme | Being a good Citizen | Democracy | The Global Community |
| **Spiritual, Moral, Social, Cultural, and Physical Development** |
| **PSHE/****Citizenship** | - talk and write about their opinions, and explain their views on issues that affect themselves and society;- recognise that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other;- reflect on social, moral and cultural issues, using imagination to consider the experience of others;- participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;- understand the concept of democracy and the basic institutions that support it at local and national level. | - to express and justify a personal opinion orally and in writing on issues of personal and social concern;- the range of jobs and work carried out by people they know.- about topical issues and events, how to discuss and debate them and present the outcome;- why and how rules and laws are made and enforced…and how to participate in the creation and adaptation of rules;- to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;- to understand the concept of democracy and the basic institutions that support it at local and national level;- the role of voluntary, community bodies and pressure groups;- to explore how the media and other sources present information.- about sources of help and support for individuals, families and groups. | - about topical issues and events, how to discuss and debate them and present the outcome;- that there are different kinds of duties, responsibilities and rights, at home, at school and in the community and that these can sometimes conflict with each other;- to reflect on social, moral and cultural issues, using imagination to consider the experience of others;- the role of voluntary, community bodies and pressure groups;- that there are different ways of allocating scarce resources and that economic choices affect individuals, communities and the environment.- to express and justify a personal opinion orally and in writing on issues of personal and social concern;-to face new challenges positively through gathering information, seeking help, making choices and taking action. |
| **RE** | **Sikhism** A Sikh heroThe early life of Guru NanakGuru Nanak visits heaven Guru Nanak’s travels A travelling companionAfter Guru Nanak The KhalsaThe Guru Granth SahibThe GudwaraFestivalsReflecting on learning  | **Islam**The final prophet of IslamThe Bilal mysteryThe 5 pillars of IslamIslamic prayerThe QuranGood adviceA mosqueHajjWhat is zakah?Fasting and feasting | **Race and Diversity** Discrimination RacismRose ParksMartin Luther KingA multi-faith centre**Justice** It’s not fair!Who can bring justice?ForgivenessPrayers for justiceFair tradeSheep and goats |
| **PE** | **Invasion games**: basketball/handball **Accurate replication of actions**: gymnastic/dance**Swimming** | **Accurate replication of actions**: Trampolining **Net Games**: volleyball/ table tennis**Swimming** | **Strike and Field**: softball**Performance:** athletics**Outdoor Education**: Stanley head, kilnworks, horse riding**Swimming** |
| **MFL**  | Unit 13 Healthy eatingUnit 14: I am the music man | Unit 15: On the way to schoolUnit 16: Beach Scene | Unit 17: The four seasonsUnit 18: The planets |
| **Diversity** | Unit 3b: Included Excluded | Unit 5a: celebration diversity | Unit 5c: Racism, diversity, inclusion. |
| **Social Skills, SRE, walking curriculum** | **Self-Regulation**Suggested ideas: children to visit local charity and consider how to deal with emotions. Children to go to a game match and self-regulation appropriate behaviour.Borders Walk | **Sex, Reproduction & Life Cycles**Vertical World Walk | **Friendship Management**Suggested ideas: Children to visit a park and engage in play. Children to complete an obstacle course where they need to support one and other.What’s Underfoot Walk |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment** | Land of the living dinosaurs – West Midlands Safari Park - TopicBirmingham Museum and Art Gallery - TopicVisit from a health professional – Science (Healthy Bodies)Visit from sports professional – Science (Healthy Bodies)Volunteer in the local community – PSHEVisit from the Community Officer to see how they help the local community – PSHEVisit to Gudwara – PSHEVisit local charity – Social Skills | Visit from a poet – EnglishBirmingham Museum and Art Gallery – TopicVisit Greek Deli – TopicVisit from local MP – PSHEVisit to mosque – REVisit to beach - French | Visit from local Slam Poet – EnglishEnglesea Brook WW2 Experience Day – TopicWeston Park Experience Day – TopicThe Staffordshire Regiment Museum – TopicThe Potteries Museum and Art Gallery – TopicVictorian Tearoom - Topic |

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| **Key Stage 2 Curriculum Map (B)** |
|  | **Autumn**  | **Spring**  | **Summer**  |
| **Theme** | **Vile Victorians** | **Savage Stone and Iron Age** | **Modern Europe** |
| **Core** |
| **English** | **Instructions and Explanations 6 NF2**Essential books:*Sue Palmer’s Books of Instructions and Explanations***Narrative poems 6P2**Essential books:*The Highwayman* by Alfred NoyesOther poems are provided in resources**Genre fiction 5 F3**Essential books:*Short* by Kevin Crossley Holland**Poetic Style 5 P4**Essential books:*You Wait Till I’m Older Than You* by Michael Rosen*Collected Poems* by Roger McGough | **Information texts 6 NF6**Essential books:*The First Drawing*by M Gerstein*Stone Age Boy* by S Kitamura*The Secrets of Stonehenge*by M Manning**Classic poems 5 P2**Essential books:*The Walrus and the Carpenter* by Lewis Carroll*Cautionary Tales* by Hilaire Belloc**Drama (Shakespeare) 5 F4**Essential books:*Mr William Shakespeare’s Plays by* Marcia Williams**Non-chronological reports 4 NF4**Essential books:*The Wolves in the Walls* by Neil Gaiman *Wolves* by Emily Gravett *Top Gun of the Sky* by Martin Bradley  | **Stories from other cultures 4 F5**Essential books:*The Pearl Diver*by Julia Johnson*A Gift of the Sands*by Julia Johnson**Chronological reports 6 NF5**Essential books:*When Jessie Came Across the Sea* by Amy Hest*Mr George Baker*by Amy Hest **Shape poems: Playing with form 3 P6**Essential books:*I Like this Poem*by Kaye Webb*Read Me, Read Me First* and *The Works*are desirable**Stories with flashbacks 6 F3**Essential books:*Harry Potter books* by J.K. Rowling  |
| **Maths** | Number Place value and moneyMental addition and subtractionFractionsDivision and calculation strategies for subtractionShapeMultiplication and divisionFractions and decimalsWritten addition and subtractionMeasures and data, time, bar charts and pictographs, statisticsMental multiplication and divisionFractions, decimals and percentages | **Number** Counting, place value, comparing and ordering, Solving number problemsRounding, approximations and estimation, multiplying by powers of 10Number addition and subtraction (mental and written)Number multiplication and division (mental and written)Understanding fractions**Measurement** – perimeter and area, temperature, time, money**Geometry** - patterns, position and direction, coordinates**Statistics** - sorting and classifying, present and interpret data | **Number** Counting, place value, comparing and ordering, Solving number problemsNegative numbers, roman numeralsNumber addition and subtraction (mental and written)Number multiplication and division (mental and written)Number addition and subtraction, order of operationsFractions, percentages and decimalsRatio and proportion**Measurement** – Capacity/volume, conversion, time, money**Geometry** – Properties of shape, angles and rotations**Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Circuits and Conductors Light and Shadow  | Properties and Changes of Material Classify Organisms  | Living in Environments Revision |
| **Creativity** |
| **Art and Design** | Victorian architecture Victorian legacy in our local areaSketching on a field tripOur own Great Exhibition Sketches & presentation  | Learn about Ice Age art. Experiment with different techniques and styles as you create a coffee table book all about Ice Age art, your own decorated cave, and engraved pieces of portable art – all inspired by original Ice Age art | Create a class ‘soundscape’ exhibition of the local area.Create ‘conté crayon’ sketches of a local waterway and a painting in the ‘pointillist’ style.Use impasto painting to recreate one of Berthe Morisot’s coast paintings. Study a range of artworks that depict a variety of French landscapes; match artworks to French climate zones; discover Cézanne, Seurat and Morisot and explore how their works are located geographically |
| **Music / Performing Arts** | Individual tuition – skill development | CompositionReinforce skills | Playing instrument within a groupConcert preparation and performance |
| **Technology** |
| **Computing** | We are architects (5)We are toy designers (4) | We are interface designers (6)We are marketers (6) | We are Network Engineers (3)We are Web developers (5) |
| **Design Technology** | A peek in the Dolls House - appraising Dolls Houses & planning to build own! Touring the 1900 house – ideas boards for roomsPeriod details – Plan & design contents of rooms in a Victorian Dolls House. Miniatures of Vic furnishings | Recreate a round house; weave with wool; cook oatcakes, make cheese; make tunics, belts, animal totem designs and jewellery to wear. | Design innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups. Select tools, equipment and materials to perform practical tasks accurately and aesthetically.Prepare and cook two savoury and one sweet Spanish dish using a range of cooking techniques. |
| **Humanities** |
| **History** | Victorian Census Detectives – local censuses from 1841 Census (local research).When I was a lad – reminiscing in roleRailways – just the ticket? The railways – good or bad? A railway in our town-become local character.A chance to let off steam – debate!Victorian legacy. | Learn how to be an archaeologist as you discover the Stone Age to Iron Age timeline. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Research the meaning and significance of Stonehenge.Investigate life as an Iron Age villager. | Explore how places have changed over time. |
| **Geography** | The cartographer’s challenge Local change / map work.Population explosion.Railways & the changing landscape. | Understanding the range of hill forts and their significance in Iron Age society. | Locate the world’s countries, using maps to focus on Europe. |

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|  | Autumn  | Spring  | Summer  |
| Theme | Rights and Responsibilities | Feelings and Relationships | **Rules and Laws of England:**  |
| **Spiritual, Moral, Social, Cultural, and Physical Development** |
| **PSHE/****Citizenship** | - to express and justify a personal opinion orally and in writing on issues of personal and social concern.- that there are different kinds of duties, responsibilities and rights at home, at school, and in the community, and that these can sometimes conflict with each other- to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;- to consider the experiences and lives of other people living in other places/times and with different values and customs. | - to express and justify a personal opinion orally and in writing on issues of personal and social concern;- to recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals;- as they approach puberty, the changes in emotions that puberty brings and how to manage their feelings towards themselves and others.- to understand the consequences of anti-social behaviour, including bullying, for individuals and communities;- to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.- to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;- to consider the experiences and lives of other people living in other places/times and with different values and customs;- about different types of relationships among friends and families and to develop skills needed to be effective in relationships;- the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help; to recognise and challenge stereotypes;- to understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability;- about sources of help and support for individuals, families and groups. | - why and how rules and laws are made and enforced, that different rules are needed in different contexts and how to participate in the creation and adaptation of rules;- to understand the consequences of anti-social behaviour, including bullying, for individuals and communities;- to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;- to understand the concept of democracy and the basic institutions that support it at local level.- school rules relating to health and safety issues.- to recognise that actions have consequences for themselves and others, recognise others’ feelings and put themselves in someone else’s shoes;- the consequences of racism, teasing, bullying and violent behaviour, to learn to respond appropriately to them and ask for help;- about sources of help and support for individuals, families and groups. |
| **RE** | **Life’s big questions**Ultimate questionsIs there a God?Communication StewardshipRules for life – a Hindu storyRules for life – a Buddhist story **Belief**What is belief?Comparing beliefsChristian beliefsHow do our beliefs change?Sharing belief | **Christianity** The Christmas storyThe calling of Matthew The two buildersA miracleThe Beatitudes The Lord’s PrayerThe church The parable of the talentsMetaphorsEasterReflecting of learning | **Moral Maze**Jonah’s dilemmaActions and beliefsReligious dressMoral choicesSolving & dilemma**What happens when we die?**Questions and answersBody and soulReincarnationJudgementThe Christian funeralThe AdhanA non-religious response |
| **PE** | **Invasion games**: basketball/handball **Accurate replication of actions**: gymnastic/dance**Swimming** | **Accurate replication of actions**: Trampolining **Net Games**: volleyball/ table tennis**Swimming** | **Strike and Field**: softball**Performance:** athletics |
| **MFL**  | Unit 19: Our schoolUnit 20: Our world | Unit 21: Creating a caféUnit 22: Then and now | Unit 24: What’s in the news?Basic Skills |
| **Diversity** | Unit 5 b: Name Calling | Unit 4b: racism | Unit 5c: Racism Attitudes.  |
| **Social Skills, SRE and the walking curriculum** | EmpathySuggested ideas: children to visit local charity to find out about the work that takes place.What’s Overhead Walk | Social Relations including sextingShapes Walk | Conflict ManagementTracks, Prints and Marks Walk |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment** | Foxfield Railway – TopicAmerton Railway – TopicApedale – TopicEnglesea Brook Victorian Experience Day – TopicHindu Temple – RE | Zoo2u – SciencePets4home – ScienceChurch – REFrench Patisserie Hanley – FrenchThe Potteries Museum – TopicThe Herbert Museum and Art Gallery - Topic | Roaches – TopicLocal Police Officer to talk about importance of the law – PSHEPeak Wildlife Park – ScienceWestport Lake Education Centre - Science |

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| **Key Stage 2 Curriculum Map (C)**  |
|  | **Autumn**  | **Spring**  | **Summer**  |
| **Theme** | **Rainforests Alive** | **Walk like an Egyptian** | **Mountains and Rivers** |
| **Core** |
| **English** | **Classic fiction 5 F1**Essential books:*The Jungle Book* by Rudyard Kipling*Just So stories* by Rudyard Kipling**Recounts 4 NF3**Essential books:*Little Mouse’s Book of Fears*by Emily Gravett**Free form poetry 6 P3**Essential books:*A variety of poems* provided**Persuasive writing 4 NF5**Essential books:*The Rainbow Bear*by Michael Morpurgo*Zoo*by Anthony Browne*The Ice Bear* by Nicola Davies | **Recounts 6 NF1**Essential books:*The Day of Ahmed’s Secret* by Florence Parry Heide & Judith Heide Gilliland*Hurricane* by David Wiesner**Classic poems 6 P4**Essential books:*Classic Poems for Children* compiled by Nicola Baxter**Classic fiction 6 F5**Essential books:*Just William 1*by Richmal Crompton**Dialogue poems 6 P6**Essential books: *A variety of poems*provided | **Poet study: Emily Dickinson 6 P5**Essential books:*A variety of poems* provided**Modern classic fiction 6 F6**Essential books: *The Eighteenth Emergency*by Betsy Byers**Reports and Journalistic Writing 5 NF4**Essential books:*Tuesday*by David Wiesner **Fairy stories and playscripts 4 F4**Essential books:*Beware of the Storybook Wolves*, by Lauren Child *The Pea and the Princess*, by Mini Grey *The Princess and the Pea*, by Lauren Child |
| **Maths** | Number Place value and moneyMental addition and subtractionFractionsDivision and calculation strategies for subtractionShapeMultiplication and divisionFractions and decimalsWritten addition and subtractionMeasures and data, time, bar charts and pictographs, statisticsMental multiplication and divisionFractions, decimals and percentages | **Number** Counting, place value, comparing and ordering, Solving number problemsRounding, approximations and estimation, multiplying by powers of 10Number addition and subtraction (mental and written)Number multiplication and division (mental and written)Understanding fractions**Measurement** – perimeter and area, temperature, time, money**Geometry** - patterns, position and direction, coordinates**Statistics** - sorting and classifying, present and interpret data | **Number** Counting, place value, comparing and ordering, Solving number problemsNegative numbers, roman numeralsNumber addition and subtraction (mental and written)Number multiplication and division (mental and written)Number addition and subtraction, order of operationsFractions, percentages and decimalsRatio and proportion**Measurement** – Capacity/volume, conversion, time, money**Geometry** – Properties of shape, angles and rotations**Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Evolution & Inheritance (6)How Plants Grow (3) | Changing Sounds (4)Changing Circuits (6) | Life Cycle (5) Revision |
| **Creativity** |
| **Art and Design** | Display of ‘Rainforest Layers’,  | Make observational drawings of Egyptian artefacts. Staging an Ancient Egyptian exhibition. How to draw and paint Ancient Egyptian style figures. | Collage of a river.Consider light and colour in Monet’s River Thames series work and how his new style gave rise to the term “Impressionism”. Learn about the life and work of this great artist and create your own river artworks.Create your own prints of Mount Snowden. |
| **Music / Performing Arts** | Individual tuition – skill development | CompositionReinforce skills | Playing instrument within a groupConcert preparation and performance |
| **Technology** |
| **Computing** | We are Bug Fixers (3)We are Programmers (3) | We are Cryptographers (5)We are communicators (3) | We are presenters (3)We are opinion pollsters (3) |
| **Design Technology** | Make a 3D map of a rainforest.Construct group dioramas illustrating the different layers that make up a rainforest. Tribal designs and shelter building | Make and decorate your own 3D model of an Ancient Egyptian decorated rock-cut tomb. Create your own Ancient Egyptian board game | Build and test your own boat to launch! Design and make your own water wheel! |
| **History** |  Not a Focus this term | Build your knowledge of the period when the Ancient Egyptians were powerful in the world. Compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time. Find out about intrepid Egyptologists Champollion and Howard Carter and their incredible discoveries, achievements and methods. Learn about the mighty rulers of Ancient Egypt, their dynasties, battles and burials. Understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, and games. | Research Facts about Mountain Ranges |
| **Geography** | Discover key information about world rainforests. Understand the four main layers of a rainforest. Learn about the climate and rainfall facts of temperate and tropical rainforests. Learn about the destruction of the rainforest. Learn how to save the rainforests! | Compare the Ancient Egyptian civilisation with the society, climate and terrain of Britain at the time. | Learn about the formation and features of a river. Follow its journey to the sea and discover the role of the water cycle. Become an enthusiastic mountain expert! Locate the highest peaks, identify mountain ranges, |

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|  | Autumn  | Spring  | Summer |
| Theme | **Choices** | Being a Good Citizen  | Democracy |
| **Spiritual, Moral, Social, Cultural, and Physical Development** |
| **PSHE/****Citizenship** | - express and justify a personal opinion orally and in writing on issues of personal and social concern;- recognise their worth as individuals by expressing positive things about themselves and their achievements, seeing their mistakes and setting personal goals;- face new challenges positively through gathering information, seeking help, making choices and taking action.- to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made.- about options for a healthy lifestyle, including the benefits of exercise and healthy eating, about the things that affect positive mental health, and about the need to make informed choices. | - talk and write about their opinions, and explain their views on issues that affect themselves and society;- recognise that there are different kinds of duties, responsibilities and rights at home, at school and in the community, and that these can sometimes conflict with each other;- reflect on social, moral and cultural issues, using imagination to consider the experience of others;- participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;- understand the concept of democracy and the basic institutions that support it at local and national level. | - to express and justify a personal opinion orally and in writing on issues of personal and social concern;- the range of jobs and work carried out by people they know.- about topical issues and events, how to discuss and debate them and present the outcome;- why and how rules and laws are made and enforced…and how to participate in the creation and adaptation of rules;- to participate in the resolution of differences by looking at alternatives, making decisions and justifying the choices made;- to understand the concept of democracy and the basic institutions that support it at local and national level;- the role of voluntary, community bodies and pressure groups;- to explore how the media and other sources present information.- about sources of help and support for individuals, families and groups. |
| **RE** | **Humanism**Humanist beliefsThe Golden RuleThe moral of the story A friend in needWelcoming a babyRules for life**Buddhism** Looking for answersFour noble truthsSacred scripturesGuidelines for lifeDevotionReflecting on learning | **Marriage**RelationshipsLoveChristian weddingJewish weddingArranged marriageSikh weddingWhen relationships go wrong**Poverty and wealth**Bible teachingsPoints of viewMoney for charityAn honest wageThe cost of living | **Hinduism** Aa supreme powerTrimurtiScripturesGods and goddessesLiving thingsWorshipDharma and karmaImportant timesPilgrimages DivaliReflecting on learning |
| **PE** | **Invasion games**: basketball/handball **Accurate replication of actions**: gymnastic/dance**Swimming** | **Accurate replication of actions**: Trampolining **Net Games**: volleyball/ table tennis**Swimming** | **Strike and Field**: softball**Performance:** athletics**Outdoor Education**: Stanley head, kilnworks, horse riding**Swimming** |
| **MFL**  | Unit 1: Me, myself and IUnit 2: Singing and playing | Unit 3: Party timeUnit 4: How I look | Unit 5: The four friendsUnit 6: Growing things |
| **Diversity** | Unit 1a: My identity | Unit 3a: My culture | Unit 2b: Making new friends |
| **Social Skills, SRE and the walking curriculum** | Classroom Rules & ResponsibilitiesSuggested ideas: Write a set of rulesVisit a local stables and care for an animal.Growth Walk | Conversation SkillsSuggested ideas: Go to a café and order a drinkVisit the library and take out a book.Found Objects Walk | Puberty & Development (1)Wet World/Dry World Walk |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment** | Biddulph Garden Centre – ScienceTrentham Garden Centre – ScienceBridgemere Garden Centre – ScienceYoga specialist for mental well-being – PSHENutritionist Visit – ScienceManchester Buddhist Centre – REOutdoor adventure centre to build shelters - Topic | Birmingham Museum and Art Gallery (Egyptian Display) – ScienceSalvation Army – PSHELocal community volunteer work – PSHEChurch – RESynagogue - RE | Cardingmill Valley (journey of a river) – TopicRiver Trent – TopicTrentham Gardens (river) – TopicWestport Lake – TopicRoaches (Mountains and hills) – TopicBlackpool Beach (Sea) – TopicHindu Temple - RE |

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| **Key Stage 2 Curriculum Map (D)** |
|  | **Autumn**  | **Spring**  | **Summer**  |
| **Theme** | **Invasion! Vicious Vikings and Smashing Saxons** | **Rotten Romans** | **Extreme earth** |
| **Core** |
| **English** | **Creating images 3 P1**Essential books:*Wind Poems*by Christina RossettiHamilton Animated Text*Various poems* provided**Stories about imaginary worlds 3 F4**Essential books:*Fantastic Mr Fox* by Roald Dahl**Persuasive writing 3 NF 5**Essential books:*Advertisements* in magazines and on TV**Plays and Dialogues 3 F6**Essential books:*The Witches* by Roald Dahl *Plays for children: The Witches*, adapted by David Wood*Other plays for children* adapted from Roald Dahl**Additional: Letters 3NF 2**Essential books:*The Christmas Story*Hamilton Group Reader*Dear Father Christmas* byAlan Durant | **Instructions and explanations 3 NF1**Essential books:*Various instruction and explanation texts* provided**Adventure Stories 3 F5**Essential books:*The Hodgeheg* by Dick King-Smith**Non-chronological reports 3NF4**Essential books:Selection of *Harry Potter* books by J K Rowling**Humorous poems 3 P2**Essential books:*The Truth about Teachers* by Paul Cookson et al *The Works* chosen by Paul Cookson*Read Me and Laugh* chosen by Gaby Morgan | **Poetic form: Syllabic poems 4 P2**Essential books:*Various poems* provided**Stories from other cultures 3 F3?**Essential books:*Seasons of Splendour* by Madhur Jaffrey*The Tiger Child* by Joanna Troughton**Recounts 3 NF3**Essential books:*The Day I Swapped my Dad for Two Goldfish*by Neil Gaiman & Dave McKean *Diary of a Killer Cat*by Anne Fine**Traditional poems 3 P5**Essential books:*Going to the Fair*by Charles Causley*The Puffin Book of Fantastic First Poems* |
| **Maths** | Number Place value and moneyMental addition and subtractionFractionsDivision and calculation strategies for subtractionShapeMultiplication and divisionFractions and decimalsWritten addition and subtractionMeasures and data, time, bar charts and pictographs, statisticsMental multiplication and divisionFractions, decimals and percentages | **Number** Counting, place value, comparing and ordering, Solving number problemsRounding, approximations and estimation, multiplying by powers of 10Number addition and subtraction (mental and written)Number multiplication and division (mental and written)Understanding fractions**Measurement** – perimeter and area, temperature, time, money**Geometry** - patterns, position and direction, coordinates**Statistics** - sorting and classifying, present and interpret data | **Number** Counting, place value, comparing and ordering, Solving number problemsNegative numbers, roman numeralsNumber addition and subtraction (mental and written)Number multiplication and division (mental and written)Number addition and subtraction, order of operationsFractions, percentages and decimalsRatio and proportion**Measurement** – Capacity/volume, conversion, time, money**Geometry** – Properties of shape, angles and rotations**Statistics** - sorting and classifying, present and interpret data, averages |
| **Science** | Forces and Magnets (Y3 )Health and Movement (Y3) | States of Matter (Y4) Changes and Reproduction (Y5) | Earth & Space (Y5 Plan B) Revision |
| **Creativity** |
| **Art and Design** | Senses ArtThe Norse nine worlds and Tree of LifeBayeux TapestryBede’s ‘Ecclesiastical History of the English People’ & ‘The Anglo-Saxon Chronicles’ | MosaicsRoman Army Busts | Water cycle |
| **Music / Performing Arts** | Individual tuition – skill development | CompositionReinforce skills | Playing instrument within a groupConcert preparation and performance |
| **Technology** |
| **Computing** | We are Game Developers (5)We are co-authors (4) | We are HTML Editors (4)We are App developers (6) | We Meteorologists (4)We are Market Researchers (6) |
| **Design Technology** | Designing your own settlementAnglo Saxon Feast Viking Shields and Longboats Model of a longhouseWeave simple clothMake a leather pouch and then host a Viking mealPlan and prepare a Viking celebration day  | Design a chariot Roman roadsBuildings Aqueducts | Model the water cycleMountain model 3DIY seismographEarthquake-proof structureDIY ‘Eden Project’ |
| **Humanities** |
| **History** | Introduction to the SaxonsAnglo Saxon settlementsInvasionsAnglo Saxon Art and CultureIntroduction to the VikingsViking RaidersViking way of LifeViking tradeMyths and Mythology  | Introduction to the RomansLife in Britain before the RomansThe Roman Invasion of BritainRoman Entertainment, MosaicsBoudicca’s rebellionThe Roman ArmyRoman Buildings and EngineeringRoman Legacy | Geography only topic |
| **Geography** |  Anglo Saxon SettlementsInvasion routesIntroduction to the Vikings | Locate Rome in EuropeRoman RoadsThe Roman legacy | CoastsWater cycleMountainsVolcanoesEarthquakes Climate Zones and biomes |

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|  | Autumn  | Spring  | Summer  |
| Theme |  |  |  |
| **Spiritual, Moral, Social, Cultural, and Physical Development** |
| **PSHE/****Citizenship** | Right and Wrong- make informed choices;- assume greater personal responsibility;- develop a sense of right and wrong;- recognise the importance of developing effective relationships with those around them;- become more fully engaged in school and outside activities;- learn about how the local community - functions and those who enable it to do so;- know more about those who rule us and the institutions through which they do so. | Health- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;- about how the body changes as they approach puberty;- which commonly available substances and drugs are legal and illegal, their effects and risks;- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;- school rules about health and safety, basic emergency aid procedures and where to get help. | Community- to express and justify a personal opinion orally and in writing on issues of personal and social concern;- to face new challenges positively through gathering information, seeking help, making choices and taking action- about topical issues and events, how to discuss and debate them and present the outcome;- to reflect on social, moral…issues, using imagination to consider the experience of others;- to understand the role of voluntary, community bodies and pressure groups;- to appreciate the diversity of national, regional, religious and ethnic identities within the UK.- to consider the experiences and lives of other people living in other places/times and with different values and customs in the UK- to understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability. |
| **RE** | **Birth Ceremonies**What does a baby need?What is sin?Christian baptismMuslim birth ceremoniesSikh birth ceremoniesMaking comparisons**War and suffering**Why are there wars?Why is there suffering?Responses to sufferingChristmas Day truce | **Christianity**The birth of JesusA gift from GodLost in JerusalemJesus’ baptismThe temptation of JesusJesus’ disciplesMiraclesParablesChurch visitEasterReflect on learning | **Neighbours**Who is my neighbour?When I needed a neighbour….Whose neighbour are you?**Becoming an adult**Belonging to a groupConfirmation and believers baptismBar MitzvahAmrit ceremonyTaking responsibilityInitiation ceremonies |
| **PE** | **Invasion games**: basketball/handball **Accurate replication of actions**: gymnastic/dance**Swimming** | **Accurate replication of actions**: Trampolining **Net Games**: volleyball/ table tennis**Swimming** | **Strike and Field**: softball**Performance:** athletics**Outdoor Education**: Stanley head, kilnworks, horse riding**Swimming** |
| **MFL**  | Unit 7: All aboardUnit 8: Pocket money | Unit 9: Tell me a storyUnit 10: Our sporting lives | Unit 11: Animals’ carnivalUnit 12: What’s the weather? |
| **Diversity** | Unit 2a: Similarities and differences | Unit 4a: Diversity | Unit 1b: I belong |
| **Social Skills, SRE and the walking curriculum** | Understanding the Teachers RoleSuggested ideas: Role play in variety of situations.Lovely/Unlovely Walk | Puberty & Development (2)Umbrella Walk | Cooperative Play SkillsSuggested ideas: Children to visit a park and engage in play.Colour Walk |
| **Core offer** | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, DIY anger management, social skills, 1:1 English and maths boosters, circle time, group discussion |
| **Further Enrichment** | The Specialists provide on-site Vikings experience days - TopicThe Potteries Museum and Art Gallery have produced several hands on workshops for schools about the Anglo-saxons - TopicTutbury Castle - TopicStafford Castle - TopicChurch visit - REMosque visit - REGudwara visit - RE | Dewa Roman Experience (Chester) - -TopicRoman Tours School Visit (on-site) - TopicThe Potteries Museum - TopicGladstone Pottery museum - TopicStafford Castle - TopicPoet Andy Croft school visit - EnglishVarious church visits focusing on different aspects of the unit - RE | National Space Centre (Leicester) – Science Liverpool’s World Museum - ScienceScience Done Earth and Space Show (on-site) - ScienceDynamic Earth Workshops (experience day) - Topic |

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| **KEY STAGE 3 CURRICULUM MAP (Year A)** |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Our Relationships** | **Our Responsibilities** | **Our Health** |
| **PSHE & Citizenship** | Relationships | Crime and Society | Healthy Lifestyles |
| **RE** | Are women and men equal?Discrimination and Acceptance | What is authority? | What is belief – truth or myth? |
| **Social Skills, SRE and the walking curriculum** | Learning and working with othersAbuse and Domestic Violence 1Become a flock walk | Starting a relationshipAbuse and Domestic Violence 2The riddle walk | Developing a relationshipSuggested ideas: children to use mirrors to draw a self-portrait. Passed round to peers to all write something they like about their friendAbuse and Domestic Violence 3.Mental health walk |
| **Geography** | PopulationUrbanisationIn the horn of Africa | From rock to soilOur restless planet | RussiaRivers |
| **Art** | Craft:Ceramics and the Potteries- collective project | Design:Design a purse or wallet | Drawing:Maths in art |
| **History** | Technology, War and Independence1901-presentEnd of the British Empire (7)Change over time (8)Global issues (9) | Invasion, Plague and Murder 1066-1509Britain before 1066 The Norman Conquest Castles | Invasion, Plague and Murder 1066-1509Health and medicineReligion in the Middle Ages Life in the Middle Ages |
| **DT** | Systems and Control | Graphic Products | Food 2 |
| **Science** | Food and nutrition Plants and their reproduction Breathing and respiration Unicellular organisms | The Periodic Table Metals and their uses Rocks Fluids Combustion | Light Energy transfersThe Earth and Space |
| **MFL** | Unit 7: Ma famille Unit 8: On mange  | Unit 9: Bon appetiteUnit 10: Bienvenue a Paris | Unit 11: Le weekend dernier Unit 12: Vacances et voyage |
| **Computing** | **Data and the CPU (2)**3.1 Bits, bytes and base 23.2 Adding in binary3.3 Measuring computer memory3.4 Digital images3.5 How computer store true colours3.6 Image qualityReview: What you have learned about data and the CPU | **Introducing Python (2)**4.1 Calculate 4.2 Repeat4.3 Exit condition4.4 Make a list4.5 Find the largest value in the list 4.6 Validate inputReview: What you have learned about Python**Information Technology (2)**5.1 Connecting to the Internet5.2 Hardware and protocols for the Internet5.3 Sending data5.4 Searching the web5.5 Narrowing your search5.6 Following your route onlineReview: What you have learned about information technology | **Creative Information (2)**6.1 What do I already know?6.2 Plan your project6.3 Adding structure to your web page6.4 Structuring to your web page6.5 Creating HTML6.6 Creating a graph using Microsoft ExcelReview: What you have learned about creative communication**Alternative Algorithms (SN to create)** |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball **Invasion Games**: Hockey / FootballSwimming | **Net Games** – Volleyball Table Tennis, **Accurate Replication of Actions, Movements and Sequences**: Trampolining & Gymnastics | **Strike and Field:** softball**Net Games** - Tennis**Athletics, health and fitness****Outdoor Education:** Stanley Head, Kilnworks |
| **Music** | Individual tuitionComposition | Individual tuitionPerformance choices | Group tuitionPerformance |
| **English** | Appearance and Reality (Book 2 – Ignite English)Relationships ( Book 2 – Ignite English) | Making the News (Book 1 – Ignite English)Young Entrepreneurs ( Book 3 – Ignite English)  | Dare to Scare (Book 3 – Ignite English)Exploring Differences ( Book 3 – Ignite English) |
| **Maths** Age related expectations(Pearson) | KS3 Maths Progress**π2** Unit 1: Number properties and calculationsUnit 2: Shapes and measures in 3DUnit 3: StatisticsUnit 4: Expressions and Equations**θ2** Unit 1: NumberUnit 2: Area and volumeUnit 3: Statistics, graphs and chartsUnit 4: Expressions and equations **δ2** Unit 1: Factors and powersUnit 2: Working with powersUnit 3: 2D shapes and 3D solidsUnit 4: Real life graphs | **π2** Unit 4: Expressions and equationsUnit 5: Decimal calculationsUnit 6: AnglesUnit 7: Number properties**θ2** Unit 4: Expressions and equationsUnit 5: Real life graphsUnit 6: Decimals and ratioUnit 7: Lines and angles**δ2**  Unit 4: Real life graphsUnit 5: TransformationsUnit 6: Fractions, decimals and percentagesUnit 7: Constructions and loci | **π2** Unit 8: SequencesUnit 9: Fractions and percentagesUnit 10: Probability**θ2** Unit 8: Calculating with fractionsUnit 9: Straight line graphsUnit 10: Percentages, decimals and fractions**δ2** Unit 8: ProbabilityUnit 9: Scale drawings and measuresUnit 10: Graphs**GL Assessment** |
| **Maths**Significantly below age related expectations(Scholastic) | Number and Place Value:CalculationsGeometryCalculations and measureNumber and Place ValueCalculationsFractions Decimals and PercentagesGeometryCalculations | Number and Place ValueCalculationsCalculations - multiplicationCalculations FDPGeometry and MeasuresStatisticsNumber and the number systemMeasuresCalculations – addition and subtractionsCalculations – Multiplication and divisionFractions Decimals and PercentagesGeometry and Measures, area, perimeter, capacity | Calculations FDPMeasuresCalculationsCalculationsGeometryNumber and Place ValueCalculations and MeasuresCalculations FDPGeometry FDPGeometry and TimeGeometry and MeasuresStatistics |
| NB. Pupils are taught according to the designated topic, objectives are tracked back according the ability and level of individual children. |
| **Enrichment** | **Core Offer** | **Core Offer** | **Core Offer** |
| Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time |
| **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
| Visit from health professional, visit from wildlife expert, visit from diversity officer, trip to horticultural centre. Visits to local art galleries..  | **Visit from PCSO, visit to Hillhead quarry exhibition, visit to Northwood sports stadium, Foxlowe Arts Centre** | Visit from school nurse, visit from healthy lifestyle co coordinator, visit to Jodrell Bank radio telescope. Newcastle art gallery visit.  |

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| **KEY STAGE 3 CURRICULUM MAP (Year B)**  |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Our Rights** | **Our Country** | **Our Future** |
| **PSHE & Citizenship** | Personal FinanceDrugs | Government and Democracy | Careers and Economic Understanding |
| **RE** | **Rights and responsibilitie**s Use it or abuse it? What can we do? Is it ever right to fight? War and peace; say ‘No’ to war? | **What do people believe about God?** How do we know if God exists? What do people believe about life after death? Why is belief in life after death important? What makes humans different? | **What do people believe about God?** What is ‘the soul’? The meaning of creation Beliefs about God and the meaning of lifeWhat are human rights? |
| **Social Skills, SRE and the walking curriculum** | Keeping FriendsSuggested ideas: Children to visit somewhere in the wider community and use manners to buy an item or support residents.Exploited 1People walk | Coping with relationship problemsExploited 2Feeling rooted walk | Getting along with others at homeSuggested ideas: children to visit a library and comply with the rules in place.FGMNeighbour Walk |
| **Geography** | Weather and climateCoastsGlaciers | About the UKThe Middle East | Using GISMaps and mappingLiving off Earth’s resources |
| **Art** | What’s in a building? | Collage: Self-portraits/ all about me | Animation and illustration:Comic strip |
| **History** | Invasion, Plague and Murder 1066-1509Rulers Justice in Medieval Britain Wars of the Middle Ages Change over time | Renaissance, Revolution and Reformation 1509-1745A world of discovery Elizabeth I The StuartsEngland at war | Renaissance, Revolution and Reformation 1509-1745Cromwell's Commonwealth The restoration Change over time |
| **DT** | Product design | Resistant Materials | Designing and Making |
| **Science** | Genetics and evolution Growing our foodRevising Key Stage 3 Biology Preparing for GCSE Biology  | Making materialsReactivity Revising Key Stage 3 Chemistry Preparing for GCSE Chemistry | Forces and motionMore on electricityRevising Key Stage 3 Physics Preparing for GCSE Physics |
| **MFL** | Unit 1: La France et le françaisUnit 2: C’est la France | Unit 3: Le weekendUnit 4: Bonne annee | Unit 5: La collegeUnit 6: Chez moi |
| **Computing** | **Computational Thinking (1)*** 1. What is computational thinking?
	2. Pattern recognition
	3. Flow chart
	4. Selection and if…then...
	5. Loops
	6. Evaluation

Review: What you have learned about computational thinking | **App Inventor (1)**2.1 Design the touch-screen interface2.2 Create program code2.3 Reset button2.4 Display an image2.5 Password protection2.6 Test and evaluateReview: What you have learned about App inventor | **Data and the CPU (1)**3.1 What is a computer?3.2 What is a byte?3.3 From decimal to binary3.4 Counting in binary3.5 Using codes3.6 The codes computersReview: What you learned about data and the CPU?**Introducing Python (1)**4.1 Begin Python4.2 Create and run a program4.3 Variables4.4 Plan a process4.5 Your answer: right or wrong4.6 Keep scoreReview: What you have learned about Python |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball **Invasion Games**: Hockey / FootballSwimming | **Net Games** – Volleyball Table Tennis, **Accurate Replication of Actions, Movements and Sequences:** Trampolining & Gymnastics | **Strike and Field:** softballNet Games - TennisAthletics, health and fitness**Outdoor Education:** Stanley Head, Kilnworks |
| **Music** | Individual tuitionComposition | Individual tuitionPerformance choices | Group tuitionPerformance |
| **English** | My Life My Choice (Book 3 – Ignite English) It’s A Mystery (Book 2 – Ignite English)  | Campaign for a Cause (Book 2 – Ignite English)Power of Communication (Book 2 – Ignite English) | Technology Matters (Book 2 – Ignite English)From Talking Drums to Tweets (Book 3– Ignite English) |
| **Maths** Age related expectations(Pearson) | KS3 Maths Progress**π2** Unit 1: Number properties and calculationsUnit 2: Shapes and measures in 3DUnit 3: StatisticsUnit 4: Expressions and Equations**θ2** Unit 1: NumberUnit 2: Area and volumeUnit 3: Statistics, graphs and chartsUnit 4: Expressions and equations **δ2** Unit 1: Factors and powersUnit 2: Working with powersUnit 3: 2D shapes and 3D solidsUnit 4: Real life graphs | **π2** Unit 4: Expressions and equationsUnit 5: Decimal calculationsUnit 6: AnglesUnit 7: Number properties**θ2** Unit 4: Expressions and equationsUnit 5: Real life graphsUnit 6: Decimals and ratioUnit 7: Lines and angles**δ2**  Unit 4: Real life graphsUnit 5: TransformationsUnit 6: Fractions, decimals and percentagesUnit 7: Constructions and loci | **π2** Unit 8: SequencesUnit 9: Fractions and percentagesUnit 10: Probability**θ2** Unit 8: Calculating with fractionsUnit 9: Straight line graphsUnit 10: Percentages, decimals and fractions**δ2** Unit 8: ProbabilityUnit 9: Scale drawings and measuresUnit 10: Graphs**GL Assessment** |
| **Maths**Significantly below age related expectations(Scholastic) | Number and Place Value:CalculationsGeometryCalculations and measureNumber and Place ValueCalculationsFractions Decimals and PercentagesGeometryCalculations | Number and Place ValueCalculationsCalculations - multiplicationCalculations FDPGeometry and MeasuresStatisticsNumber and the number systemMeasuresCalculations – addition and subtractionsCalculations – Multiplication and divisionFractions Decimals and PercentagesGeometry and Measures, area, perimeter, capacity | Calculations FDPMeasuresCalculationsCalculationsGeometryNumber and Place ValueCalculations and MeasuresCalculations FDPGeometry FDPGeometry and TimeGeometry and MeasuresStatistics |
| NB. Pupils are taught according to the designated topic, objectives are tracked back according the ability and level of individual children. |
| **Enrichment** | **Core Offer** | **Core Offer** | **Core Offer** |
| Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time |
| **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
| Visit from drug cessation advisor, visit to local hotel- etiquette. Visit from race relations officer, visit to local design company, visit to a local farm, visits to local art galleries. | **Visit from local government officer, visit to local funeral director, visit from health advisor, visit to a local factory, visits to local art galleries.** | Visit from a recruitment company, visit from a local Church leader, visit from social policy advisor, visit to a seat belt and air bag manufacturer. |

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| **KEY STAGE 3 CURRICULUM MAP (Year C)** |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Our Morals** | **Our World** | **Our Environment** |
| **PSHE & Citizenship** | Citizenship and you | Diversity and Values | Environment |
| **RE** | Good and Bad | Religion in the World | Religion and Science |
| **Social Skills, SRE and the walking curriculum** | Everyday etiquetteForced Marriage 1Human impact walk | When a relationship endsForced Marriage 2Synaesthesia walk | Looking to the FutureForced Marriage 3Human impact walk |
| **Geography** | Earn a LivingInternational Development | AsiaSouth-West China | It’s your PlanetWarming Planet |
| **Art** | Mixed media Mythical creatures | sculpture- other Mexican day of the dead | sculpture- wire Insects |
| **History** | Industry, Invention and Empire 1745-1901From farming to factories Transport An age of inventionIndustrial towns The Slave Trade  | Industry, Invention and Empire 1745-1901Britain and France The British in IndiaThe fight for rights The British in Ireland  | Technology, War and Independence 1901-PresentThe twentieth century including the Great War Britain between the wars The Second World War Post-war Britain  |
| **DT** | *Textiles 1*How fibres and fabrics are made, properties of fabrics, textile products,patterns and planning work, modelling and making toiles, equipment, colouring fabrics,embellishment, joining and finishing,testing | *Food 1*Where does food come from?Healthy eating/Food for lifeChoosing food/ingredientsFood skills, techniques and equipmentBeing creativeFood safety and hygieneEvaluating food | *Sustainable Design*The 6 R’s: reduce, recycle, reuse, rethink, refuse, fair trade, renewable energy, alternative choices, product life-cycles |
| **Science** | Cells, tissues, organs and systemsSexual reproduction in animalsMuscles and bones Ecosystems  | Mixtures and Separation Acids and bases The particle model Atoms, elements and compounds  | Energy Current, electricityForces Sound |
| **MFL** | Unit 7: Ma famille Unit 8: On mange  | Unit 9: Bon appetiteUnit 10: Bienvenue a Paris | Unit 11: Le weekend dernierUnit 12: Vacances et voyages |
| **Computing** | **Information technology (1)**5.1 Hardware: understanding input devices5.2 Identifying outputs and storage devices5.3 Understanding software5.4 Connecting computers together5.5 Staying safe on the Internet 5.6 Watch out!Review: What you have learned about information technology**Creative communication (1)**6.1 Starting HTML6.2 Using tags6.3 Formatting text6.4 Designing your web page6.5 Creating a web page6.6 Editing a web pageReview: What you have learned about creative communication | **Computational Thinking (2)*** 1. What do I know?
	2. Using pseudocode
	3. Exhaustive search algorithms
	4. Sort algorithms
	5. More search algorithms
	6. The fastest route

Review: What you have learned about computational thinking | **App Inventor (2)**2.1 Make an interface2.2 Adding up2.3 Work out the total score2.4 Work out percentages2.5 Text strings2.6 Fixing run-time errorsReview: What you have learned about App Inventor**Binary (SN to create)** |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball **Invasion Games:** Hockey / FootballSwimming | **Net Games** – Volleyball Table Tennis, **Accurate Replication of Actions, Movements and Sequences**: Trampolining & Gymnastics | **Strike and Field:** softball**Net Games** - TennisAthletics, health and fitness**Outdoor Education**: Stanley Head, Kilnworks |
| **Music** | Individual tuitionComposition | Individual tuitionPerformance choices | Group tuitionPerformance |
| **English** | The Identity Kit (Book 1 – Ignite English)Your Language (Book 1 – Ignite English)  | In Search of Adventure ( Book 1 – Ignite English)Travellers Tails ( Book 1 – Ignite English)  | Out of this World ( Book 1 – Ignite English)Words of War ( Book 2 – Ignite English) |
| **Maths** Age related expectations(Pearson) | KS3 Maths Progress**π2** Unit 1: Number properties and calculationsUnit 2: Shapes and measures in 3DUnit 3: StatisticsUnit 4: Expressions and Equations**θ2** Unit 1: NumberUnit 2: Area and volumeUnit 3: Statistics, graphs and chartsUnit 4: Expressions and equations **δ2** Unit 1: Factors and powersUnit 2: Working with powersUnit 3: 2D shapes and 3D solidsUnit 4: Real life graphs | **π2** Unit 4: Expressions and equationsUnit 5: Decimal calculationsUnit 6: AnglesUnit 7: Number properties**θ2** Unit 4: Expressions and equationsUnit 5: Real life graphsUnit 6: Decimals and ratioUnit 7: Lines and angles**δ2**  Unit 4: Real life graphsUnit 5: TransformationsUnit 6: Fractions, decimals and percentagesUnit 7: Constructions and loci | **π2** Unit 8: SequencesUnit 9: Fractions and percentagesUnit 10: Probability**θ2** Unit 8: Calculating with fractionsUnit 9: Straight line graphsUnit 10: Percentages, decimals and fractions**δ2** Unit 8: ProbabilityUnit 9: Scale drawings and measuresUnit 10: Graphs**GL Assessment** |
| **Maths**Significantly below age related expectations(Scholastic) | Number and Place Value:CalculationsGeometryCalculations and measureNumber and Place ValueCalculationsFractions Decimals and PercentagesGeometryCalculations | Number and Place ValueCalculationsCalculations - multiplicationCalculations FDPGeometry and MeasuresStatisticsNumber and the number systemMeasuresCalculations – addition and subtractionsCalculations – Multiplication and divisionFractions Decimals and PercentagesGeometry and Measures, area, perimeter, capacity | Calculations FDPMeasuresCalculationsCalculationsGeometryNumber and Place ValueCalculations and MeasuresCalculations FDPGeometry FDPGeometry and TimeGeometry and MeasuresStatistics |
| NB. Pupils are taught according to the designated topic, objectives are tracked back according the ability and level of individual children. |
| **Enrichment** | **Core Offer** | **Core Offer** | **Core Offer** |
| Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time | Cognitive Behavioural Psychotherapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, gardening, anger management, social skills, 1:1 English and maths boosters, circle time |
| **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
| The Potteries Museum, Brampton Museum, Magic Textiles, Wellington Mill Leek, Black Country Museum | The Potteries Museum, Brampton Museum, Adams Foods Leek, local Restaurants, visit from School Nurse, Nicholson Museum an Art Gallery- Tourist Information – Bright Sparks Event | The Potteries Museum, Brampton Museum, Electricity distribution centre Werrington, Staffs Moorlands Council –Recycling visit, Biddulph Grange, The Roaches, Foxlowe Arts Centre Leek, Ilam park |

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| **KEY STAGE 4 CURRICULUM MAP (SEMH)****YEAR A** |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Stage 3** | **Level 1** | **Level 2** | **Stage 3** | **Level 1** | **Level 2** | **Stage 3** | **Leve1 1** | **Level 2** |
| **English** **Functional Skills** | **Entry Level 3****(Edexcel)**Getting Fit Together 1, 2 & 3Points of view | Assessment and profilingFinding the information you need in a textReading closely for detailed understandingIdentifying the main point in a paragraphWriting for your audienceWriting to suit a purposeReading a range of textWorking out what a text is aboutTake part in informal discussion | Assessment and profilingUnit 3: Focus on text types:Instructive, Persuasive, Descriptive Language, structure and purpose of text | **Entry Level 3****(Edexcel)**Helping Hands 1, 2 & 3Detailed reading and researchGroup discussion | Reading a range of textsWorking out what a text is aboutTake part in informal discussionUnderstanding main points and ideasIdentifying detailsUnderstanding texts in detailUnderstanding formUnderstanding style | Unit 4: Focus on text types:Formal and informalInformationLanguage, structure and purpose of textUnit 5: Reading and spelling strategies:Distinguishing a range of text varying in complexity and accuracy.Application of reading strategies and techniques. | **Entry Level 3****(Edexcel)**Fix it 1, 2 & 3Organisational features and sequencing | Reading a range of textsWorking out what a text is aboutTake part in informal discussionWriting in paragraphsPlanning and organising your writingIdentifying how texts are presentedUnderstanding how texts are presentedFinding information in tables | Unit 6: Reading a range of textsReading and spelling strategies:Association of image and text.Understanding charts and graphsStrategies to understand technical vocabularyUnit 12: Revision of writing techniques:Writing styles – formal /informal text, persuasive and instructional text Simple sentences/complex sentences |
| **English****ELC** **(AQA)****GCSE (Edexcel)** | **Step up to English****(Cambridge Scheme)**Project 9: Drama | **GCSE English Language and Literature (Edexcel)**Unit 1: Understanding the main ideas of a textUnit 2/3: Identifying audience and purposeUnit 4: Generating ideasUnit 5: Using stimulus material to generate ideas for Imaginative WritingUnit 6: Introduction to language features of textUnit 7: Using language and structure to appeal to and influence readersUnit 8: Writing narrativeUnit 9: Descriptive writingUnit 10: Writing monologues | **Step up to English****(Cambridge Scheme)**Project 3 Planning an event | **GCSE English Language and Literature (Edexcel)**Unit 11: Using language to communicate ideas and perspectivesUnit 12: Exploring the impact of language choicesUnit 13: Commenting on language choices; linking particular features to particular text typesUnit 14: Planning writingUnit 15: Creating effective openingsUnit 16: Effective planning, beginnings, endings and linksUnit 17: Crafting and using vocabulary for effectUnit 18: Understanding structureUnit 19: Exploring the effects of structureUnit 20: Selecting appropriate examples | **Step up to English****(Cambridge Scheme)**Project 11: Advertisement | **GCSE English Language and Literature (Edexcel)**Unit 21: Crafting and using sentences for effectUnit 22: Crafting and using punctuation for effectUnit 23: Using language effectivelyUnit 24: Checking and editing Unit 28: Practice examination in timed conditions |
| **English****Basic Skills** | **ReadWriteInc programme** **Nelson Grammar (and punctuation)** |
| **Maths****Functional Skills****(Edexcel)** | **Entry Level 3** Using numbers and the number system – whole numbers, fractions and decimals | **Level 1**Using numbers and the number system – whole numbers, fractions and decimals | **Level 2**Using numbers and the number system – whole numbers, fractions and decimals | **Entry Level 3**Using common measures, shape and space | **Level 1**Using common measures, shape and space | **Level 2**Using common measures, shape and space | **Entry Level 3 (Edexcel)**Handling information and data | **Level 1**Handling information and data | **Level 2**Handling information and data |
| **Maths GCSE****(Edexcel)** | **Foundation**1a Integers and place value1b Decimals2a Algebra: the basics3a Table, charts and graphs4a Fractions decimals and percentages5a Equations and inequalities | **Higher**1a Calculations, checking and rounding1b Indices, roots, reciprocals and hierarchy of operations2a Algebra: the basics, setting up, rearranging and solving equations3a Averages and range4a Fractions and percentages5a Polygons, angles and parallel lines6a Graphs: the basics and real-life graphs16a Circle theorems | **Foundation**6a Properties of shapes, parallel lines and angle facts7 Statistics, sampling and the averages8 Perimeter, area and volume9a Real-life graphs10 Transformations11a Ratio | **Higher**6b Linear graphs and coordinate geometry7a Perimeter, area and circles7b 3D forms and volume, cylinders, cones and spheres8a Transformations9a Solving quadratic and simultaneous equations10 Probability14a Collecting data | **Foundation**14 Multiplicative reasoning15a Plans and elevations15b Constructions, loci and bearings16 Quadratic equations: expanding and factorising18a Fractions and reciprocals19a Similarity and congruence in 2D20 Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations | **Higher**11 Multiplicative reasoning 12 Similarity and congruence in 2D and 3D13 Graphs of trigonometric functions15 Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadraticsVectors and geometric proof18 Reciprocal and exponential graphs19a Gradient and area under graphs |
| **Maths Basic Skills** | **Numicon programme** |
| **Computing** | **BTEC Cert IT Users EL3 (Edexcel)**Unit E23Desktop Publishing | **BTEC Cert IT Users L1 (Edexcel)**Unit 123Desktop Publishing  | **BTEC Cert IT Users EL3 (Edexcel)**Unit E01 Improving Productivity Using IT  | **BTEC Cert IT Users L1 (Edexcel)**Unit 109Using Email | **BTEC Cert IT Users EL3 (Edexcel)**Unit E30Internet safety for IT users | **BTEC Cert IT Users L1 (Edexcel)**Unit 101 Improving Productivity Using IT |
| **Science** | **Entry Level Cert 3 (Edexcel)**B1 Cells, genetics, inheritance and modificationB2 Health Disease and the development of medicine | **GCSE (Edexcel 9-1)**B1 Overarching concepts in biologyB2 Cells and controlB3 GeneticsB5 Health, disease and the development of medicine  | **Entry Level Cert 3 (Edexcel)**C1 Atoms, compounds and states of matterC2 Separating mixturesC3 Acids and metals | **GCSE (Edexcel 9-1)**C1 States of matterC2 Methods of separating and purifying substancesC3 Atomic structureC4 The Periodic TableC5 Ionic bondingC6 Covalent bondingC7 Types of substanceC8 AcidsC9 Calculations involving massesC10 Electrolytic processesC11 Obtaining and using materials | **Entry Level Cert 3 (Edexcel)**P1 Forces, movement and energyP2 Waves and radiation | **GCSE (Edexcel 9-1)**P1 MotionP2 Forces and motionP3 Conservation of energyP4 WavesP5 Light and the electromagnetic spectrumP6 RadioacivityP7 Energy – forces doing work |
| **RE** | **Essential RE: Spirit**Exploring what it means to live a spiritual life, looking at religious and non-religious perspectives. | **Creative RE**A study of Christianity and Islam through the creative arts:Music with meaningA Muslim architect: the story of Hassan FathyPlaces of national religious significance: exploring what makesa spiritual place famousPoetry, creativity and learning about EasterIslamic art: | **Ethical RE**PrejudiceJusticeEnvironmentThe sanctity of lifeConflict. |
| **PSHE/****Citizenship** | **Your** **Life (Collins) Book 4 Sections 1 and 2**Developing your identity and imageManaging your emotions and moodsChanging relationshipsCoping with crisesThinking ahead – planning your futureBritain – a diverse societyHuman rightsRights and responsibilitiesChallenging offensive behaviour | **Your** **Life (Collins) Book 4 Sections 3 and 4**Healthy eatingSafer sex and contraceptionDrinking and smokingHealth mattersThe law of the landCrime and punishmentIt’s your governmentIt’s your councilWorking for change | **Your** **Life (Collins) Book 4 Sections 5 & 6**Managing your moneyFinancing businessesEnterprise challengeReviewing and recording your learning |
| **Social Skills, SRE and the walking curriculum** | When you have ProblemsWorking TogetherVisit an escape room**Riddle Walk** | Sex AwareVisit to supermarket**Walk and talk walk** | Let’s Talk about SexIndependence fortnight**Pattern Walk** |
| **PE** | FootballHealth and Fitness | BadmintonHockey | Outdoor adventurous activitiesRounders |
| **BTEC Level 2 Certificate in Workskills** | Unit 27Apply for jobsUnit 64Managing transition into Work | Unit 58Preparing for Work PlacementUnit 59Learning from Work Placement | Unit 60Career Progression |
| **BTEC Award in Money and Finance Skills** | **Level 1**Unit 4National and Global Money Matters   | **Level 2**Unit 7: Working and Earning    | **Level 1**Unit 5Planning an Enterprise ActivityUnit 6Running an Enterprise Activity  | **Level 2**Unit 8: Saving and Spending | **Level 1**Unit 5Planning an Enterprise ActivityUnit 6Running an Enterprise Activity | **Level 2**Unit 9: Borrowing Money and Managing Risk |
| **BTEC Level 1/2 Award Home Cookery** | Select and prepare ingredients for a recipeDemonstrate food safety and hygiene throughout the preparation and cooking process | Use Cooking Skills when Following a RecipeIdentify ways to pass on information about home cooking | Reflect on own learning about the value of gaining cooking skillsPrepare buffet for guests |
|  **Vocational and Personal Development Options** |
| **EL3 – L2****BTEC** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Art and Design, Business Administration, Caring for Children, Construction, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
|  **Enrichment** |
| **Core Offer** | **Core Offer** | **Core Offer** |
| Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |
| **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
| Visits to cafes/restaurantsChef to come to school and demonstrate/talk about his/her jobSupermarket shopping for foodTry a range of Asian foods | Visit a charity fairHold a charity fairVisit a café and try their soupVisit a gym | Visit a garden centreWork experience in schoolMake meals using own garden produce |

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| **KEY STAGE 4 CURRICULUM MAP (SEMH)****YEAR B** |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Stage 3** | **Level 1** | **Level 2** | **Stage 3** | **Level 1** | **Level 2** | **Stage 3** | **Level 1** | **Level 2** |
| **English** **Functional Skills****(Edexcel)** | **Entry Level 3**Interview me now1, 2 & 3Use appropriate language in formal discussionDrafting and editing | Reading a range of textsWorking out what a text is aboutTake part in informal discussionFinding information in tables and chartsUsing main points and detailsWriting effective sentences | Reading a range of textsUnit 9: Discussion Skills:Verbal and non-verbal communicationUnit 10: Presentation practice Unit 7: Note taking and summarising skills | **Entry Level 3**Have your Say1, 2 & 3Obtain specific informationFollow main points of discussion | Reading a range of textsWorking out what a text is aboutdiscussionReading and responding to a textTake part in a formal discussionPractising writing clearly and logically | Reading a range of textsUnit 13: Proof reading skills:Technical and commonly used words are spelled correctlyComplex sentences Subject – verb agreementPunctuation ParagraphingMock assessments | **Entry Level 3**Alcohol awarenessPractice assessmentMake extended formal and informal contributions | Reading a range of textsWorking out what a text is aboutTake part in informal discussionRevisionExamination | Reading a range of textsRevisionExamination |
| **English****ELC (AQA)****GCSE (Edexcel)** | **Step up to English (Cambridge Scheme)**Project 1: Celebrity fact file | **GCSE English Language & Literature** Unit 29: Understanding the main ideas of a textUnit 30: Understanding the writer’s ideas and perspectivesUnit 31&32: Identifying audience and purposeUnit 33: Generating ideasUnit 34: Intro to language features of text Unit 35: Using language and structure to appeal to and influence readers in non-fictionUnit 36-38: Form in transactional writing | **Step up to English****(Cambridge Scheme)**Project 10: Comparing stories | **GCSE English Language & Literature** Unit 39: Using language to communicate ideas and perspectivesUnit 40: Exploring the impact of language choicesUnit 41: Commenting on language choices; linking particular features to particular non-fiction text typesUnit 42: Planning transactional writingUnit 43: Creating effective openings in transactional writingUnit 44: Effective planning, beginnings, endings and links in Transactional WritingUnit 45: Exploring the effects of structureUnit 46: Selecting appropriate examplesUnit 47: Crafting and using sentences for effectUnit 48: Crafting and using punctuation for effect | **Step up to English****(Cambridge Scheme)**Revision and examination | **GCSE English Language & Literature** Unit 49: Using language effectively Unit 50: Checking and editingUnit 51: Comparing writers’ ideas and perspectivesUnit 52: Creating a comparative, evaluative responseRevision and examination |
| **English****Basic Skills** | **ReadWriteInc programme** **Nelson Grammar (and punctuation)** |
| **Maths****Functional Skills** | **Entry Level 3** Using numbers and the number system – whole numbers, fractions and decimals | **Level 1**Using numbers and the number system – whole numbers, fractions and decimals | **Level 2**Using numbers and the number system – whole numbers, fractions and decimals | **Entry Level 3**Using common measures, shape and space | **Level 1**Using common measures, shape and space | **Level 2**Using common measures, shape and space | **Entry Level 3 (Edexcel)**Handling information and data | **Level 1**Handling information and data | **Level 2**Handling information and data |
| **Maths GCSE** | **Foundation**1c Indices, powers and roots1d Factors, multiples and primes2b Expressions and substitution into formulae3b Pie charts3c Scatter graphs4b Percentages5b Sequences6b Interior and exterior angles of polygons9b Straight-line graphs | **Higher**1c Factors, multiples, primes, standard form and surds2b Sequences3b Representing and interpreting data and scatter graphs4b Ratio and proportion5b Pythagoras’ Theorem and trigonometry6c Quadratic, cubic and other graphs7c Accuracy and bounds8b Constructions, loci and bearings | **Foundation**11b Proportion12 Right-angled triangles: Pythagoras and trigonometry13 Probability16 Quadratic equations: graphs17 Circles, cylinders, cones and spheres18b Indices and standard form19b Vectors | **Higher**9b Inequalities13b Further trigonometry14b Cumulative frequency, box plots and histograms16b Circle geometry17 Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof19b Direct and inverse proportion | **Foundation**RevisionExamination | **Higher**RevisionExamination |
| **Maths**  | **Numicon programme** |
| **Computing** | **BTEC Cert IT Users EL3 (Edexcel)**Unit E07Using the internet   | **BTEC Cert IT Users EL3 (Edexcel)**Unit 130Internet safety for IT users   | **BTEC Cert IT Users EL3 (Edexcel)**Unit E09Using Email  | **BTEC Cert IT Users EL3 (Edexcel)**Unit 107Using the internet | **BTEC Cert IT Users EL3 (Edexcel)**Unit E01Improving Productivity Using IT / Consolidate and review | **BTEC Cert IT Users EL3 (Edexcel)**Unit 101Improving Productivity Using IT / Consolidate and review |
| **Science** | **Entry Level 3 Cert (Edexcel)**B3 Plants and ecosystemsB4 Human biologyC4 Elements and chemical reactionsC5 Fuel and the Earth’s atmosphere | **GCSE (Edexcel 9-1)**B6 Plant structures and their functionsB7 Animal coordination, control and homeostasisB8 Exchange and transport in animalsB9 Ecosystems and material cyclesC16 FuelsC13 Groups in the Periodic Table | **Entry Level 3 Cert (Edexcel)**C4 Elements and chemical reactionsC5 Fuel and the Earth’s atmosphereP3 Electricity and magnetismP4 Energy and particles | **GCSE (Edexcel 9-1)**C14 Rates of reactionC15 Heat changes in chemical reactionsC12 Reversible reactions and equilibriaC17 Earth and atmospheric scienceP8 Forces and their effectsP9 Electricity and circuitsP10 Magnetism and the motor effectP11 Electromagnetic inductionP12 Particle modelP13 Forces and matter | **Entry Level 3 Cert (Edexcel)**RevisionExaminations | **GCSE (Edexcel 9-1)**RevisionExaminations |
| **RE** | **Tackling tough questions**Why evil? | **Tackling tough questions**Why suffering? | **Tackling tough questions**Why death? |
| **PSHE/****Citizenship****/SRE** | **Your Life – Collins Book 5 sections 1 & 2**Developing your own valuesManaging your time and studiesMarriage and commitmentParenthood and parentingThinking ahead – planning your futureHuman rightsGlobal challenges – poverty health and educationMedia mattersChanging offensive behaviour | **Your Life – Collins Book 5 sections 3 & 4**Managing stress and dealing with depressionSafer sexDrugs and drug takingEmergency first aidThe UK’s role in the worldGlobal challenges – mass weapons and terrorismGlobal challenges – environmental issuesWorking for changeCooperating on a community project | **Your Life – Collins Book 5 sections 5 & 6**Managing your moneyThe UK economyThe global economyReviewing and recording your work |
| **Social Skills, SRE and the walking curriculum** | Relating Appropriately to Other PeopleVisit to restaurant**Hearing beyond names walk** | Body AwarenessVisit to shopping centre**Where is Here? walk** | Sex RulesIndependence fortnight**What rules? walk** |
| **PE** | FootballTable Tennis | BadmintonVolleyball | Outdoor adventurous activitiesCricket |
| **BTEC Level 2 Certificate in Workskills** | Unit 4 Search for a Job Unit 5 Apply for a JobUnit 31 – Create a CV | Unit 29/30 Planning and running an enterpriseUnit 6 Prepare for an interview | Unit 7 Attend an interviewUnit 27 Learn from a work placement (year 10)Consolidate and review |
| **BTEC Award in Money and Finance Skills** | **Level 1**Unit 1Money Matter for Career Planning | **Level 2**Unit 10: Using Methods of Payment   | **Level 1**Unit 2Managing Money Matters  | **Level 2**Unit 11: Using Money Abroad  | **Level 1**Unit 3Support with Money Matters | **Level 2**Unit 12: Using Money to Help Others |
| **BTEC Level 1/2 Award Home Cookery** | Select and prepare ingredients for a recipeDemonstrate food safety and hygiene throughout the preparation and cooking process | Use Cooking Skills when Following a RecipeIdentify ways to pass on information about home cooking | Reflect on own learning about the value of gaining cooking skillsPrepare buffet for guests |
|  **Vocational and Personal Development Options** |
| **EL3 – L2 BTEC** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Art and Design, Business Administration, Caring for Children, Construction, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
|  **Enrichment** |
| **Core Offer** | **Core Offer** | **Core Offer** |
| Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |
| **Theme-Specific Offer** | **Theme-Specific Offer** | **Theme-Specific Offer** |
| Visit a beach, a river and a lakeHold own election for a range of things in schoolVisit two different places of worship | Visit a bankGrow produce in polytunnelOrder a meal in a cafe | Visitor to come to school to talk about the dangers of drugs and alcoholDesign and decorate the living skills areaVisit the local leisure centre |

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| **KEY STAGE 5 CURRICULUM MAP (SEMH)****YEAR A**  |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Level 1** | **Level 2** | **Level 1** | **Level 2** | **Level 1** | **Level 2** |
| **English** **Functional Skills****(Edexcel)** | Assessment and profilingFinding the information you need in a textReading closely for detailed understandingIdentifying the main point in a paragraphWriting for your audienceWriting to suit a purposeReading a range of textWorking out what a text is aboutTake part in informal discussion | Assessment and profilingUnit 3: Focus on text types:Instructive, Persuasive, Descriptive Language, structure and purpose of text | Reading a range of textsWorking out what a text is aboutTake part in informal discussionUnderstanding main points and ideasIdentifying detailsUnderstanding texts in detailUnderstanding formUnderstanding style | Unit 4: Focus on text types:Formal and informalInformationLanguage, structure and purpose of textUnit 5: Reading and spelling strategies:Distinguishing a range of text varying in complexity and accuracy.Application of reading strategies and techniques. | Reading a range of textsWorking out what a text is aboutTake part in informal discussionWriting in paragraphsPlanning and organising your writingIdentifying how texts are presentedUnderstanding how texts are presentedFinding information in tables | Unit 6: Reading a range of textsReading and spelling strategies:Association of image and text.Understanding charts and graphsStrategies to understand technical vocabularyUnit 12: Revision of writing techniques:Writing styles – formal /informal text, persuasive and instructional text Simple sentences/complex sentences |
|  |
| **English** **GCSE** | Unit 1: Understanding the main ideas of a textUnit 2/3: Identifying audience and purposeUnit 4: Generating ideasUnit 5: Using stimulus material to generate ideas for Imaginative WritingUnit 6: Introduction to language features of textUnit 7: Using language and structure to appeal to and influence readersUnit 8: Writing narrativeUnit 9: Descriptive writingUnit 10: Writing monologues | Unit 11: Using language to communicate ideas and perspectivesUnit 12: Exploring the impact of language choicesUnit 13: Commenting on language choices; linking particular features to particular text typesUnit 14: Planning writingUnit 15: Creating effective openingsUnit 16: Effective planning, beginnings, endings and linksUnit 17: Crafting and using vocabulary for effectUnit 18: Understanding structureUnit 19: Exploring the effects of structureUnit 20: Selecting appropriate examples | Unit 21: Crafting and using sentences for effectUnit 22: Crafting and using punctuation for effectUnit 23: Using language effectivelyUnit 24: Checking and editing Unit 28: Practice examination in timed conditions |
| **English****Basic Skills** | **ReadWriteInc programme** **Nelson Grammar (and punctuation)** |
| **Maths****Functional Skills****(Edexcel)** | **Level 1**Using numbers and the number system – whole numbers, fractions and decimals | **Level 2**Using numbers and the number system – whole numbers, fractions and decimals | **Level 1**Using common measures, shape and space | **Level 2**Using common measures, shape and space | **Level 1**Handling information and data | **Level 2**Handling information and data |
| **Maths GCSE** **2 Yr Resit****(EdExcel)** | **Foundation**Unit 1 Groundwork: NumberUnit 2 Groundwork: AlgebraUnit 3 Groundwork: GeometryUnit 4 Groundwork: StatisticsUnit 5 PercentagesUnit 6: Indices and roots | **Higher**Unit 1 Groundwork: NumberUnit 2 Groundwork: AlgebraUnit 3 Groundwork: GeometryUnit 4 Groundwork: StatisticsUnit 5 PercentagesUnit 6 Indices and roots | **Foundation**Unit 7 Algebraic manipulationUnit 8 Straight-line graphsUnit 9 Angle factsUnit 10 AccuracyUnit 11 CirclesUnit 12 Equations and inequalities | **Higher**Unit 7 Algebraic manipulationUnit 8 Straight-line graphsUnit 9 Angle factsUnit 10 AccuracyUnit 11 CirclesUnit 12 Equations and inequalities | **Foundation**Unit 13 ProbabilityUnit 14 SequencesUnit 15 ConstructionsUnit 16 QuadraticsUnit 17 Quadratic graphsUnit 18 Ratio and compound measures | **Higher**Unit 13 ProbabilityUnit 14 SequencesUnit 15 ConstructionsUnit 16 QuadraticsUnit 17 Quadratic graphsUnit 18 Ratio and compound measures |
| **Maths Basic Skills** | **Numicon programme** |
| **Computing****Functional Skills** **or** **BTEC Certificate IT Users** | **EL1 FS****(Edexcel)**Safe practiceRecognise and use interface features: hardware | **EL2 FS****(Edexcel)**Safe practiceInteract with ICT for a purpose: interface features | **EL3 FS****(Edexcel)**Safe practiceInteract with and use an ICT system to meet given needs | **L1 BTEC Cert**Unit 123Desktop Publishing  | **EL1 FS****(Edexcel)**Wider sources of informationFinding and selecting information: on screen | **EL2 FS****(Edexcel)** Find specified information from ICT based sourcesRecognise and use interface features: hardware | **EL3 FS****(Edexcel)**Use simple searches to find informationEnter and develop different types of information to meet given needs | **L1 BTEC Cert**Unit 107Using Email | **EL1 FS****(Edexcel)**Interacting with ICT for a given purposeDeveloping, presenting and communicating information: editing | **EL2 FS****(Edexcel)** Use ICT based sources of information - NumbersEnter and edit information for a simple given purpose | **EL3 FS****(Edexcel)**Use software applications to meet needs and solve given problems | **L1 BTEC Cert**Unit 101 Improving Productivity Using IT |
| **PSHE: Social**  | Social skills- teamwork | Skills for independent travel | Communication skills |
| **PSHE: Diversity** | Culture & diversity - The U.K.; culture, values and traditions. | Culture & diversity - world cultures: Japan | Culture & diversity -changing cultures: fashion |
| **PSHE: Health** | Drugs | Personal hygiene | Smoking |
| **PSHE: PD** | Rights and responsibilities | Decision making | Independent living skills: shopping |
| **The walking curriculum** | Bird’s eye view walk | The animate world walk | The water walk |
|  **Vocational and Personal Development Options**(All pupils will complete programmes in Independent Living Skills and Work Skills) |
| **Entry Level 1** | **Edexcel BTEC Awards, certificates or diplomas:** Personal Progress (See specification) |
| **Entry Level 2** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Independent Living Skills and Preparation for Work |
| **Entry Level 3 (QCF)** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Art and Design, Business Administration, Caring for Children, Construction, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
| **BTEC** **Level 1 & 2** | **Edexcel BTEC Awards, certificates or diplomas:** Art and Design, Business Administration, Caring for Children, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
|  **Additional Support** |
| Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |

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| **KEY STAGE 5 CURRICULUM MAP (SEMH)****YEAR B** |
|  | **Autumn**  | **Spring**  | **Summer**  |
|  | **Level 1** | **Level 2** | **Level 1** | **Level 2** | **Level 1** | **Level 2** |
| **English** **Functional Skills****(Edexcel)** | Reading a range of textsWorking out what a text is aboutTake part in informal discussionFinding information in tables and chartsUsing main points and detailsWriting effective sentences | Reading a range of textsUnit 9: Discussion Skills:Verbal and non-verbal communicationUnit 10: Presentation practice Unit 7: Note taking and summarising skills | Reading a range of textsWorking out what a text is aboutdiscussionReading and responding to a textTake part in a formal discussionPractising writing clearly and logically | Reading a range of textsUnit 13: Proof reading skills:Technical and commonly used words are spelled correctlyComplex sentences Subject – verb agreementPunctuation ParagraphingMock assessments | Reading a range of textsWorking out what a text is aboutTake part in informal discussionRevisionExamination | Reading a range of textsRevisionExamination |
| **English****GCSE****Resit****(Edexcel)** |  |  |  |
| **English****Basic Skills** | **ReadWriteInc programme** **Nelson Grammar (and punctuation)** |
| **Maths****Functional Skills** | **Level 1**Using numbers and the number system – whole numbers, fractions and decimals | **Level 2**Using numbers and the number system – whole numbers, fractions and decimals | **Level 1**Using common measures, shape and space | **Level 2**Using common measures, shape and space | **Level 1**Handling information and data | **Level 2**Handling information and data |
| **Maths GCSE** **2 Yr Resit****(EdExcel)** | **Foundation**Unit 19 ProportionUnit 20 Simultaneous equationsUnit 21 Pythagoras’ theoremUnit 22 Statistical graphs and measuresUnit 23 Transformations of shapes and vectorsUnit 24 Bivariate data | **Higher**Unit 19 ProportionUnit 20 Simultaneous equationsUnit 21 Pythagoras’ theoremUnit 22 Statistical graphs and measuresUnit 23 Transformations of shapes and vectorsUnit 24 Bivariate data | **Foundation**Unit 25 SamplingUnit 26 Probability of combined eventsUnit 27 Volume and surface areaUnit 28 TrigonometryUnit 29 Further graphsUnit 30 Mathematical arguments | **Higher**Unit 25 SamplingUnit 26 Probability of combined eventsUnit 27 Volume and surface areaUnit 28 TrigonometryUnit 29 Further graphsUnit 30 Mathematical arguments | **Foundation**RevisionExamination | **Higher**RevisionExamination |
| **Maths**  | **Numicon programme** |
| **Computing****Functional Skills** **or** **BTEC Certificate IT Users** | **EL1 FS****(Edexcel)**Safe practiceRecognise and use interface features: hardware | **EL2 FS****(Edexcel)**Safe practiceInteract with ICT for a purpose: interface features | **EL3 FS****(Edexcel)**Safe practiceInteract with and use an ICT system to meet given needs | **L1 BTEC Cert**Unit 130Internet safety for IT users | **EL1 FS****(Edexcel)**Wider sources of informationFinding and selecting information: on screen | **EL2 FS****(Edexcel)** Find specified information from ICT based sourcesRecognise and use interface features: hardware | **EL3 FS****(Edexcel)**Use simple searches to find informationEnter and develop different types of information to meet given needs | **L1 BTEC Cert**Unit 109Using the internet  | **EL1 FS****(Edexcel)**Interacting with ICT for a given purposeDeveloping, presenting and communicating information: editing | **EL2 FS****(Edexcel)** Use ICT based sources of information - NumbersEnter and edit information for a simple given purpose | **EL3 FS****(Edexcel)**Use software applications to meet needs and solve given problems | **L1 BTEC Cert**Using IT / Consolidate and review |
| **PSHE: Social**  | Social skills – teamwork | Skills for independent travel | Communication skills |
| **PSHE: Diversity** | Culture & diversity – The U.K. democracy, law, liberty and respect.  | Culture & diversity - world cultures: Nepal | Culture and diversity: changing cultures: icons  |
| **PSHE: Health** | Maintaining health – eating and activity | Alcohol | Contraception & STIs |
| **PSHE: PD** | Recognising feelings and managing emotions | Developing & maintaining positive relationships  | Independent living skills: cookery, home care & maintenance |
| **The walking curriculum** |  Systems walk | Mapping walk | Walkability walk |
|  **Vocational and Personal Development Options**(All pupils will complete programmes in Independent Living Skills and Work Skills) |
| **Entry Level 1** | **Edexcel BTEC Awards, certificates or diplomas:** Personal Progress (See specification) |
| **Entry Level 2** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Independent Living Skills and Preparation for Work |
| **Entry Level 3 (QCF)** | **Edexcel BTEC Awards, certificates or diplomas:** Personal and Social Development (See specification), Art and Design, Business Administration, Caring for Children, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
| **BTEC** **Level 1 & 2** | **Edexcel BTEC Awards, certificates or diplomas:** Art and Design, Business Administration, Caring for Children, Creative Media Production, Hair and Beauty, Health and Social Care, Hospitality, Land-based Studies, Performing Arts, Public Services, Sport and Active Leisure, Travel and Tourism, Vocational Studies |
|  **Additional Support** |
| Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time | Play therapy, counselling, speech and language therapy, occupational therapy, massage and relaxation, 1:1 and group electronic music, sensory ceramics, social skills, English and maths boosters, circle time |

**Diversity, Health and Safety Days**

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| **When to be completed** | **Diversity** | **When to be completed** | **Health/Safety** |
| Autumn 2017-2018 | Disability Awareness | Autumn 2017-2018 | Healthy mind |
| Spring 2017-2018 | Understanding race and culture | Spring 2017-2018 | Radicalisation |
| Summer 2017-2018  | Gender, sexual orientation | Summer 2017-2018  | Diet and nutrition |
| Autumn 2018-2019  | Age limitations | Autumn 2018-2019  | E-safety |
| Spring 2018-2019  | What is extremism? | Spring 2018-2019  | Fire safety |
| Summer 2018-2019 | Equality at home, at work and in the community – Protected Characteristics – focus on pregnancy/maternity, and marriage/civil partnerships | Summer 2018-2019 | First aid |
| Autumn 2019-2020 | Healthy mind | Autumn 2019-2020 | Substance misuse |
| Spring 2019-2020 | Anti-bullying | Spring 2019-2020 | Road safety & Bikeability |
| Summer 2019-2020 | Religions and beliefs | Summer 2019-2020 | Fitness and wellbeing |
| Autumn 2020-2021 | Relationship commitments | Autumn 2020-2021 | How do the emergency services support us? |
| Spring 2020-2021 | Stereotypes: a cultural community where religions differ | Spring 2020-2021 | Independence skills |
| Summer 2020-2021 | Relationship choices | Summer 2020-2021 | How can we help others? |