

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, painting  Van Gogh, Lowry | Gaudi, Art Nuevo  Aboriginal art  Collage observational drawing and painting | Collage  Posters  Sculpture |
| Computing | E-safety  Controlling devices | Information: In the class  Listening and Responding to sounds | Looking at information  Control: Making things happen |
| Design Technology | Puppets, theatre boxes.  Models and invention  Healthy eating | Shadow puppets | Boat building  Puppet show  British food and healthy eating |
| Geography | Using geographical equipment  Voyages – comparison  Maps | Africa, Australia, oceans, continent, the equator | UK Geography  Rivers  Castles |
| History | Significant people in history including Monarchs, inventors, explorers, artists | Not a focus | Family trees, family history  Stories of childhood – living memory |
| PE | Ball skills, Games | Dance/gym/ swimming | Athletics / fitness |
| PSHE and Citizenship | We’re all stars  Be Friendly, be wise | Living long, living strong  Daring to be different | Dear Diary  Joining in joining up  Democracy |
| RE | Who am I?  Who are you? | Who is God? | Rules and issues |
| Social Skills/Walking Curriculum | Let’s communicate  Introducing the walking curriculum | Let’s be friends  (Sur)Faces Walk | Let’s Practise  Motion Walk |
| Science | Use of everyday Materials | Animals including Humans  Life Cycles, food chains  Fossils | Living things and Habitats  Plants |
| English | Text Focus: Familiar nursery rhyme and stories  Fiction: Familiar stories, rhymes with predictable repetitive patterns.  Non-Fiction: signs, picture, symbol, lists, instructions | Text Focus: Traditional stories and rhymes  Fiction: Traditional stories and rhymes, predictable patterns, language from other cultures  Non-Fiction: signs, symbols, pictures, list, instructions | Text Focus: **Extended Stories; stories by significant children's authors**  Fiction: Murphy, Carle, Ahlberg  Non-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 system  Pattern and algebra  Calculating  Geometry  Measures | Numbers and the number system  Pattern and algebra  Calculating  Geometry  Measures | Numbers and the number system  Pattern and algebra  Calculating  Geometry  Measures |
| 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 visit  Council office visit  Local area exploration – Leek library  Conway Castle  Mow Cop Castle  Street 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 art  Bonfire night, paintings, 3D sculptures | Turner  Watercolour  Collage  Pattern  Colour wash | Clay  Environmental art |
| Computing | Control Moving pictures  Pictures: Beginning to Paint | Data: Sorting and Matching  Introducing symbols and text | Combining texts and graphics: Labelling pictures  Combining texts and graphics: Looking at talking books |
| Design Technology | 3D structures, shelters  Tudor houses  Healthy eating – bread | 3D sculpture  Island models  Boat and ships – transport and mechanisms | Playgrounds  Houses  Miniature village |
| Geography | Not a Focus  Maps | UK geography  Oceans  Maps  Power sources  Weather | Fieldwork skills  Weather  Maps  Local geography |
| History | The Tudors  The Gunpowder Plot  Great fire of London | Not a focus | Local history  Canals |
| PE | Ball skills, Games | Dance/gym/ swimming | Athletics / fitness |
| PSHE and Citizenship | Say no, Personal Safety  Who likes chocolate?  Fire safety | It’s our world  Growing up | Money matters  People around us |
| RE | Celebrations | The bible, the parables  Easter | 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 Humans  Food chains | Living things and Habitats  Plants |
| English | Text Focus: Stories and a variety of poems with familiar settings  Fiction: 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 cultures  Fiction: stories and poems from a wider range of sources.  Non-Fiction: signs, symbols, pictures, lists, instructions, visits, events. | Text Focus: Stories with everyday settings  Fiction: 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 system  Pattern and algebra  Calculating  Geometry  Measures | Numbers and the number system  Pattern and algebra  Calculating  Geometry  Measures | Numbers and the number system  Pattern and algebra  Calculating  Geometry  Measures |
| 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 wood  Cadbury’s world  Leek library – historical maps of local area | Canal visit  Manchester ship canal  Christian speaker  Landscape painting of local area | Library visit  Council office visit  Local area exploration – Leek library  Street party / garden party  Playground 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 money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number 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 problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio 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 | Composition  Reinforce skills | Playing instrument within a group  Concert 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 hero  The early life of Guru Nanak  Guru Nanak visits heaven  Guru Nanak’s travels  A travelling companion  After Guru Nanak  The Khalsa  The Guru Granth Sahib  The Gudwara  Festivals  Reflecting on learning | **Islam**  The final prophet of Islam  The Bilal mystery  The 5 pillars of Islam  Islamic prayer  The Quran  Good advice  A mosque  Hajj  What is zakah?  Fasting and feasting | **Race and Diversity**  Discrimination  Racism  Rose Parks  Martin Luther King  A multi-faith centre  **Justice**  It’s not fair!  Who can bring justice?  Forgiveness  Prayers for justice  Fair trade  Sheep 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 eating  Unit 14: I am the music man | Unit 15: On the way to school  Unit 16: Beach Scene | Unit 17: The four seasons  Unit 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 - Topic  Birmingham Museum and Art Gallery - Topic  Visit from a health professional – Science (Healthy Bodies)  Visit from sports professional – Science (Healthy Bodies)  Volunteer in the local community – PSHE  Visit from the Community Officer to see how they help the local community – PSHE  Visit to Gudwara – PSHE  Visit local charity – Social Skills | Visit from a poet – English  Birmingham Museum and Art Gallery – Topic  Visit Greek Deli – Topic  Visit from local MP – PSHE  Visit to mosque – RE  Visit to beach - French | Visit from local Slam Poet – English  Englesea Brook WW2 Experience Day – Topic  Weston Park Experience Day – Topic  The Staffordshire Regiment Museum – Topic  The Potteries Museum and Art Gallery – Topic  Victorian 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 Noyes  Other 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 money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number 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 problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio 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 area  Sketching on a field trip  Our 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 | Composition  Reinforce skills | Playing instrument within a group  Concert 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 rooms  Period 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 role  Railways – 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 questions  Is there a God?  Communication  Stewardship  Rules for life – a Hindu story  Rules for life – a Buddhist story  **Belief**  What is belief?  Comparing beliefs  Christian beliefs  How do our beliefs change?  Sharing belief | **Christianity**  The Christmas story  The calling of Matthew  The two builders  A miracle  The Beatitudes  The Lord’s Prayer  The church  The parable of the talents  Metaphors  Easter  Reflecting of learning | **Moral Maze**  Jonah’s dilemma  Actions and beliefs  Religious dress  Moral choices  Solving & dilemma  **What happens when we die?**  Questions and answers  Body and soul  Reincarnation  Judgement  The Christian funeral  The Adhan  A 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 school  Unit 20: Our world | Unit 21: Creating a café  Unit 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** | Empathy  Suggested ideas: children to visit local charity to find out about the work that takes place.  What’s Overhead Walk | Social Relations including sexting  Shapes Walk | Conflict Management  Tracks, 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 – Topic  Amerton Railway – Topic  Apedale – Topic  Englesea Brook Victorian Experience Day – Topic  Hindu Temple – RE | Zoo2u – Science  Pets4home – Science  Church – RE  French Patisserie Hanley – French  The Potteries Museum – Topic  The Herbert Museum and Art Gallery - Topic | Roaches – Topic  Local Police Officer to talk about importance of the law – PSHE  Peak Wildlife Park – Science  Westport 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 money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number 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 problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio 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 | Composition  Reinforce skills | Playing instrument within a group  Concert 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 beliefs  The Golden Rule  The moral of the story  A friend in need  Welcoming a baby  Rules for life  **Buddhism**  Looking for answers  Four noble truths  Sacred scriptures  Guidelines for life  Devotion  Reflecting on learning | **Marriage**  Relationships  Love  Christian wedding  Jewish wedding  Arranged marriage  Sikh wedding  When relationships go wrong  **Poverty and wealth**  Bible teachings  Points of view  Money for charity  An honest wage  The cost of living | **Hinduism**  Aa supreme power  Trimurti  Scriptures  Gods and goddesses  Living things  Worship  Dharma and karma  Important times  Pilgrimages  Divali  Reflecting 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 I  Unit 2: Singing and playing | Unit 3: Party time  Unit 4: How I look | Unit 5: The four friends  Unit 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 & Responsibilities  Suggested ideas: Write a set of rules  Visit a local stables and care for an animal.  Growth Walk | Conversation Skills  Suggested ideas: Go to a café and order a drink  Visit 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 – Science  Trentham Garden Centre – Science  Bridgemere Garden Centre – Science  Yoga specialist for mental well-being – PSHE  Nutritionist Visit – Science  Manchester Buddhist Centre – RE  Outdoor adventure centre to build shelters - Topic | Birmingham Museum and Art Gallery (Egyptian Display) – Science  Salvation Army – PSHE  Local community volunteer work – PSHE  Church – RE  Synagogue - RE | Cardingmill Valley (journey of a river) – Topic  River Trent – Topic  Trentham Gardens (river) – Topic  Westport Lake – Topic  Roaches (Mountains and hills) – Topic  Blackpool Beach (Sea) – Topic  Hindu 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 Rossetti  Hamilton 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 money  Mental addition and subtraction  Fractions  Division and calculation strategies for subtraction  Shape  Multiplication and division  Fractions and decimals  Written addition and subtraction  Measures and data, time, bar charts and pictographs, statistics  Mental multiplication and division  Fractions, decimals and percentages | **Number**  Counting, place value, comparing and ordering, Solving number problems  Rounding, approximations and estimation, multiplying by powers of 10  Number 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 problems  Negative numbers, roman numerals  Number addition and subtraction (mental and written)  Number multiplication and division (mental and written)  Number addition and subtraction, order of operations  Fractions, percentages and decimals  Ratio 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 Art  The Norse nine worlds and Tree of Life  Bayeux Tapestry  Bede’s ‘Ecclesiastical History of the English People’ & ‘The Anglo-Saxon Chronicles’ | Mosaics  Roman Army Busts | Water cycle |
| **Music / Performing Arts** | Individual tuition – skill development | Composition  Reinforce skills | Playing instrument within a group  Concert 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 settlement  Anglo Saxon Feast  Viking Shields and Longboats  Model of a longhouse  Weave simple cloth  Make a leather pouch and then host a Viking meal  Plan and prepare a Viking celebration day | Design a chariot  Roman roads  Buildings  Aqueducts | Model the water cycle  Mountain model 3D  IY seismograph  Earthquake-proof structure  DIY ‘Eden Project’ |
| **Humanities** | | | |
| **History** | Introduction to the Saxons  Anglo Saxon settlements  Invasions  Anglo Saxon Art and Culture  Introduction to the Vikings  Viking Raiders  Viking way of Life  Viking trade  Myths and Mythology | Introduction to the Romans  Life in Britain before the Romans  The Roman Invasion of Britain  Roman Entertainment, Mosaics  Boudicca’s rebellion  The Roman Army  Roman Buildings and Engineering  Roman Legacy | Geography only topic |
| **Geography** | Anglo Saxon Settlements  Invasion routes  Introduction to the Vikings | Locate Rome in Europe  Roman Roads  The Roman legacy | Coasts  Water cycle  Mountains  Volcanoes  Earthquakes  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 baptism  Muslim birth ceremonies  Sikh birth ceremonies  Making comparisons  **War and suffering**  Why are there wars?  Why is there suffering?  Responses to suffering  Christmas Day truce | **Christianity**  The birth of Jesus  A gift from God  Lost in Jerusalem  Jesus’ baptism  The temptation of Jesus  Jesus’ disciples  Miracles  Parables  Church visit  Easter  Reflect on learning | **Neighbours**  Who is my neighbour?  When I needed a neighbour….  Whose neighbour are you?  **Becoming an adult**  Belonging to a group  Confirmation and believers baptism  Bar Mitzvah  Amrit ceremony  Taking responsibility  Initiation 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 aboard  Unit 8: Pocket money | Unit 9: Tell me a story  Unit 10: Our sporting lives | Unit 11: Animals’ carnival  Unit 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 Role  Suggested ideas: Role play in variety of situations.  Lovely/Unlovely Walk | Puberty & Development (2)  Umbrella Walk | Cooperative Play Skills  Suggested 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 - Topic  The Potteries Museum and Art Gallery have produced several hands on workshops for schools about the Anglo-saxons - Topic  Tutbury Castle - Topic  Stafford Castle - Topic  Church visit - RE  Mosque visit - RE  Gudwara visit - RE | Dewa Roman Experience (Chester) - -Topic  Roman Tours School Visit (on-site) - Topic  The Potteries Museum - Topic  Gladstone Pottery museum - Topic  Stafford Castle - Topic  Poet Andy Croft school visit - English  Various church visits focusing on different aspects of the unit - RE | National Space Centre (Leicester) – Science  Liverpool’s World Museum - Science  Science Done Earth and Space Show (on-site) - Science  Dynamic 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 others  Abuse and Domestic Violence 1  Become a flock walk | Starting a relationship  Abuse and Domestic Violence 2  The riddle walk | Developing a relationship  Suggested ideas: children to use mirrors to draw a self-portrait. Passed round to peers to all write something they like about their friend  Abuse and Domestic Violence 3  .Mental health walk |
| **Geography** | Population  Urbanisation  In the horn of Africa | From rock to soil  Our restless planet | Russia  Rivers |
| **Art** | Craft:  Ceramics and the Potteries- collective project | Design:  Design a purse or wallet | Drawing:  Maths in art |
| **History** | Technology, War and Independence  1901-present  End of the British Empire (7)  Change over time (8) Global issues (9) | Invasion, Plague and Murder  1066-1509  Britain before 1066  The Norman Conquest  Castles | Invasion, Plague and Murder  1066-1509  Health and medicine  Religion 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 transfers  The Earth and Space |
| **MFL** | Unit 7: Ma famille  Unit 8: On mange | Unit 9: Bon appetite  Unit 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 2  3.2 Adding in binary  3.3 Measuring computer memory  3.4 Digital images  3.5 How computer store true colours  3.6 Image quality  Review: What you have learned about data and the CPU | **Introducing Python (2)**  4.1 Calculate  4.2 Repeat  4.3 Exit condition  4.4 Make a list  4.5 Find the largest value in the list  4.6 Validate input  Review: What you have learned about Python  **Information Technology (2)**  5.1 Connecting to the Internet  5.2 Hardware and protocols for the Internet  5.3 Sending data  5.4 Searching the web  5.5 Narrowing your search  5.6 Following your route online  Review: What you have learned about information technology | **Creative Information (2)**  6.1 What do I already know?  6.2 Plan your project  6.3 Adding structure to your web page  6.4 Structuring to your web page  6.5 Creating HTML  6.6 Creating a graph using Microsoft Excel  Review: What you have learned about creative communication  **Alternative Algorithms (SN to create)** |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball  **Invasion Games**: Hockey / Football  Swimming | **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 tuition  Composition | Individual tuition  Performance choices | Group tuition  Performance |
| **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 calculations  Unit 2: Shapes and measures in 3D  Unit 3: Statistics  Unit 4: Expressions and Equations  **θ2** Unit 1: Number  Unit 2: Area and volume  Unit 3: Statistics, graphs and charts  Unit 4: Expressions and equations **δ2** Unit 1: Factors and powers  Unit 2: Working with powers  Unit 3: 2D shapes and 3D solids  Unit 4: Real life graphs | **π2** Unit 4: Expressions and equations  Unit 5: Decimal calculations  Unit 6: Angles  Unit 7: Number properties  **θ2** Unit 4: Expressions and equations  Unit 5: Real life graphs  Unit 6: Decimals and ratio  Unit 7: Lines and angles  **δ2**  Unit 4: Real life graphs  Unit 5: Transformations  Unit 6: Fractions, decimals and percentages  Unit 7: Constructions and loci | **π2** Unit 8: Sequences  Unit 9: Fractions and percentages  Unit 10: Probability  **θ2** Unit 8: Calculating with fractions  Unit 9: Straight line graphs  Unit 10: Percentages, decimals and fractions  **δ2** Unit 8: Probability  Unit 9: Scale drawings and measures  Unit 10: Graphs  **GL Assessment** |
| **Maths**  Significantly below age related expectations  (Scholastic) | Number and Place Value:  Calculations  Geometry  Calculations and measure  Number and Place Value  Calculations  Fractions Decimals and Percentages  Geometry  Calculations | Number and Place Value  Calculations  Calculations - multiplication  Calculations FDP  Geometry and Measures  Statistics  Number and the number system  Measures  Calculations – addition and subtractions  Calculations – Multiplication and division  Fractions Decimals and Percentages  Geometry and Measures, area, perimeter, capacity | Calculations FDP  Measures  Calculations  Calculations  Geometry  Number and Place Value  Calculations and Measures  Calculations FDP  Geometry FDP  Geometry and Time  Geometry and Measures  Statistics |
| 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 Finance  Drugs | 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 life  What are human rights? |
| **Social Skills, SRE and the walking curriculum** | Keeping Friends  Suggested ideas: Children to visit somewhere in the wider community and use manners to buy an item or support residents.  Exploited 1  People walk | Coping with relationship problems  Exploited 2  Feeling rooted walk | Getting along with others at home  Suggested ideas: children to visit a library and comply with the rules in place.  FGM  Neighbour Walk |
| **Geography** | Weather and climate  Coasts  Glaciers | About the UK  The Middle East | Using GIS  Maps and mapping  Living 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 1066-1509  Rulers  Justice in Medieval Britain  Wars of the Middle Ages  Change over time | Renaissance, Revolution and Reformation 1509-1745 A world of discovery  Elizabeth I  The Stuarts  England at war | Renaissance, Revolution and Reformation 1509-1745  Cromwell's Commonwealth  The restoration  Change over time |
| **DT** | Product design | Resistant Materials | Designing and Making |
| **Science** | Genetics and evolution Growing our food  Revising Key Stage 3 Biology Preparing for GCSE Biology | Making materials  Reactivity  Revising Key Stage 3 Chemistry Preparing for GCSE Chemistry | Forces and motion  More on electricity  Revising Key Stage 3 Physics Preparing for GCSE Physics |
| **MFL** | Unit 1: La France et le français  Unit 2: C’est la France | Unit 3: Le weekend  Unit 4: Bonne annee | Unit 5: La college  Unit 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 interface  2.2 Create program code  2.3 Reset button  2.4 Display an image  2.5 Password protection  2.6 Test and evaluate  Review: 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 binary  3.4 Counting in binary  3.5 Using codes  3.6 The codes computers  Review: What you learned about data and the CPU?  **Introducing Python (1)**  4.1 Begin Python  4.2 Create and run a program  4.3 Variables  4.4 Plan a process  4.5 Your answer: right or wrong  4.6 Keep score  Review: What you have learned about Python |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball  **Invasion Games**: Hockey / Football  Swimming | **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 tuition  Composition | Individual tuition  Performance choices | Group tuition  Performance |
| **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 calculations  Unit 2: Shapes and measures in 3D  Unit 3: Statistics  Unit 4: Expressions and Equations  **θ2** Unit 1: Number  Unit 2: Area and volume  Unit 3: Statistics, graphs and charts  Unit 4: Expressions and equations **δ2** Unit 1: Factors and powers  Unit 2: Working with powers  Unit 3: 2D shapes and 3D solids  Unit 4: Real life graphs | **π2** Unit 4: Expressions and equations  Unit 5: Decimal calculations  Unit 6: Angles  Unit 7: Number properties  **θ2** Unit 4: Expressions and equations  Unit 5: Real life graphs  Unit 6: Decimals and ratio  Unit 7: Lines and angles  **δ2**  Unit 4: Real life graphs  Unit 5: Transformations  Unit 6: Fractions, decimals and percentages  Unit 7: Constructions and loci | **π2** Unit 8: Sequences  Unit 9: Fractions and percentages  Unit 10: Probability  **θ2** Unit 8: Calculating with fractions  Unit 9: Straight line graphs  Unit 10: Percentages, decimals and fractions  **δ2** Unit 8: Probability  Unit 9: Scale drawings and measures  Unit 10: Graphs  **GL Assessment** |
| **Maths**  Significantly below age related expectations  (Scholastic) | Number and Place Value:  Calculations  Geometry  Calculations and measure  Number and Place Value  Calculations  Fractions Decimals and Percentages  Geometry  Calculations | Number and Place Value  Calculations  Calculations - multiplication  Calculations FDP  Geometry and Measures  Statistics  Number and the number system  Measures  Calculations – addition and subtractions  Calculations – Multiplication and division  Fractions Decimals and Percentages  Geometry and Measures, area, perimeter, capacity | Calculations FDP  Measures  Calculations  Calculations  Geometry  Number and Place Value  Calculations and Measures  Calculations FDP  Geometry FDP  Geometry and Time  Geometry and Measures  Statistics |
| 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 etiquette  Forced Marriage 1  Human impact walk | When a relationship ends  Forced Marriage 2  Synaesthesia walk | Looking to the Future  Forced Marriage 3  Human impact walk |
| **Geography** | Earn a Living  International Development | Asia  South-West China | It’s your Planet  Warming Planet |
| **Art** | Mixed media Mythical creatures | sculpture- other Mexican day of the dead | sculpture- wire Insects |
| **History** | Industry, Invention and Empire  1745-1901  From farming to factories  Transport  An age of invention Industrial towns  The Slave Trade | Industry, Invention and Empire  1745-1901  Britain and France  The British in India The fight for rights  The British in Ireland | Technology, War and Independence  1901-Present  The 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 life  Choosing food/ingredients  Food skills, techniques and equipment  Being creative  Food safety and hygiene  Evaluating 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 systems  Sexual reproduction in animals  Muscles and bones  Ecosystems | Mixtures and Separation  Acids and bases  The particle model  Atoms, elements and compounds | Energy  Current, electricity  Forces  Sound |
| **MFL** | Unit 7: Ma famille  Unit 8: On mange | Unit 9: Bon appetite  Unit 10: Bienvenue a Paris | Unit 11: Le weekend dernier  Unit 12: Vacances et voyages |
| **Computing** | **Information technology (1)**  5.1 Hardware: understanding input devices  5.2 Identifying outputs and storage devices  5.3 Understanding software  5.4 Connecting computers together  5.5 Staying safe on the Internet  5.6 Watch out!  Review: What you have learned about information technology  **Creative communication (1)**  6.1 Starting HTML  6.2 Using tags  6.3 Formatting text  6.4 Designing your web page  6.5 Creating a web page  6.6 Editing a web page  Review: 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 interface  2.2 Adding up  2.3 Work out the total score  2.4 Work out percentages  2.5 Text strings  2.6 Fixing run-time errors  Review: What you have learned about App Inventor  **Binary (SN to create)** |
| **PE** | **Invasion Games**. Netball/ Basketball / Handball  **Invasion Games:** Hockey / Football  Swimming | **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 tuition  Composition | Individual tuition  Performance choices | Group tuition  Performance |
| **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 calculations  Unit 2: Shapes and measures in 3D  Unit 3: Statistics  Unit 4: Expressions and Equations  **θ2** Unit 1: Number  Unit 2: Area and volume  Unit 3: Statistics, graphs and charts  Unit 4: Expressions and equations **δ2** Unit 1: Factors and powers  Unit 2: Working with powers  Unit 3: 2D shapes and 3D solids  Unit 4: Real life graphs | **π2** Unit 4: Expressions and equations  Unit 5: Decimal calculations  Unit 6: Angles  Unit 7: Number properties  **θ2** Unit 4: Expressions and equations  Unit 5: Real life graphs  Unit 6: Decimals and ratio  Unit 7: Lines and angles  **δ2**  Unit 4: Real life graphs  Unit 5: Transformations  Unit 6: Fractions, decimals and percentages  Unit 7: Constructions and loci | **π2** Unit 8: Sequences  Unit 9: Fractions and percentages  Unit 10: Probability  **θ2** Unit 8: Calculating with fractions  Unit 9: Straight line graphs  Unit 10: Percentages, decimals and fractions  **δ2** Unit 8: Probability  Unit 9: Scale drawings and measures  Unit 10: Graphs  **GL Assessment** |
| **Maths**  Significantly below age related expectations  (Scholastic) | Number and Place Value:  Calculations  Geometry  Calculations and measure  Number and Place Value  Calculations  Fractions Decimals and Percentages  Geometry  Calculations | Number and Place Value  Calculations  Calculations - multiplication  Calculations FDP  Geometry and Measures  Statistics  Number and the number system  Measures  Calculations – addition and subtractions  Calculations – Multiplication and division  Fractions Decimals and Percentages  Geometry and Measures, area, perimeter, capacity | Calculations FDP  Measures  Calculations  Calculations  Geometry  Number and Place Value  Calculations and Measures  Calculations FDP  Geometry FDP  Geometry and Time  Geometry and Measures  Statistics |
| 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 & 3  Points of view | Assessment and profiling  Finding the information you need in a text  Reading closely for detailed understanding  Identifying the main point in a paragraph  Writing for your audience  Writing to suit a purpose  Reading a range of text  Working out what a text is about  Take part in informal discussion | | Assessment and profiling  Unit 3: Focus on text types:  Instructive, Persuasive, Descriptive  Language, structure and purpose of text | **Entry Level 3**  **(Edexcel)**  Helping Hands 1, 2 & 3  Detailed reading and research  Group discussion | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Understanding main points and ideas  Identifying details  Understanding texts in detail  Understanding form  Understanding style | | | Unit 4: Focus on text types:  Formal and informal  Information  Language, structure and purpose of text  Unit 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 & 3  Organisational features and sequencing | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Writing in paragraphs  Planning and organising your writing  Identifying how texts are presented  Understanding how texts are presented  Finding information in tables | | | Unit 6: Reading a range of texts  Reading and spelling strategies:  Association of image and text.  Understanding charts and graphs  Strategies to understand technical vocabulary  Unit 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 text  Unit 2/3: Identifying audience and purpose  Unit 4: Generating ideas  Unit 5: Using stimulus material to generate ideas for Imaginative Writing  Unit 6: Introduction to language features of text  Unit 7: Using language and structure to appeal to and influence readers  Unit 8: Writing narrative  Unit 9: Descriptive writing  Unit 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 perspectives  Unit 12: Exploring the impact of language choices  Unit 13: Commenting on language choices; linking particular features to particular text types  Unit 14: Planning writing  Unit 15: Creating effective openings  Unit 16: Effective planning, beginnings, endings and links  Unit 17: Crafting and using vocabulary for effect  Unit 18: Understanding structure  Unit 19: Exploring the effects of structure  Unit 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 effect  Unit 22: Crafting and using punctuation for effect  Unit 23: Using language effectively  Unit 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 value  1b Decimals  2a Algebra: the basics  3a Table, charts and graphs  4a Fractions decimals and percentages  5a Equations and inequalities | | **Higher**  1a Calculations, checking and rounding  1b Indices, roots, reciprocals and hierarchy of operations  2a Algebra: the basics, setting up, rearranging and solving equations  3a Averages and range  4a Fractions and percentages  5a Polygons, angles and parallel lines  6a Graphs: the basics and real-life graphs  16a Circle theorems | | **Foundation**  6a Properties of shapes, parallel lines and angle facts  7 Statistics, sampling and the averages  8 Perimeter, area and volume  9a Real-life graphs  10 Transformations  11a Ratio | | | **Higher**  6b Linear graphs and coordinate geometry  7a Perimeter, area and circles  7b 3D forms and volume, cylinders, cones and spheres  8a Transformations  9a Solving quadratic and simultaneous equations  10 Probability  14a Collecting data | | **Foundation**  14 Multiplicative reasoning  15a Plans and elevations  15b Constructions, loci and bearings  16 Quadratic equations: expanding and factorising  18a Fractions and reciprocals  19a Similarity and congruence in 2D  20 Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations | | **Higher**  11 Multiplicative reasoning  12 Similarity and congruence in 2D and 3D  13 Graphs of trigonometric functions  15 Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics  Vectors and geometric proof  18 Reciprocal and exponential graphs  19a Gradient and area under graphs | | |
| **Maths Basic Skills** | **Numicon programme** | | | | | | | | | | | | | |
| **Computing** | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E23  Desktop Publishing | **BTEC Cert IT Users L1 (Edexcel)**  Unit 123  Desktop Publishing | | | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E01 Improving Productivity Using IT | **BTEC Cert IT Users L1 (Edexcel)**  Unit 109  Using Email | | | | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E30  Internet 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 modification  B2 Health Disease and the development of medicine | **GCSE (Edexcel 9-1)**  B1 Overarching concepts in biology  B2 Cells and control  B3 Genetics  B5 Health, disease and the development of medicine | | | **Entry Level Cert 3 (Edexcel)**  C1 Atoms, compounds and states of matter  C2 Separating mixtures  C3 Acids and metals | **GCSE (Edexcel 9-1)**  C1 States of matter  C2 Methods of separating and purifying substances  C3 Atomic structure  C4 The Periodic Table  C5 Ionic bonding  C6 Covalent bonding  C7 Types of substance  C8 Acids  C9 Calculations involving masses  C10 Electrolytic processes  C11 Obtaining and using materials | | | | **Entry Level Cert 3 (Edexcel)**  P1 Forces, movement and energy  P2 Waves and radiation | **GCSE (Edexcel 9-1)**  P1 Motion  P2 Forces and motion  P3 Conservation of energy  P4 Waves  P5 Light and the electromagnetic spectrum  P6 Radioacivity  P7 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 meaning  A Muslim architect: the story of Hassan Fathy  Places of national religious significance: exploring what makes  a spiritual place famous  Poetry, creativity and learning about Easter  Islamic art: | | | | | **Ethical RE**  Prejudice  Justice  Environment  The sanctity of life  Conflict. | | | | |
| **PSHE/**  **Citizenship** | **Your** **Life (Collins) Book 4 Sections 1 and 2**  Developing your identity and image  Managing your emotions and moods  Changing relationships  Coping with crises  Thinking ahead – planning your future  Britain – a diverse society  Human rights  Rights and responsibilities  Challenging offensive behaviour | | | | **Your** **Life (Collins) Book 4 Sections 3 and 4**  Healthy eating  Safer sex and contraception  Drinking and smoking  Health matters  The law of the land  Crime and punishment  It’s your government  It’s your council  Working for change | | | | | **Your** **Life (Collins) Book 4 Sections 5 & 6**  Managing your money  Financing businesses  Enterprise challenge  Reviewing and recording your learning | | | | |
| **Social Skills, SRE and the walking curriculum** | When you have Problems  Working Together  Visit an escape room  **Riddle Walk** | | | | Sex Aware  Visit to supermarket  **Walk and talk walk** | | | | | Let’s Talk about Sex  Independence fortnight  **Pattern Walk** | | | | |
| **PE** | Football  Health and Fitness | | | | Badminton  Hockey | | | | | Outdoor adventurous activities  Rounders | | | | |
| **BTEC Level 2 Certificate in Workskills** | Unit 27  Apply for jobs  Unit 64  Managing transition into Work | | | | Unit 58  Preparing for Work Placement  Unit 59  Learning from Work Placement | | | | | Unit 60  Career Progression | | | | |
| **BTEC Award in Money and Finance Skills** | **Level 1**  Unit 4  National and Global Money Matters | | **Level 2**  Unit 7: Working and Earning | | **Level 1**  Unit 5  Planning an Enterprise Activity  Unit 6  Running an Enterprise Activity | | **Level 2**  Unit 8: Saving and Spending | | | **Level 1**  Unit 5  Planning an Enterprise  Activity  Unit 6  Running 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 recipe  Demonstrate food safety and hygiene throughout the preparation and cooking process | | | | Use Cooking Skills when Following a Recipe  Identify ways to pass on information about home cooking | | | | | Reflect on own learning about the value of gaining cooking skills  Prepare 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/restaurants  Chef to come to school and demonstrate/talk about his/her job  Supermarket shopping for food  Try a range of Asian foods | | | | | Visit a charity fair  Hold a charity fair  Visit a café and try their soup  Visit a gym | | | | | Visit a garden centre  Work experience in school  Make 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 & 3  Use appropriate language in formal discussion  Drafting and editing | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Finding information in tables and charts  Using main points and details  Writing effective sentences | | | | Reading a range of texts  Unit 9: Discussion Skills:  Verbal and non-verbal communication  Unit 10: Presentation practice  Unit 7: Note taking and summarising skills | | **Entry Level 3**  Have your Say  1, 2 & 3  Obtain specific information  Follow main points of discussion | Reading a range of texts  Working out what a text is about  discussion  Reading and responding to a text  Take part in a formal discussion  Practising writing clearly and logically | | Reading a range of texts  Unit 13: Proof reading skills:  Technical and commonly used words are spelled correctly  Complex sentences  Subject – verb agreement  Punctuation  Paragraphing  Mock assessments | | **Entry Level 3**  Alcohol awareness  Practice assessment  Make extended formal and informal contributions | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Revision  Examination | | Reading a range of texts  Revision  Examination |
| **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 text  Unit 30: Understanding the writer’s ideas and perspectives  Unit 31&32: Identifying audience and purpose  Unit 33: Generating ideas  Unit 34: Intro to language features of text  Unit 35: Using language and structure to appeal to and influence readers in non-fiction  Unit 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 perspectives  Unit 40: Exploring the impact of language choices  Unit 41: Commenting on language choices; linking particular features to particular non-fiction text types  Unit 42: Planning transactional writing  Unit 43: Creating effective openings in transactional writing  Unit 44: Effective planning, beginnings, endings and links in Transactional Writing  Unit 45: Exploring the effects of structure  Unit 46: Selecting appropriate examples  Unit 47: Crafting and using sentences for effect  Unit 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 editing  Unit 51: Comparing writers’ ideas and perspectives  Unit 52: Creating a comparative, evaluative response  Revision 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 roots  1d Factors, multiples and primes  2b Expressions and substitution into formulae  3b Pie charts  3c Scatter graphs  4b Percentages  5b Sequences  6b Interior and exterior angles of polygons  9b Straight-line graphs | | **Higher**  1c Factors, multiples, primes, standard form and surds  2b Sequences  3b Representing and interpreting data and scatter graphs  4b Ratio and proportion  5b Pythagoras’ Theorem and trigonometry  6c Quadratic, cubic and other graphs  7c Accuracy and bounds  8b Constructions, loci and bearings | | | | | **Foundation**  11b Proportion  12 Right-angled triangles: Pythagoras and trigonometry  13 Probability  16 Quadratic equations: graphs  17 Circles, cylinders, cones and spheres  18b Indices and standard form  19b Vectors | **Higher**  9b Inequalities  13b Further trigonometry  14b Cumulative frequency, box plots and histograms  16b Circle geometry  17 Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof  19b Direct and inverse proportion | | | | **Foundation**  Revision  Examination | **Higher**  Revision  Examination | | |
| **Maths** | **Numicon programme** | | | | | | | | | | | | | | | |
| **Computing** | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E07  Using the internet | **BTEC Cert IT Users EL3 (Edexcel)**  Unit 130  Internet safety for IT users | | | | | | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E09  Using Email | **BTEC Cert IT Users EL3 (Edexcel)**  Unit 107  Using the internet | | | | **BTEC Cert IT Users EL3 (Edexcel)**  Unit E01  Improving Productivity Using IT / Consolidate and review | **BTEC Cert IT Users EL3 (Edexcel)**  Unit 101  Improving Productivity Using IT / Consolidate and review | | |
| **Science** | **Entry Level 3 Cert (Edexcel)**  B3 Plants and ecosystems  B4 Human biology  C4 Elements and chemical reactions  C5 Fuel and the Earth’s atmosphere | **GCSE (Edexcel 9-1)**  B6 Plant structures and their functions  B7 Animal coordination, control and homeostasis  B8 Exchange and transport in animals  B9 Ecosystems and material cycles  C16 Fuels  C13 Groups in the Periodic Table | | | | | | **Entry Level 3 Cert (Edexcel)**  C4 Elements and chemical reactions  C5 Fuel and the Earth’s atmosphere  P3 Electricity and magnetism  P4 Energy and particles | **GCSE (Edexcel 9-1)**  C14 Rates of reaction  C15 Heat changes in chemical reactions  C12 Reversible reactions and equilibria  C17 Earth and atmospheric science  P8 Forces and their effects  P9 Electricity and circuits  P10 Magnetism and the motor effect  P11 Electromagnetic induction  P12 Particle model  P13 Forces and matter | | | | **Entry Level 3 Cert (Edexcel)**  Revision  Examinations | **GCSE (Edexcel 9-1)**  Revision  Examinations | | |
| **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 values  Managing your time and studies  Marriage and commitment  Parenthood and parenting  Thinking ahead – planning your future  Human rights  Global challenges – poverty health and education  Media matters  Changing offensive behaviour | | | | | | | **Your Life – Collins Book 5 sections 3 & 4**  Managing stress and dealing with depression  Safer sex  Drugs and drug taking  Emergency first aid  The UK’s role in the world  Global challenges – mass weapons and terrorism  Global challenges – environmental issues  Working for change  Cooperating on a community project | | | | | **Your Life – Collins Book 5 sections 5 & 6**  Managing your money  The UK economy  The global economy  Reviewing and recording your work | | | |
| **Social Skills, SRE and the walking curriculum** | Relating Appropriately to Other People  Visit to restaurant  **Hearing beyond names walk** | | | | | | | Body Awareness  Visit to shopping centre  **Where is Here? walk** | | | | | Sex Rules  Independence fortnight  **What rules? walk** | | | |
| **PE** | Football  Table Tennis | | | | | | | Badminton  Volleyball | | | | | Outdoor adventurous activities  Cricket | | | |
| **BTEC Level 2 Certificate in Workskills** | Unit 4 Search for a Job  Unit 5 Apply for a Job  Unit 31 – Create a CV | | | | | | | Unit 29/30 Planning and running an enterprise  Unit 6 Prepare for an interview | | | | | Unit 7 Attend an interview  Unit 27 Learn from a work  placement (year 10)  Consolidate and review | | | |
| **BTEC Award in Money and Finance Skills** | **Level 1**  Unit 1  Money Matter for Career Planning | | | **Level 2**  Unit 10: Using Methods of Payment | | | | **Level 1**  Unit 2  Managing Money Matters | | **Level 2**  Unit 11: Using Money Abroad | | | **Level 1**  Unit 3  Support 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 recipe  Demonstrate food safety and hygiene throughout the preparation and cooking process | | | | | | | Use Cooking Skills when Following a Recipe  Identify ways to pass on information about home cooking | | | | | Reflect on own learning about the value of gaining cooking skills  Prepare 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 lake  Hold own election for a range of things in school  Visit two different places of worship | | | | | | | Visit a bank  Grow produce in polytunnel  Order a meal in a cafe | | | | | Visitor to come to school to talk about the dangers of drugs and alcohol  Design and decorate the living skills area  Visit 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 profiling  Finding the information you need in a text  Reading closely for detailed understanding  Identifying the main point in a paragraph  Writing for your audience  Writing to suit a purpose  Reading a range of text  Working out what a text is about  Take part in informal discussion | | Assessment and profiling  Unit 3: Focus on text types:  Instructive, Persuasive, Descriptive  Language, structure and purpose of text | | | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Understanding main points and ideas  Identifying details  Understanding texts in detail  Understanding form  Understanding style | | Unit 4: Focus on text types:  Formal and informal  Information  Language, structure and purpose of text  Unit 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 texts  Working out what a text is about  Take part in informal discussion  Writing in paragraphs  Planning and organising your writing  Identifying how texts are presented  Understanding how texts are presented  Finding information in tables | | Unit 6: Reading a range of texts  Reading and spelling strategies:  Association of image and text.  Understanding charts and graphs  Strategies to understand technical vocabulary  Unit 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 text  Unit 2/3: Identifying audience and purpose  Unit 4: Generating ideas  Unit 5: Using stimulus material to generate ideas for Imaginative Writing  Unit 6: Introduction to language features of text  Unit 7: Using language and structure to appeal to and influence readers  Unit 8: Writing narrative  Unit 9: Descriptive writing  Unit 10: Writing monologues | | | | | Unit 11: Using language to communicate ideas and perspectives  Unit 12: Exploring the impact of language choices  Unit 13: Commenting on language choices; linking particular features to particular text types  Unit 14: Planning writing  Unit 15: Creating effective openings  Unit 16: Effective planning, beginnings, endings and links  Unit 17: Crafting and using vocabulary for effect  Unit 18: Understanding structure  Unit 19: Exploring the effects of structure  Unit 20: Selecting appropriate examples | | | | | Unit 21: Crafting and using sentences for effect  Unit 22: Crafting and using punctuation for effect  Unit 23: Using language effectively  Unit 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: Number  Unit 2 Groundwork: Algebra  Unit 3 Groundwork: Geometry  Unit 4 Groundwork: Statistics  Unit 5 Percentages  Unit 6: Indices and roots | | **Higher**  Unit 1 Groundwork: Number  Unit 2 Groundwork: Algebra  Unit 3 Groundwork: Geometry  Unit 4 Groundwork: Statistics  Unit 5 Percentages  Unit 6 Indices and roots | | | **Foundation**  Unit 7 Algebraic manipulation  Unit 8 Straight-line graphs  Unit 9 Angle facts  Unit 10 Accuracy  Unit 11 Circles  Unit 12 Equations and inequalities | | **Higher**  Unit 7 Algebraic manipulation  Unit 8 Straight-line graphs  Unit 9 Angle facts  Unit 10 Accuracy  Unit 11 Circles  Unit 12 Equations and inequalities | | | **Foundation**  Unit 13 Probability  Unit 14 Sequences  Unit 15 Constructions  Unit 16 Quadratics  Unit 17 Quadratic graphs  Unit 18 Ratio and compound measures | | **Higher**  Unit 13 Probability  Unit 14 Sequences  Unit 15 Constructions  Unit 16 Quadratics  Unit 17 Quadratic graphs  Unit 18 Ratio and compound measures | |
| **Maths Basic Skills** | **Numicon programme** | | | | | | | | | | | | | |
| **Computing**  **Functional Skills**  **or**  **BTEC Certificate IT Users** | **EL1 FS**  **(Edexcel)**  Safe practice  Recognise and use interface features: hardware | **EL2 FS**  **(Edexcel)**  Safe practice  Interact with ICT for a purpose: interface features | **EL3 FS**  **(Edexcel)**  Safe practice  Interact with and use an ICT system to meet given needs | **L1 BTEC Cert**  Unit 123  Desktop Publishing | | **EL1 FS**  **(Edexcel)**  Wider sources of information  Finding and selecting information: on screen | **EL2 FS**  **(Edexcel)**  Find specified information from ICT based sources  Recognise and use interface features: hardware | **EL3 FS**  **(Edexcel)**  Use simple searches to find information  Enter and develop different types of information to meet given needs | **L1 BTEC Cert**  Unit 107  Using Email | | **EL1 FS**  **(Edexcel)**  Interacting with ICT for a given purpose  Developing, presenting and communicating information: editing | **EL2 FS**  **(Edexcel)** Use ICT based sources of information - Numbers  Enter 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 texts  Working out what a text is about  Take part in informal discussion  Finding information in tables and charts  Using main points and details  Writing effective sentences | | | Reading a range of texts  Unit 9: Discussion Skills:  Verbal and non-verbal communication  Unit 10: Presentation practice  Unit 7: Note taking and summarising skills | | | Reading a range of texts  Working out what a text is about  discussion  Reading and responding to a text  Take part in a formal discussion  Practising writing clearly and logically | | | Reading a range of texts  Unit 13: Proof reading skills:  Technical and commonly used words are spelled correctly  Complex sentences  Subject – verb agreement  Punctuation  Paragraphing  Mock assessments | | | Reading a range of texts  Working out what a text is about  Take part in informal discussion  Revision  Examination | | Reading a range of texts  Revision  Examination | | |
| **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 Proportion  Unit 20 Simultaneous equations  Unit 21 Pythagoras’ theorem  Unit 22 Statistical graphs and measures  Unit 23 Transformations of shapes and vectors  Unit 24 Bivariate data | | | **Higher**  Unit 19 Proportion  Unit 20 Simultaneous equations  Unit 21 Pythagoras’ theorem  Unit 22 Statistical graphs and measures  Unit 23 Transformations of shapes and vectors  Unit 24 Bivariate data | | | **Foundation**  Unit 25 Sampling  Unit 26 Probability of combined events  Unit 27 Volume and surface area  Unit 28 Trigonometry  Unit 29 Further graphs  Unit 30 Mathematical arguments | | | **Higher**  Unit 25 Sampling  Unit 26 Probability of combined events  Unit 27 Volume and surface area  Unit 28 Trigonometry  Unit 29 Further graphs  Unit 30 Mathematical arguments | | | **Foundation**  Revision  Examination | | **Higher**  Revision  Examination | | |
| **Maths** | **Numicon programme** | | | | | | | | | | | | | | | | |
| **Computing**  **Functional Skills**  **or**  **BTEC Certificate IT Users** | **EL1 FS**  **(Edexcel)**  Safe practice  Recognise and use interface features: hardware | **EL2 FS**  **(Edexcel)**  Safe practice  Interact with ICT for a purpose: interface features | **EL3 FS**  **(Edexcel)**  Safe practice  Interact with and use an ICT system to meet given needs | | **L1 BTEC Cert**  Unit 130  Internet safety for IT users | | **EL1 FS**  **(Edexcel)**  Wider sources of information  Finding and selecting information: on screen | **EL2 FS**  **(Edexcel)**  Find specified information from ICT based sources  Recognise and use interface features: hardware | **EL3 FS**  **(Edexcel)**  Use simple searches to find information  Enter and develop different types of information to meet given needs | | **L1 BTEC Cert**  Unit 109  Using the internet | | **EL1 FS**  **(Edexcel)**  Interacting with ICT for a given purpose  Developing, presenting and communicating information: editing | **EL2 FS**  **(Edexcel)** Use ICT based sources of information - Numbers  Enter 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? |