BOWER GROVE SCHOOL CURRICULUM PLAN 2023 – 2024

Curriculum Philosophy

Intent

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

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

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

Our curriculum aims to:

- Ensure that all pupils have access to broad, balanced, challenging curriculum based on National Curriculum.
- Ensure quality curriculum content through systematic curriculum planning, monitoring and reviewing procedures.
- Ensure that all pupils have access to an appropriately differentiated curriculum.
- Ensure that pupils cover Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision.
- Provide pupils with access to accredited courses at Key Stage 4.
- Clearly identify progression pathways for children in Year 9 including access to Further Education, vocational courses and work related learning.
- Ensure that here is an equality of access to all Programmes of Study.
- Promote pupils spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and respectful citizens.
- Develop independence and life skills through experience and activities such as cooking food, mobility, residentials and work experience.

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

Implementation

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

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

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

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

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

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

Impact

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

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

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

Bower Grove School
Together we Inspire & Achieve

Frogs Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**All about me**	**Woodland Wonders**	**Transport**	**Creep, crawl and wriggle**	**Our amazing world**	**To infinity and beyond**
Curriculum Intent "The Why"	Children will look closely at themselves, discussing what they look like and how they are different to their peers. They will discuss their family tree and what it means to belong to a family or a community. Children will have opportunities to discuss parts of the body; labelling various parts and learning about the 5 senses.	Children will research the different animals and creatures that are found in woodland areas. Children will have opportunities to research woodlands and what makes it a suitable habitat for certain animals such as birds, badgers, owls etc. Children will have first hand experiences of a woodland environment and take part in a field study.	Children will learn about the importance of transport in today's world. They will discuss modes of transport that they have used and how transport has changed over time. Children will have opportunities to create their own vehicle. Children will share journeys they have been on and where journeys can take us.	Children will investigate various minibeasts and the habitats they live in. Children will find out how many legs insects have and how they move around. They will research what kind of habitats suit different minibeasts. Children will have first hand experience of holding minibeasts and describing how they move. They will look at the lifecycle of minibeasts and grow their own butterflies to observe the lifecycle of a butterfly.	Children will research the world that they live in. Starting with the town they live in, to England, to Great Britain extending to the wider world and places they have visited. Children will learn about life in different countries and how food can be grown in different countries due to the climate. Children will be encouraged to show curiosity about the world in which they live.	Children will build on their knowledge of the world linking it to the universe. Children will investigate what planets are and why they are part of our solar system. They will discuss life on other planets and show curiosity towards what might happen on other planets. Children will link their knowledge of the universe to superheroes. They will learn that fictional characters are often linked with the solar system and often have special powers. Children will

						discuss what their super power would be.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Fiction:** All kinds of people Once there were giants Owl babies Cave baby **Non-Fiction:** Look Inside your body Me and my amazing body	**Fiction:** Percy the park keeper Hansel and Gretel Goldilocks and the three bears **Non-Fiction:** Welcome to the woodland	**Fiction:** Mr Gumpy's motor car Oi! Get off our train The magic bed Journey **Non-Fiction:** Cars, trains, ships and planes Things that go- let's get moving	**Fiction:** The very hungry caterpillar Norman the slug with the silly shell What the ladybird heard **Non-Fiction:** Minibeasts- 1st book of nature	**Fiction:** Oliver's vegetables Beans on toast Grandpa cacao Growing good **Non-Fiction:** Fruit and vegetable growing books	**Fiction:** Alien's love underpants Ten little superheroes How to catch a star **Non-Fiction:** Look inside space See inside the universe
English/ Literacy EYFS/NC Year 1 PA K7-9, S1 **Following Little Wandle phonics porgramme**	**Phonics- Little Wandle** Recognises letters in own name Selects CVC word to match pictures **Speaking and Listening-** Begins to listen and respond to adults and their peers.	**Phonics- Little Wandle** Says correct sound (phoneme) in response to written letter (grapheme) Name the letters of the alphabet in order. Blend phonemes to read CVC words **Speaking and Listening-**	**Phonics- Little Wandle** Recognise at least half of the letters of the alphabet by shape **Speaking and Listening-** Answers basic questions regarding text Attempts to write some letters	**Phonics- Little Wandle** Applies phonic knowledge to decode regular words **Speaking and Listening-** Answer and ask questions. Contributes ideas to mind-mapping, using a visual prompt.	**Phonics- Little Wandle** Applies phonic knowledge to decode regular words Knows the names & sounds of all the letters of the alphabet Gives correct sound to grapheme for all phonemes learnt Is aware of same	**Phonics- Little Wandle** Show an understanding of consonant blends Show an understanding of trigraphs Show an understanding of digraphs Rhymes two simple CVC rhyming words

	Use spoken language to develop understanding and explore ideas. Participate in performances, role play. **Reading-** Independently looks at a book for a sustained period Develop pleasure in reading Able to distinguish between print or pictures in text. Shares books independently with adults/children Points to named objects in book	Can initiate and maintain interaction and communication with an adult or peer Understands and uses prepositions correctly in short phrases through speech **Reading-** Tracks correctly when reading. Makes predictions in familiar stories Discuss events & pictures with support Answers simple questions about a story **Writing-** Dictates narrative for different purposes	correctly Retells a simple familiar story to a small group **Reading-** Develop reading by blending the sounds in words that contain the graphemes taught so far. Read aloud books closely matched to their improving phonic knowledge Sound out unfamiliar words. Demonstrates an understanding of what they have read	Contributes ideas to group writing Use language to imagine and recreate roles and experiences in play situations Maintains attention, concentrates and sits quietly when appropriate in a larger group Sustains and maintains conversation with an adult or peer - taking turns appropriately **Reading-** Predict what might happen on the basis of what has been read so far. Understand the title and events. Sequence a familiar story	sound in words e.g. ee/ea Is aware of simple rhyming CVC words **Speaking and Listening-** Listens and gives attention to others in one to one situations or small groups when conversations interest them Responds to What? Who? Where? question types appropriately, using simple sentences or short phrases Recounts or "reads" what they have written about or what they have made/ drawn **Reading-**	**Speaking and Listening-** Gives appropriate word to complete sentences Retells stories in own words to a small audience Expands own story by giving more than one detail Demonstrates an understanding, when talking to others, about what they have read Joins in a discussion about what they have read Listens to stories and anticipates key events Listens and responds to adults and peers with relevant comments, questions

	Share stories and comment on picture-based text. **Writing-** Children will learn to sit correctly at a table, positioning the paper correctly, holding a pencil comfortably and correctly. Dictates a name and caption for a picture. Communication and Interaction to convey meaning. Attempts to use some familiar words. To be able to write graphemes on hearing the corresponding phoneme.	Suggest the correct initial sound letter sound of a word. Confidently copy writes. Write graphemes on hearing the corresponding phoneme. Group letters to imitate or write words. Writes their own caption for a picture and letter shapes, supported by an adult. Suggests the correct initial letter of a word. Beginning to use more complex sentences and link ideas e.g. using 'and/because'	Reads or recognises a number of familiar words Begin to understand a non-fiction book. Makes simple predictions in a narrative text **Writing-** Leaves spaces between words. Says sentence out loud before writing, with support Dictates short relevant phrases for pictures. Suggests appropriate words in shared writing. Begin to write from memory a	Responds to familiar stories & joins in with repetitive passages Identifies the main character in a story Identifies the main subject of a non-fiction text **Writing-** Begins some letters in the correct direction. Say out loud what they are going to write about. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.	Can retell a story in their own words Confidently identifies the beginning & end of a story Gives a simple reason for disliking a story **Writing-** Segments spoken words into phonemes and represents these by graphemes, saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. Recognise I as a personal pronoun	or actions in a range of situations Beginning to show that they understand 'why' and 'how' questions through own responses **Reading-** Check that the text makes sense to them as they read Predict what might happen on the basis of what has been read so far. **Writing-** Attempts to read own writing. Sometimes use capital letters, full stops and spaces re-reading what they have written to check that it makes sense. Begins to form lowercase letters in

	Traces letters; composing a sentence orally before writing it		simple sentence dictated by the teacher. Writes above or underneath a picture.		Writes some recognisable C V C, C C V C and C V C C words in writing Uses learnt digraphs in writing. Applies phonetic knowledge to writing and spelling.	the correct direction, starting and finishing in the right place
Maths/Number. Numerical Patterns **Following White Rose Maths EYFS/Yr1** EYFS/NC Year 1 PA K7-9, S1	**Unit 1: Getting to know you** Pupils will settle into the start of term with constructive mathematical activities that develop their understanding of class routines, arrangements and structures. **Time** **Place Value and Ordering**	**Unit 3: It's Me 1 2 3** Pupils will develop skills in representing, comparing and subitising, particularly with the numbers 1-3 (extending as appropriate). Pupils will learn that circles have one curved side and triangles have three straight sides. They will use positional language to describe life sized journeys and talk about where objects	**Unit 5: Alive in 5** Pupils will develop their understanding of zero, and counting back to zero. Pupils will develop their understanding that all numbers are made up from smaller numbers (composition) and be encouraged to subitise (recognising small quantities without counting).	**Unit 7: Building 9 and 10** Pupils will identify and experiment with increasingly larger numbers, using manipulatives to learn about number bonds. Pupils will experiment with creating and describing patterns, and answer questions such as 'what's the same, and what's different?' **Place Value and Ordering**	**Unit 9: To 20 and beyond** Pupils will be encouraged to notice patterns that occur when couniting with larger numbers (e.g. repeated 0 – 9 pattern at the end of the numbers). They will represent large numbers using a variety of objects, manipulatives, and pictorial representations. P upils will experiment with	**Unit 11: Find my pattern** Pupils will experiment with patterns and relate them to numbers, thus identifying number patterns such as odd and even numbers. Pupils will explore doubling, sharing and grouping. Pupils will also learn about recreating real-world scenes and using positional and shape vocabulary to build their own models.

	Unit 2: Just like me Pupils will identify objects and quantities that are the same, and are not the same. Pupils will develop language that describes the shape and position of objects, comparing them to an object in the pupils' possession. **Convention, notations & units of measure** **Transformations (& movement)** **Geometrical properties and angles**	are and places they have been to. **Place Value and Ordering** **Transformations (& movement)** **Unit 4: Light and dark** Pupils will continue to develop their counting skills, following the five principles of counting. (One to one principle; stable-order principle; cardinal principle; abstraction principle and order-irrelevance principle.). Pupils will apply their knowledge to shapes, counting the sides of physical objects.	**Place Value and Ordering** **Unit 6: Growing 6, 7, 8** • Pupils will develop their skills in conceptual subitising (e.g. 'I know there are 8 because I see 4 and 4'). They will continues identifying one more and one less than a numbers and will experiment with making pairs and combining 2 different groups. Pupils will develop language that describes the length and height of things, and time vocabulary that describes the order of events (such as	**Symbols operations and notation** **Statistical representations** **Unit 8: Consolidation & Money** Pupils will consolidate their understanding and work on individual targets. Pupils with developed number skills beyond 10, may learn about using and recognising coins, beginning with smaller denominations. **Money** **Place Value and Ordering** **Symbols operations and notation**	spatial reasoning that involve selecting and rotating shapes, such as completing jigsaws. **Place Value and Ordering** **Symbols operations and notation** **Geometrical properties and angles** **Statistical representations** **Unit 10: First, Then and Now** Pupils will consolidate skills in comparing, ordering, subitising, counting, matching and the composition of numbers. This knowledge will be extended to develop	**Geometrical properties and angles** **Place Value and Ordering** **Unit 12: On the move** Pupils will investigate deeper patterns that connect numbers and shapes, creating symmetrical constructions and increasingly complex repeating patterns. Pupils will learn about creating maps to describe the position of objects and places. **Place Value and Ordering**

		Pupils will develop their time language, relating to the times of day, and experiment with time, using timers to measure the duration of events. **Place Value and Ordering** **Time**	yesterday, today and tomorrow). **Symbols operations and notation** **Convention, notations & units of measure** **Time** **Place Value and Ordering**		understanding of adding and taking away. They will apply this to shapes: combing and removing parts of shapes to create new shapes and then describing what they see. **Place Value and Ordering**	
Science EYFS/NC Year 1 PA K7-9	**Animals including humans:** Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene/cleaning: teeth, ears, eyes, bodies **Animals including humans:**	**Living things and their habitats** Identify and name a variety plants and of animals in their habitats including micro-habitats such as worms. Identify that most living things live in habitats to which they are suited.	**Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal plastic glass brick rock paper and cardboard for particular uses.	**Living things and their habitats** Identify and name a variety plants and of animals in their habitats including micro-habitats such as bees and woodlouse. Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basis need of different kinds of	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees **Living things and their habitats**	**Living things and their habitats** Explore and compare the differences between things that are living, dead and things that have never been alive**.** **Seasonal changes** Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.

	Notice that animals including humans have off spring which grow into adults. **Seasonal changes** Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.		Find out how the shapes of solid objects made from some materials can be changed, squashing bending twisting or stretching. **Seasonal changes** Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	animals, plants and how they depend on each other.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.	
Global Learning (*History, Geography, Art, DT)* EYFS/NC Year 1	**History-** Changes within living memory- their life and family history **Art-** Self portraits Van Gogh and Frida Kahlo	**Geography-** Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its	**History-** changes within living memory. Where appropriate, these should be used to reveal aspects of	**Geography-** Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geography-** Human and physical geography: use basic	**Geography-** Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,	**History-** the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of

		surrounding environment. **Art-** Andy Goldsworthy creating sculptures using woodland findings	change in national life **DT-** Make a 3d vehicle	geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **DT-** Minibeast garden	and of a small area in a contrasting non-European country **Art-** real life drawings of the world around us e.g. trees, animals, insects etc.	life in different periods **DT-** Make a 3d space transporter

Personal Development EYFS/NC Year 1 PA K7-9	**Living in the wider world** Respect for self and others and the importance of responsible behaviours and actions Rights and responsibilities as members of families, other groups and ultimately citizens To construct and agree to follow	**Relationships** Recognise and manage emotions within self and a range of relation ships How to respond to risky or negative relationships and ask for help	**Health and wellbeing** How to manage risks to physical health and recognise sources that help us How to respond in an emergency. Identify the rules to keep us physically safe on the playground and in school. To begin to know	**Living in the Wider World** Different groups in the community Respect diversity and equality and how to be a productive member of a diverse community Stranger danger Emergency services Recognising common dangers	**Relationships** Recognise risky or negative relationships including forms of bullying and abuse How to respond to equality and diversity in relationships	**Health and Wellbeing** What is means to be healthy? How can we maintain it, what are the benefits of a healthy lifestyle? To understand what constitute a healthy lifestyle. To identify how to maintain a healthy lifestyle. To recognise benefits

	group, class, school rules and understand how the rules help them. Body parts and Underwear Rule		what to do when someone is hurt. To identify the importance of online safety and what to do if you feel uncomfortable. Identify the feelings associated with change and loss. Understand what is poisonous in the home	when out in the community Where money comes from, keeping it safe and the importance of managing it effectively. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.		of healthy eating and dental health. To recognise the benefits of physical activity and rest. We begin to make real and informed choices to improve their physical and emotional health.
World Beliefs EYFS/NC Year 1	**Bower Values Tolerance Morals and rules** How do we follow these rules at Bower Grove? What makes a good friend? What do people in my class believe about rules and is this the same as me? To name British cities and start to recognise the UK	**Who are Hindus and Sikhs?** To know who the important people are in the Hindu and Sikh faiths. To know what special features a Gurdwara has. To know the story of Rama and Sita.	**Buddhist's beliefs** To know who the important people are in the Buddhist community. (Introduce Lama) To know what special features a temple has. To know that temples are designed using symbols to represent the elements.	**What it means to be Jewish** To know who the important people are in the Jewish community. (Introduce Rabbi, Cantor and Minyan) To know what special features a Synagogue has. To learn about the clothing that Jewish people wear to the Synagogue.	**Muslims and their traditions.** To know who the important people are in the Muslim community. To know what special features a Mosque has. To know how Muslims celebrate Eid al-Fitr	**The nature of Christians** To know who the important people are in the Christian community. (Introduce Vicar and Priest) To know what special features a church has. To know who Jesus was and why he is important to Christians.

						To explore what happens in a Christian baptism.
PE (skills and knowledge) EYFS Year _____ PA Stage K7-S1	**Gymnastics and Sensory** **Gymnastics - High, Low, over, under** The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self-select where to work, exploring movements and balances and start to identify features of other pupil's work. **Sensory** The unit of work will explore a variety of sensory activities that aim to channel pupil's	**Gymnastics and Ball Skills** **Gymnastics (Moving)** The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in big and small ways on the floor and on apparatus. Pupils will work in pairs to explore creating movements and balances with a partner **Ball Skills (Hands)** The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and	**Ball Skills and Ball Skills** **Ball Skills (Feet)** The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control. **Parachute Games** The unit of work will enable pupils to learn and play a variety of games using parachutes focusing on listening and copying skills.	**Team Building and Dance** **Team Building** The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems. **Dance (Dinosaurs)** The unit or work will enable pupils to explore different movements using different parts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop	**Attack v Defence and Parachute Games** **Attack v defence** The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games. **Ball Skills (Hands)** The unit of work will explore the different ways of throwing, rolling and stopping a ball. Pupils will start to learn why we need to aim when we are throwing and understand how to be ready to catch too.	**Athletics and Attack v Defence** **Athletics (Jumping)** The unit of work will explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique. **Attack v defence** The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games.

	energy in a variety of ways, including, stimulation, working in pairs and calming.	bouncing a ball with a partner.		movement ideas in pairs while exploring the different relationships between dinosaurs.		

Computing	**Using Computers Safely (Foundation)** Pupils will be introduced to how to stay safe online, recognise when they are not comfortable with something, how to say "no" and how they can get support. During the unit, pupils will learn about how to remain safe and healthy using a computer, from using them hygienically, limiting screentime, and keeping food and drinks away from devices.	**Mouse and Trackpad Skills (Foundation Skills 1)** This is the first of the Units that focuses on developing pupil's foundation computing skills to allow them to progress through the Computing Curriculum. In this Unit pupils learn through a series of activities how to click a mouse to select something, navigate using the movement of the mouse and how to drag and drop objects. This unit is designed to support pupils in developing hand-eye coordination skills and fine-motor needed to use a	**Keyboard Skills (Foundation Skills 2)** This is the second of the Units that focuses on developing pupil's foundation computing skills to allow them to progress through the Computing Curriculum. Pupils are taught through activities how to do simple typing, and to use function keys such as 'enter'. They will learn how to combine mouse skills and typing skills using the mouse or arrow keys to control the cursor when writing.	**Being Creative 1 (Drawing)** Pupils will learn that computers allow you to be creative through learning how you can use software on them to draw. Pupils will use the 2Simple software Mini Mash and 2Paint to complete a series of activities that teach them how artwork can be created digitally. This includes: • Choosing pens and style and composing drawn images on screen. • It also includes the undo function. During the course of the unit pupils will get exposure to using different hardware for drawing, such as a	**Being Creative 2 (Sound and Photography)** Pupils will learn that computers allow you to be creative through using a combination of software and specific hardware to capture digital content. **Sound** Pupils will use the recording tools within Purple Mash and on iPads to capture sound. They will use Purple Mash software to create music using the tools. **Photography** Pupils will be taught how they can capture images on different devices and how these can be uploaded to	**Computing Hardware and Technology Around Us** This unit introduces pupils to the parts of a computer. Pupils will learn that computers are in lots of things and that technology is all around us.

		mouse. Additionally, they exposed to using a laptop trackpad.		mouse, iPad, drawing tablet etc.	computer and how these can be used.	

Music EYFS/NC Year 1	**Music Games and Following the Beat** - Across this term pupils will explore the beat and respond to sounds through a variety of games and musical activities. **NC - experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically.**	**Halloween/ Christmas** **-** Pupils will create soundscapes to mimic the sounds of a haunted house. They will help create and follow graphic scores. Pupils will be learning and rehearsing Christmas songs in preparation for their performance. **NC - use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Experiment with, create, select and combine sounds using the interrelated dimensions of music. play tuned and untuned instruments**	***Charanga:* Zootime** - A Reggae Song for Children by Joanna Mangona. All the learning is focused around one song: Zootime. Pupils will continue to develop the necessary skills needed to progress through the rest of the curriculum through play, singing and listening. **NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range of**	**Environmental Music** **-** Pupils will explore the sounds of their surroundings and begin to recreate them using musical instruments. Exploring sound is a prerequisite for Composing. In the composing strand, children are asked to select sounds from variety of sources for a range of musical purposes. Children who have experienced lots of activities in exploring sound will find it much easier to use a variety of sounds in their compositions. **NC - experiment with, create, select and combine sounds using the**	***Charanga: I Wanna Play in A Band*** **-** I Wanna Play in a Band is a rock song written especially for children. In the song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs. **NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range of high-**	***Charanga:* Reflect, Replay, Rewind** **-** This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. **NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range of high-quality live and recorded music**

		musically.	**high-quality live and recorded music.**	**inter-related dimensions of music. play tuned and untuned instruments musically.**	**quality live and recorded Music.**	

Enrichment Opportunities	Explore the surrounding area: park, school grounds.	Woodland walk	Visit from various modes of transport Walk to train station	Minibeast experience	Yew tree farm	

Bower Grove School
Together we Inspire & Achieve

Hedgehogs Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**The United Kingdom**	**Traditional Fairy Tales and Poetry**	**The Stone age and pre historic life**	**Construction**	**The Animal Kingdom**	**Italy**
Curriculum Intent "The Why"	Embedding British Values through text, topic and world beliefs. Pupils will understand what it means to be 'British'.	Traditional fairy tales will be taught with the option to change endings using a 'what if' approach. Using traditional fairy tale's pupils will look at the moral meanings behind them. Poetry will allow pupils to explore rhyme and create new words to support their poem embedding familiar words in order to make their own poem.	With knowledge of primitive and prehistoric life pupils will gain an understanding of life before them. Using Dinosaurs, they can explore facts and fossils.	Tying together measurement, the Egyptians and materials, pupils will get gain an insight as to why we use the materials we do and an understanding of famous constructions (Pyramids).	Through various fact finding missions, pupils will gather knowledge on animals, their habitats and create fact files. They will explore through an offsite trip local animals in the area.	Pupils will explore facts about Italy, Italian culture and life through the topic and books based on Italy. They will look at the story of Pompeii and how it happened.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	Fiction Stories based on/ in The United Kingdom	Poetry/ informal Letter writing/traditional tales	Non – Fiction Pre historic facts Dinosaurs	Road Dahl – The Twits, The BFG, Matilda	Non- Fiction The Animal Kingdom	Strega Nona - Tomie dePaola

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

	Compose a diary entry for choral reading Explore features of a diary Write own diary entry Compare two stories Joining clauses Join sentences with 'and' Short composition Use description Build vocabulary Orally compose and write a postcard Plan a new story Write a new story Evaluate and edit a story **Grammar** Introducing Punctuation Introducing Sentences Sentence Structure	a class and group performance Help others improve their performances Perform poems to an audience Use real and invented words to describe things they can feel Recite familiar and unfamiliar poems Informal letter writing with attention to structure Re tell a range of traditional fairy tales paying close attention to particular characteristics **Grammar** Introducing Exclamation Marks Introducing Question Marks	Dinosaurs adapt to hot and cold weather Use information learned to discuss why something happens Plan for a report about what dinosaurs eat and how Write sentences for a simple report Write labels for a diagram to include in their report Share and feedback on reports **Grammar** Using the Prefix 'un-'	Write instructions about caring for a child for Matilda's parents Explore ideas for a Road Dahl style story and write a story plan Write a story opening from a plan Complete a story from a plan Edit and evaluate stories **Grammar** Using Suffixes 4 (-ly)	Oral rehearsal of recount for a personal 'nature diary' (e.g. a walk in the school grounds) Write a recount of their walk for their nature diary following model/framework Discuss what has been written so far before completing the recount Create a fact file on chosen animal **Grammar** Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'	Extended noun phrases Use extended noun phrases to create a slogan Revise, edit and evaluate their brochure text Creative writing **Grammar** Imperative Verbs
Maths	**Number and Place value**	**Multiplication and division**	**Money**	**Measurement Length & height Weight & volume**	**Position & direction**	**Properties of shape**

	Count to and across 100. Forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals: count in multiples of twos, fives and tens Given a number, identify one more or less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. **Addition &**	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Money** Recognising coins Recognising notes Counting in coins	Recognising coins Recognising notes Counting in coins **Statistics** interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight **Fractions** recognise, find and name a half as one	Position, direction and movement, including whole, half, quarter and threequarter turns. **Time** time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Mass and Capacity** Compare mass Measure mass (1) Measure mass (2) Compare mass Add and subtract mass Compare volume Measure capacity (1) Measure capacity (2) Compare capacity Add and subtract capacity Temperature

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

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

Computing Year 2 Content NC Year KS1 PA Stage K6 – K8	**Using Computers Safely 0** Overview: Pupils will investigate the common uses of information technology beyond School and will be introduced to e-safety themes through Childnet's Digiduck stories. Pupils will learn how to use technology safely and respectfully, keeping personal information private; identifying where to go for help and support when they have concerns about content or contact on the internet or other online	**Foundations Skills 3** Overview: Pupils will learn how to use technology purposefully to create, organise, store,manipulate and retrieve digital content. Pupils will learn how to find / create / capture images, and store these for use in their work. Pupils will learn how to log on to PurpleMash and how to access creative software, 2Paint, 2Design and 2Animate. They will discreetly practice organising, storing, manipulating and retrieving created digital content for	**Animation 0 – Animated Story Books** Overview: Pupils will use 2Create a Story tool to make an animated e-book. They will learn how to add music and background to their stories. Throughout the topic they will purposely organise, store, manipulate and retrieve their created digital content in the making of their an. **Strand:** **Information Technology**	**Data 0 - Collecting and Representing Data** Overview: Pupils will collect data and learn how to organise and represent this using a spreadsheet (Purple Mash's 2Calculate program) and to do simple calculations on this data. **Strand:** **Information Technology**	**Algorithms 0: 2Go** Overview: Using BeeBots and Purple Mash's 2Go pupils will learn to write simple instructions (algorithms) to complete programming challenges. The pupils will learn how algorithms are implemented on a digital device and that a computer requires precise and unambiguous instructions to complete a task. **Strand:** **Computer Science**	**Programming 0: Coding** Overview: Pupils will be introduced to programming by using block coding in 2Code and how to make simple programs. They will be taught how to fix errors in their code by debugging. **Strand:** **Computer Science**

	technologies. **Strand: Digital Literacy**	use in these programs. **Strand: Information Technology**				
Computing Year 3 Content NC Year KS2 PA Stage K7-K9	**Using Computers Safely 1** Overview: Pupils will start by gaining an understanding of what the internet is. Using Childnet's Smarty the Penguin series of stories pupils will learn about how to use technology safely, reporting concerns about content and contact to a trusted adult. **Strand: Digital Literacy**	**Hardware and Software 1 : Making Music** Overview: In this unit pupils will be investigating hardware and software. Through the making Audio unit, pupils will use different technology (hardware and software) purposefully to create and capture audio, to organise, store, and manipulate it. **Strand: Information Technology**	**Using Email** Overview: Pupils will learn about email as a communication and collaboration form because of the internet and will be taught how to compose an email and to send attachments. Through the use of email simulation software pupils will learn how to use it safely, respectfully and responsibly; recognising acceptable/unacceptable behaviour; and to identify ways to report concerns about content and contact.	**Presentation 0** Overview: Pupils will be introduced to creating simple presentations. They will be looking at the different ways they can change text in a presentation to make it look different, adding digital content and how to add effects to engage an audience. Through the unit they will select, use and combine digital content to	**Animation 1: Simple Animation** Overview: In this unit pupils will design and create a simple Stop frame animation using Lego. Using iPads, stop frame animation software they will create and combine content captured to meet a given goal. The resulting animations pupils will present. **Strand: Information Technology**	**Programming 1** Overview Using code.org and Purple Mash's 2Code app, pupils will learn how we control computers using code. The pupils will look at what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. The pupils will create and debug simple programs and use logical reasoning to

			Strand: Digital Literacy & Computer Science	present data and information. **Strand: Information Technology**		predict the behaviour of simple programs. **Strand: Computer Science**

Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**The United Kingdom -** Geography Locate and name the four countries of the United Kingdom. Locate and name the Capital Cities in the United Kingdom. Explore regions within England, naming at least one. Identify human (man-made) and physical characteristics	**The 7 Continents and 5 Oceans around the World** – Geography Explore and locate the 7 Continents of the World Explore and locate the 5 oceans of the World. Explore human and physical geography, identifying seasonal and daily weather patterns in the United Kingdom. Explore human and physical geography, locating hot and	**The Stone Age -** History Introduction to the Stone Age and pre-historic life. Explore the range of homes Stone Age people built and lived in. Explore Stone age cave paintings, creating a new style of painting to represent pupil's identity. Explore the Stone Age diet - what did they eat?	**Ancient Egypt -** History Explore who were the Ancient Egyptians. Investigate what life was like as an Ancient Egypt? Explore Mummies during the Ancient Egyptian times. Explore and investigate the story of Tutankhamun. Write Like an Egyptian.	**Significant Individuals** – History Explore the lives of six Significant Individuals in History. Neil Armstrong – first man on the moon. Mary Anning – well known for her fossil hunting. Florence Nightingale – nurse who helped soldiers during the war.	**Italy –** Geography Explore the location of Italy within Europe and the world. Explore famous landmarks in Italy – the Colosseum, the Leaning Tower of Pisa, etc. Explore the Story of Pompeii. Explore and identify physical geography within Italy, including volcanoes, rivers, and mountains – Mount

	in the United Kingdom. Use maps, atlases, globes, and digital/computer mapping to locate countries. **Enrichment Opportunities** Recreating a British landmark through D&T.	cold areas of the World in relation to the Equator. Explore a compass and the North and South Poles. **Enrichment Opportunities** Visit from Father Christmas.	What clothing did Stone age people wear? Explore farming during the Stone Age. **Enrichment Opportunities** Fossil finding.	Explore Egyptian Gods. **Enrichment Opportunities** Construction – building a pyramid through D&T.	Thomas Edison – invented the light bulb. Mary Seacole – cared for British soldiers in the war and overcame racial prejudice for helping others. Vincent Van Gogh – famous Dutch artist. Recreate 'A Starry Night'. **Enrichment Opportunities** Fact find trip to a local wild area/forest.	Vesuvius, for example. Explore Italian food – what are Italians known for? **Enrichment Opportunities** Italian cooking- Pizza making.
Personal Development	**Citizenship and key skills** Pupils communicate feelings and ideas in simple phrases P8 Pupils choose, initiate and follow through new tasks	**Living in the wider world** P8. Knows that money needs to be kept safe and to wait for the change Chooses an item in a shop	**Relationships** P8 Shows some consideration towards others Gets enjoyment from playing with others	**Health and well being** P8 Express hygiene needs to adult Understand stranger danger, common dangers	**Living in the wider world** Stage 1 Can identify areas for personal development Participate in a mini enterprise using	**Relationships** Stage 1 Can recognise the feelings of themselves and others and can explain in simple terms how others may feel

	and self-selected activities Be able to show awareness of how to join in different situations. They understand agreed codes of behaviour which helps groups work together. Be able to join in a range of activities in 1:1 situation and in small or large groups P9 Makes purposeful relationships with others in group activities and attempt to negotiate with them [for example, if other pupils wish to use the same piece of equipment] Stage 1 Be able to share my opinion on things and explain my views	Crosses quiet roads to visit neighbourhood with support They treat living things and their environment with care and concern (sc cells and organisation p4, geo P5) They understand the need for laws and the consequences of no laws They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately to achieve an end goal Demonstrate safety skills in school environment Talk about people who help them in the community	Expresses feelings and views P9 Shows concern for others [for example, through facial expressions, gestures or tone of voice, and sympathy for others in distress and offer comfort]. Recognises when people are being unkind Name some important people in their life (state how they should care for one another) Knows a range of feelings Make purposeful relationships with others in group activities and begin to take turns and share	Understands a healthy diet (sc nutrition p8) Knows own address P9 Recognises aspects of personal hygiene e.g. when to wash hands Understands poisons, not to talk to strangers, unhealthy diets, need for sleep and benefits of exercise (sc nutrition p8, PE stage 1) Stage 1 Know which food they like Ask for help appropriately, Can talk about how exercise and sleep affect the body (sc nutrition stage 2, PE stage 1) Recognises medicines and who to trust to administer medication	basic money handling skills Describe how money is obtained Recognise they are responsible for themselves and others within any working environment Recognise meaning of common hazard sign Estimates roughly what different kinds of money might buy State what jobs/responsibilities does my teacher or I have in the classroom Can explain what 'rules' mean and how they help all of us Identify the needs that others may have and some of the needs of other living things – pets, animals, adults at home and in school (science, cells and	Can recognise different behaviours that can be helpful/unhelpful, kind/unkind and give examples how behaviour affects others. Identify what makes them feel pleased or cross and describe what happens inside and outside of the body Can identify their special people (family, friends, and carers) and what makes them special Makes purposeful; relationships with others in group activities and attempt to negotiate with them To understand what physical contact is acceptable or unacceptable

		Makes a contribution to their class charter/rules P9 Understands the concept of saving and different sources that they ca n receive money from Shows appropriate behaviour in a shop (interacts with staff, queues) Able to identify the coins and notes Describe the houses of parliament and MPS Identify groups they belong to Recognise difference between a need and a want Identify one right you have in your school Can identify own skills and qualities		Name body parts in general including external genitalia and including external genitalia recognise aspects of personal hygiene (Link with naming body parts science) To know how to wash their hands correctly and take care of their teeth. To talk about simple steps that they can take to stop the spread of germs To be able to describe what they like and what they dislike and recognise what a choice is Name feelings they have had both good and not so good and explain where in their bodies they have these feelings and how their faces	organisation stage 2) Can identify their local, natural and built environments (geo P7,8) Able to recognise what money is and where it comes from (maths money) Identifies school rules Shows an understanding of what community means Identify the purpose of the groups they belong to and describe how it feels to be a member of a group Identify responsibilities in the classroom and at home Identify simple definitions of laws	

				show these feelings to others		
World Beliefs	**Bower Values Tolerance Morals and rules** What are the main British Values? What is Mutual respect? How can we be respectful of others? How does this help our friendships? Exploring difference in friendships. How does this help us to be a good citizen	**Who are Hindus and Sikhs?** To explore the Hindu creation of the universe. To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus. To explore what happens in a Hindu and Sikh wedding.	**Buddhist's beliefs** To know how Buddhist's celebrate New year in Japan To explore who Buddha was and why he is important to Buddhists. To know how Buddhist's attend Uposatha days at the temple. To know how Buddhists practice Meditation and chanting in their daily lives.	**What it means to be Jewish** To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday. To explore the rituals of Shabbat, lighting candles and having 3 meals. To how Jewish people celebrate the festival of Hanukkah	**Muslims and traditions.** Islam creation story To know that Muslims attend Jumu'ah at a mosque on Fridays. To explore the use of a prayer mat and compass. Look at Wudu and how to keep clean.	**The nature of Christians** To explore God as a creator according to the Christian faith. To explore God's creation of Adam and Eve. To explore what happens at a Christian Wedding.
PE (skills and knowledge) NC Year _____	**Gymnastics and Core Skills (Throwing and Catching)**	**Gymnastics and Dance** **Gymnastics (Pathways)**	**Dodgeball and OAA** **Dodgeball** The unit of work will explore how to apply the principles	**Attack v Defence and Hockey** **Attack v Defence** The unit of work will challenge pupils	**Athletics and Tennis** **Athletics**	**Athletics and Cricket** **Athletics** The unit of work will explore how we

PA Stage S1-S2	**Gymnastics (Linking)** The unit of work will challenge pupils to explore different ways that they can link movements and balances together. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances. **Ball Skills (Hands)** The unit of work will consolidate pupil's ability to accurately roll a ball towards a target. Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.	The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways. Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway. **Dance (Sweet Factory)** The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a	of attack vs defence in dodgeball. Pupils will develop an understanding of when, where and why we need to dodge, throw, catch and change direction during a game. **OAA (Problem Solving)** The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team.	to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack. Pupils will apply these tactics as a team into games. **Hockey** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.	The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. **Rackets, Bats and Balls** The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding	can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. **Cricket** The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.

		partner to include some different elements of choreography, including telling a story.			of accuracy and space in a variety of games.	
Music	**African Drumming** - In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. Pupils will learn about the different striking techniques as well as the methods that are used to create rhythms (call and response, improvisation and combining ostinatos). Pupils will have the opportunity to create their own rhythmic ostinatos and will get to lead the group in call	**Ocarinas/Seasonal** **Focus** - Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical**	**BoomWhackers** - Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers. **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**	**Dragon Scales** - This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop there listening skills. Pupils will learn songs that use the pentatonic scale and will be contributing towards a whole class song based around dragons. Pupils will be	**The Jungle** - In these sessions will be looking at the jungle book. We will learn how to sing and play along to 'the Bare Necessities' and make our own jungle sound story combining jungle noises and jungle style music. We explore timbre, pitch, dynamics and texture and how we can use these to represent animals/the weather/jungle noises etc. Pupils will be exposed to listening, composing and performing tasks	**Body Percussion** - This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion. **NC - use and understand staff and other musical notations. Improvise and compose music for a range of purposes**

	and response and rhythmic games. **NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music.**	**instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations**		writing melodic phrases using the pentatonic scale that will provide the melody for the song. **NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music.**	throughout the unit. **NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music.**	**using the inter-related dimensions of music.**
Enrichment Opportunities	Recreating a British landmark through DT.	Visit from Father Christmas.	Fossil finding.	Visit to a famous landmark.	Fact find trip to a local wild area/forest.	Italian cooking- Pizza making.

Bower Grove School
Together we Inspire & Achieve

Foxes Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Around the world and Electricity**	**The Mayans and States of matter**	**Rainforests and Living things in their habitats**	**The Romans and Sound travel**	**The Vikings and Animals including humans**	**All about Africa and Science inventions**
Curriculum Intent	Pupils will learn about Capital cities around the world and explore the population. They will understand how electricity works, identifying common appliances that run on electricity.	Pupils will explore Mayan civilisation. They will understand and group materials together, according to whether they are solids, liquids or gases.	Pupils will describe and understand key aspects of the physical geography of Rainforests. recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Pupils will learn about the Roman empire and its impact on Britain. They will understand how sound travels and where it is sourced.	Pupils will learn about how the Vikings invaded Britain and their way of life. They will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Pupils will study the geographical knowledge of Africa and extend their locational knowledge using maps. They will explore various inventions in scientific history and learn how they have changed the world we live in.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Non-Fiction: Otterline Yellow Cat -- Unit 3.3**	**Poetry/ Letter writing/traditional tales**	**Non-Fiction: All about Orang-utans -Unit 2.1**	**Stories by the same author Anthony Browne (Gorilla and the tunnel)**	**Fiction: How to train your Dragon**	**Non-Fiction: The Boy who harnessed the wind**

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

Aspirational Level Y2	Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. - Recognise tens and ones – Use a place value chart – Partition numbers to 100 – Flexibly partition numbers to 100 – Write numbers in expanded form Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 – 10s on the number line to 100 – 10s and 1s on the number line to 100 – Estimate numbers on the number line	Add and subtract across 10 – Add across a 10 – Subtract across a 10 – Subtract from a 10 – Subtract 1-digit number from a 2-digit number (across a 10) Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a twodigit number. - Add across a 10 – Subtract across a 10 – Subtract from a 10 – Subtract 1-digit number from a 2-digit number (across a 10) – 10 more, 10 less	Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. – Introduce the multiplication symbol – Multiplication sentences – The 2 times-table – The 10 times-table – The 5 times-table – The 5 and 10 times-tables Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". Calculate complements to 100 - Subtract money – Find change	Recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity Recognise the equivalence of 2/4 and ½ Write simple fractions for example ½ of 6 = 3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). – Fractions and scales - Equivalent fractions on a number line – Equivalent fractions as bar models **Multiplication**	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data **Time (Covering Year 1 & 2 stages)** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

	Start Addition & Subtraction Secure fluency in addition and subtraction facts within 10, through continued practice. - Bonds to 10 – Add by making 10 – Add to the next 10 – Subtract from a 10	– Add and subtract 10s Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. – Add two 2-digit numbers (not across a 10) – Add two 2-digit numbers (across a 10) – Subtract two 2-digit numbers (not across a 10) – Subtract two 2-digit numbers (across a 10) – Mixed addition and subtraction **Position & Direction** Order and arrange combinations of mathematical	- Make equal groups – Make equal groups – grouping – Make equal groups – sharing – Divide by 2 – Divide by 10 – Divide by 5	Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. – Add money – Subtract money – Find change **Mass, capacity & temperature (Covering Year 1 & 2)** Compare, describe and solve practical problems for:	Children will be exposed to all the times tables in preparation for their times table test – government. 1-12 times-table Children must be able to: Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any Multiple to be entered for the MTC. **Problem solving** Children will use their knowledge gained to answer word problems over all areas so far.	Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of

		objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)		- mass/weight - capacity and volume Measure and begin to record the following: - mass/weight - capacity and volume Choose and use appropriate standard units to estimate and measure - mass (kg/g); - temperature (°C); - capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and =		hours in a day Compare, describe and solve practical problems for time Measure and begin to record the time (hours, minutes, seconds)
Science	**Electricity**	**States of matter** Compare and group	**Living things and their habitats**	**Sounds**	**Animals, including humans**	**Inventions**

	Identify common appliances that run on electricity. Construct a simple series electrical circuit, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a sample series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of the evaporation with temperature.	Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Identify how sounds are made associating some of them with something vibration. Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple function. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Famous inventions that made the world a better place. Design and create an invention to help and improve lives.

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

Topic **Global Learning (*History,***	**Capital cities around the World**	**Mayans** Where did they originate from?	**Rainforests** Where are they located?	**Romans** Sparatcus/Julius.	**Vikings** Where did the Vikings come from?	**Africa** Location and continent.

***Geography, Modern Foreign Languages*)** **Art** **DT**	Art: design a city, model cities. Location of cities. Facts about cities and the population.	Mayan way of life. Mayan Gods. Art design your own God.	Explore wildlife. Human impact. Forest layers Jungle plants.	Caesar Invasion. Equipment and uniform. Life as a soldier. Roman Gods/Famous Romans. What the Romans did for Britain.	Why did they invade Britain? Viking way of life. Viking warriors. Viking beliefs.	Landscape and countries. Climate / Weather. Life in Africa compared to their own life. African animals. Facts about Africa.
Personal Development	**Living in the wider world** Understand the importance of rules and laws. Respect for self and others. Rights and responsibilities in the home.	**Relationships** Recognise a wide range of emotions. Recognise what constitute a healthy relationship with friends and family. Working as teams, strategies put things right.	**Health and Well Being** What is meant by a healthy lifestyle. How to maintain and manage risks to physical wellbeing. Identify ways to keep physically safe on the playground.	**Living in the wider world** Respecting diversity and equality in different communities. Role of money in our lives. Respecting the environment.	**Relationships** Different types of relationships. Bullying and discrimination. Recognising risky behaviours in relationships and how to get help.	**Health and Well Being** Making informed choices about health. Internet safety.
World Beliefs	**British values** To name the 5 British Values. What is Individual Liberty? What rights do I have?	**Hinduism** To know some important Hindu symbols and why they are important. To know who Krishna is and why	**Buddhism** To explore the Buddhists practice of Puja, Study and Meditation and know why it is important to Buddhists.	**Judaism** To know some Jewish Symbols and why they are important to Jews. To know the importance of light in the Jewish faith.	**Muslim faith** To explore who Muhammad was and why he is important to Muslims. To know some important Muslim	**Christianity** To explore the Holy Communion and Know why it is important to Christians. To know some important Christian

	How do the rules work? How does this help us be a good person?	he is important to Hindus.	To know some important Buddhist symbols and why they are important. To know the importance of offering lights and flowers to Buddha. To explore the festival of Wesak to celebrate the birth of Buddha.	To explore Jewish Passover. To know how Passover is marked with the Passover Seder feast.	symbols and why they are important. To know why light is important in the Muslim faith. To know what Muslims, do in the month of Ramadan.	symbols and why they are important to Christians. To know why light is important in the Christian faith.
PE Content (skills and knowledge) NC Year _____ PA Stage S1-S3	**Gymnastics and Dodgeball** **Gymnastics (Symmetry and Asymmetry)** The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving	**Dance and Netball** **Dance (Wild Animals)** The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups. **Netball**	**OAA and Handball** **OAA (Problem solving and orienteering)** The unit of work will develop pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as	**Tennis and Football** **Ball Skills** The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score	**Athletics and Basketball** **Athletics** The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.	**Athletics and Cricket** **Athletics** The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.

	out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. **Dodgeball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in games. Pupils will apply their throwing, catching and dodging skills combining these with their understanding of team work to try and win the game.	The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	well as create effective tactics. **Handball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game.	points against the opposing team. **Football** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game.	**Basketball** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting. Pupils will learn how to keep possession and eventually score in order to win a modified game.	**Cricket** The unit of work will develop pupils' ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible
Music **NC Year 4** **PA Stage 1-3**	**Charanga: Lean on Me –** This whole unit is focussed around the song Lean on Me by Bill Withers. The material presents an integrated approach to music	**Peter and the Wolf -** Throughout this unit pupils will be introduced to the instruments of the orchestra and how they are used to represent characters in a story.	**Charanga: Three Little Birds –** All the learning is focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this	**BBC 10 Pieces –** Each year the BBC releases 10 pieces of classical music and resources to allow pupils to access them. The material is always really engaging and there	**Charanga: Glockenspiel Level 1 -** This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.	**Music Plus Digital: Ukuleles (Bug Club) -** The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for

	where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Pupils will experiments using these instruments to recreate the story in their own musical way. Pupils will then rehearse and perform their piece in a whole class ensemble	song, children will listen and appraise other reggae songs to explore genre specific characteristics.	are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released.	The learning is focused around exploring and developing playing skills through the glockenspiel primarily however pupils will be able to experience following scores and playing the same pieces of music on the instruments of their choice.	students' musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless of any barriers to learning. MusicPlus Digital (MPD) allows children to learn the ukulele in a fun exciting way, allowing more children to learn, whilst addressing and complementing all aspects of the national curriculum Key Stage 2 programme of study.
Enrichment Opportunities	Visit local city (Canterbury city) visit the cathedral.	Science experiments using materials.	Trip to local park to observe living things in their environment.	Romans day: Pupils able to dress like romans and have a whole day experiences 'Roman' based activities.	Trip to wildwoods to observe animals' habitats.	Church trip to explore Christianity.

Bower Grove School
Together we Inspire & Achieve

Penguins Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Pirates**	**Tudors**	**You are what you eat.**	**Poetry**	**Traditional tales**	**Ancient Greeks**
Curriculum Intent "The Why"	We will learn about Pirates using the text Treasure Island. We will use our geographical knowledge to help us create and follow 'Treasure maps'.	We will learn about the 6 wives of Henry VIII. We will practice our play to ensure that our audience can hear us and understand us clearly.	We will study how animals, including humans, get nutrition from what they eat, how this food is eaten and digested and about food chains. We will read, follow and make our own instructions for a variety of items including food. We will use our mathematical knowledge of mass & capacity to help us measure quantities accurately.	We will continue to work on our performance techniques but this term through poetry. We will learn a poem off by heart as well as write our own.	We will learn how some stories get passed down from generation to generation. We will learn that some of these stories have a moral.	We will use the book Odyssey to explore the myths & legends of the Ancient Greek time. We will use Non-fiction books to research different topics of Ancient Greece and make a pot out of clay.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Fiction**	**Traditional tales / play scripts**	**Non – fiction**	**Poetry / raps**	**Fiction**	**Non-fiction Myths & Legends**

	Treasure Island	The Pied Piper of Hamelin Christmas play	**Recipes / instructions**	A collection of poems by Roger McGough	**Fairy tales / traditional tales** Aesop's Fables	**Greek Myths** Odysseus
English/ Literacy	Continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing	Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Reading books that are structured in different ways and reading for a range of purposes	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied
Maths **Aspirational Level Y3**	**Place Value** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10 - Hundreds Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and nonstandard partitioning.	**Addition / Subtraction** Calculate complements to 100 - Complements to 100 Add and subtract up to three-digit numbers using columnar methods. Add two numbers (no exchange) – Subtract two numbers (no exchange)	**Multiplication & division** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. – Multiples of 2 4 – Multiples of 5 and 10	**Multiplication & Division** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). – Multiples of 10 – Related calculations – Scaling – Fractions and scales – Equivalent fractions on a number line	**Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. – Understand the denominators of unit fractions	**Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. – Understand the denominators of unit fractions

	Represent numbers to 1,000 – Partition numbers to 1,000 – Flexible partitioning of numbers to 1,000 – Hundreds, tens and ones Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10 – Find 1, 10 or 100 more or less – Number line to 1,000 – Estimate on a number line to 1,000 – Compare numbers to 1,000 – Order numbers to 1,000 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. - Number line to 1,000 – Estimate on a number line to 1,000 – Count in 50s	– Add two numbers (across a 10) – Add two numbers (across a 100) – Subtract two numbers (across a 10) – Subtract two numbers (across a 100) – Add 2-digit and 3-digit numbers – Subtract a 2-digit number from a 3-digit number Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. - Inverse operations – Make decisions	5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	– Equivalent fractions as bar models Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Mass and capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). **Statistics** Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information	– Understand the numerators of non-unit fractions – Understand the whole Find unit fractions of quantities using known division facts (multiplication tables fluency). – Unit fractions of a set of objects Reason about the location of any fraction within 1 in the linear number system. – Compare and order unit fractions – Compare and order non-unit fractions – Fractions on a number line – Count in fractions on a number line Add and subtract fractions with the same denominator, within 1. – Add fractions – Subtract fractions	– Understand the numerators of non-unit fractions – Understand the whole Find unit fractions of quantities using known division facts (multiplication tables fluency). – Unit fractions of a set of objects Reason about the location of any fraction within 1 in the linear number system. – Compare and order unit fractions – Compare and order non-unit fractions – Fractions on a number line – Count in fractions on a number line Add and subtract fractions with the same denominator, within 1. – Add fractions – Subtract fractions

	Shape Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. – Right angles Draw polygons by joining marked points, and identify parallel and perpendicular sides. – Parallel and perpendicular – Draw polygons Draw 2-D shapes. Measure the perimeter of simple 2D shapes Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. **Start Addition & Subtraction** Secure fluency in addition and subtraction facts that bridge 10, through continued practice.			presented in scaled bar charts and pictograms and tables.		

	- Add 1s across a 10 – Add 10s across a 100 – Subtract 1s across a 10 – Subtract 1s across a 100 – Add two numbers (across a 10) – Add two numbers (across a 100) – Subtract two numbers (across a 10) – Subtract two numbers (across a 100)					
Science	**<u>Forces (Physics)</u>** S3 - compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	**<u>Earth & Space (Physics)</u>** S5 - Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the	**<u>Animals including humans (Biology)</u>** S3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**<u>Living things and their habitats (Biology)</u>** S4 - Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes	**<u>Properties and changes of materials (Chemistry)</u>** S4 - Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. S5 - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity	

	Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. S5 - Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving services. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	apparent movement of the sun across the sky.	S4 - describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. S5 - Describe the changes as humans develop to old age	pose dangers to living things. S5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	(electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
Computing	Overview: Pupils will learn what a computer network is and learn that computer networks include the internet. They will learn that they provide	Overview: This unit focuses on Desktop Publishing with pupils learning how to create digital artefacts with text,	Overview: This unit is designed to introduce the pupils to data and how we collect it. Pupils will learn	Overview: Pupils will use and combine different software to design and create digital artefacts through the scenario of	Overview: Pupil using Purple Mash's 2Animate will learn what stop frame animation is, understanding what frames are,	Overview: Pupils using block programming will learn about sequencing, selection, conditionals, and

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

		learn how to present data and content for an audience that accomplishes a given goal. **Strand: Information Technology**				

MFL	**Recap prior learning** **Maps** **Directions** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**Planets & the Solar System** **Francophone Christmas** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**Body & physical descriptions** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask	**Instructions** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask	**Music** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask	**Poetry** **De-coding texts** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask

	Engage in short, scaffolded conversations; ask and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities**	Engage in short, scaffolded conversations; ask and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities**	and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities** Cross curricular - Science	and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities** Francophonie Focus Day	and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities** Cross curricular - Music	and answer a few familiar questions Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation when using familiar words and phrases Broaden their vocabulary Start to recognise cognates and see hoe French is the same/ differs from English Understand that French is spoken all over the world **Enrichment Opportunities** Cross curricular - English

	Cross curricular – Global Learning	Cross curricular - Science		Cross-curricular – topic/ English		
Personal Development	**<u>Living in the wider world</u>** Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	**<u>Living in the wider world</u>** Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	**<u>Relationships</u>** Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships	**<u>Health and Well Being</u>** What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground	**<u>Relationships</u>** Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	**<u>Health and Well Being</u>** Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety
World Beliefs	Talk about the 5 British Values? Why do we have rules? Identify rules, laws and responsibilities within school.	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs. To name the five Ks To know who Guru Nanak was and why	To know about the sacred book the Tipitaka and know why it is important to Buddhists. To know that Buddhists live by the five morals.	To know who Abraham was and why he is important to Jews. To know who Moses was and why he is important to Jews.	Look at the five pillars of Islam and their names and meanings. To explore the Holy Qur'an and know why this is important to Muslims.	To know who Moses was and why he is important to Christians. To know that Christians follow the rules of the Ten Commandments.

	What are the laws outside of school? How does following laws make us a good citizen? Explore how Parliament and government set our laws.	he is important to Sikhs		To explore the Torah and know why it is important to Jews. To explore Hebrew writing and the alphabet.	To know about the festival of Ashura and why it is important to Muslims.	To explore the Holy Bible and know why it is important to Christians. To know who Jesus' disciples were and why they are important to Christians.
PE Content (skills and knowledge) NC Year _____ PA Stage S1-S4	**Gymnastics and Tag Rugby** **Gymnastics (Bridges)** The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow	**OAA and Creative Games** **OAA (Problem Solving)** The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create, evaluate and adapt tactics.	**Dance and Dodgeball** **Dance (Space)** The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions	**Handball and Games Football** **Handball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. **Football** The unit of work will develop pupils'	**Cricket and Pickleball** **Cricket** The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams. **Tennis/Pickleball**	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt and explore and develop an understanding of

	and challenging their creativity. **Tag-Rugby** The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.	**Creative Games** The unit of work will provide pupils the opportunity to analyses and problem solve a game, adapting rules and concepts to improve the quality of games.	and incorporate apparatus. **Dodgeball** The unit of work will consolidate pupils' ability to apply the principles of attack vs defence in games. Pupils will consolidate their throwing, catching and dodging skills applying these as they create simple tactics for attacking and defending.	ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity.	The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.	how to hurdle safely. **Rounders** The unit of work will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
Music	- In this unit pupils will revisit the varying concepts of pulse and rhythm. Distinguishing between these two musical features often proves tricky for pupils so we explore them a little deeper and engage the pupils by using popular music and the music they love.	**-** Focussing on The Planets – Holst pupils will create the sound world of space as they perceive it. Pupils will use the inter-related dimensions of music to represent the qualities and characteristics (size, distance from the	- This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 in Year 4. Pupils will continue to practice and develop their score reading and performance but will have more independence when composing	- This term we will be studying hip hop culture and how it revolved around music. We will be exploring the 4 elements of Hip-Hop Culture and pupils will have an opportunity to experience each element in one way or another. The 4 elements are:	- This unit of work looks to develop pupils time keeping, knowledge and application of rhythmic notation, compositional skills and both ensemble and leadership skills. Throughout the unit pupils will be learning how note lengths can be combined to make	**-** Although pupils may well have played keyboards before, this unit introduces pupils into using correct hand and finger technique as well as a stave notation. There are opportunities for pupils to score out well-known tunes and learn and

	Pupils will explore how pulse and rhythm are intertwined and will work on creating their own rhythms to accompany a popular song of their choice. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**	sun etc.) of the planets. Pupils will also have the opportunity to learn Christmas music ready for a school performance. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**	and working in small ensembles. **NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**	MCing; Turntablism; Graffiti and Breakdancing. Pupils will also learn how to play old-school hip-hop songs and learn about sampling. **NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.**	up interesting rhythms. They will be exploring timbres of household items and using them as instruments in their own compositional performances. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.**	perform them within the classroom. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.**
Enrichment Opportunities			YUMU charanga profiles can help embed learning	Pupils experience different elements of Hip Hop culture to support understanding. Linked with Art for graffiti lesson.		YUMU charanga profiles can help embed learning

Bower Grove School
Together we Inspire & Achieve

Eagles Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Pirates**	**Tudors**	**You are what you eat.**	**Poetry**	**Traditional tales**	**Ancient Greeks**
Curriculum Intent "The Why"	We will learn about Pirates using the text Treasure Island. We will use our geographical knowledge to help us create and follow 'Treasure maps'.	We will learn about the 6 wives of Henry VIII. We will practice our play to ensure that our audience can hear us and understand us clearly.	We will study how animals, including humans, get nutrition from what they eat, how this food is eaten and digested and about food chains. We will read, follow and make our own instructions for a variety of items including food. We will use our mathematical knowledge of mass & capacity to help us measure quantities accurately.	We will continue to work on our performance techniques but this term through poetry. We will learn a poem off by heart as well as write our own.	We will learn how some stories get passed down from generation to generation. We will learn that some of these stories have a moral.	We will use the book Odyssey to explore the myths & legends of the Ancient Greek time. We will use Non-fiction books to research different topics of Ancient Greece and make a pot out of clay.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Fiction** Treasure Island	**Traditional tales / play scripts**	**Non – fiction** **Recipes / instructions**	**Poetry / raps** A collection of poems by Roger McGough	**Fiction** **Fairy tales / traditional tales**	**Non-fiction** **Myths & Legends** **Greek Myths** Odysseus

		The Pied Piper of Hamelin Christmas play			Aesop's Fables	
English/ Literacy	continuing to read and discuss an increasingly wide range of fiction, Identifying and discussing themes and conventions in and across a wide range of writing	Preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Reading books that are structured in different ways and reading for a range of purposes	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied
Maths **Aspirational Level Y3**	**Place Value** Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10 - Hundreds Recognise the place value of each digit in	**Addition / Subtraction** Calculate complements to 100 - Complements to 100 Add and subtract up to three-digit numbers using columnar methods. Add two numbers (no exchange) – Subtract two numbers (no exchange)	**Multiplication & division** Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. – Multiples of 2	**Multiplication & Division** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). – Multiples of 10 – Related calculations – Scaling – Fractions and scales – Equivalent fractions on a number line	**Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.	**Money** Add and subtract amounts of money to give change, using both £ and p in practical contexts. **Fractions** Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.

	three-digit numbers, and compose and decompose three-digit numbers using standard and nonstandard partitioning. Represent numbers to 1,000 – Partition numbers to 1,000 – Flexible partitioning of numbers to 1,000 – Hundreds, tens and ones Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10 – Find 1, 10 or 100 more or less – Number line to 1,000	– Add two numbers (across a 10) – Add two numbers (across a 100) – Subtract two numbers (across a 10) – Subtract two numbers (across a 100) – Add 2-digit and 3-digit numbers – Subtract a 2-digit number from a 3-digit number Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of	4 – Multiples of 5 and 10 5 – Sharing and grouping 9 – Multiply by 4 10 – Divide by 4 11 – The 4 times-table Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they	– Equivalent fractions as bar models Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Mass and capacity** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). **Statistics** Interpret and present data using bar charts, pictograms and tables.	– Understand the denominators of unit fractions – Understand the numerators of non-unit fractions – Understand the whole Find unit fractions of quantities using known division facts (multiplication tables fluency). – Unit fractions of a set of objects Reason about the location of any fraction within 1 in the linear number system. – Compare and order unit fractions – Compare and order non-unit fractions – Fractions on a number line – Count in fractions on a number line	– Understand the denominators of unit fractions – Understand the numerators of non-unit fractions – Understand the whole Find unit fractions of quantities using known division facts (multiplication tables fluency). – Unit fractions of a set of objects Reason about the location of any fraction within 1 in the linear number system. – Compare and order unit fractions – Compare and order non-unit fractions – Fractions on a number line – Count in fractions on a number line

	– Estimate on a number line to 1,000 – Compare numbers to 1,000 – Order numbers to 1,000 Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. - Number line to 1,000 – Estimate on a number line to 1,000 – Count in 50s **Shape** Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D	addition, and understand the related property for subtraction. - Inverse operations – Make decisions	know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.	Add and subtract fractions with the same denominator, within 1. – Add fractions – Subtract fractions	Add and subtract fractions with the same denominator, within 1. – Add fractions – Subtract fractions

	shapes presented in different orientations. – Right angles Draw polygons by joining marked points, and identify parallel and perpendicular sides. – Parallel and perpendicular – Draw polygons Draw 2-D shapes. Measure the perimeter of simple 2D shapes Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. **Start Addition & Subtraction** Secure fluency in addition and subtraction					

	facts that bridge 10, through continued practice. - Add 1s across a 10 – Add 10s across a 100 – Subtract 1s across a 10 – Subtract 1s across a 100 – Add two numbers (across a 10) – Add two numbers (across a 100) – Subtract two numbers (across a 10) – Subtract two numbers (across a 100)					
Maths **Aspirational Level Y4**	**Place Value** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other	**Addition / Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	**Multiplication / division** Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the corresponding number.	**Position & Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the	**Fractions** Reason about the location of mixed numbers in the linear number system. – Number lines with mixed numbers – Compare and order mixed numbers Convert mixed numbers to improper fractions and vice versa. – Convert mixed numbers to improper fractions – Convert improper fractions to mixed numbers	

	four-digit multiples of 100. – Thousands Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. – Represent numbers to 10,000 – Partition numbers to 10,000 – Flexible partitioning of numbers to 10,000 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Measurement – Area** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. **Place Value** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s	– Factor pairs – Use factor pairs – Related facts – multiplication and division – Informal written methods for multiplication – Multiply a 2-digit number by a 1-digit number – Multiply a 3-digit number by a 1-digit number Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. – Divide a 2-digit number by a 1-digit number (1) – Divide a 2-digit number by a 1-digit number (2)	left/right and up/down. Plot specified points and draw sides to complete a given polygon. **Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4, 1/2 and 3/4. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places	Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. – Add fractions and mixed numbers – Subtract from whole amounts – Subtract from mixed numbers **Residential**

	– Find 1, 10, 100, 1,000 more or less – Number line to 10,000 10 – Estimate on a number line to 10,000 – Compare numbers to 10,000 – Order numbers to 10,000 – Round to the nearest 10 – Round to the nearest 100 – Round to the nearest 1,000 – Round to the nearest 10,000 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. – Number line to 10,000 – Estimate on a number line to 10,000	there are in other four-digit multiples of 100 – Multiply by 10 – Multiply by 100 – Divide by 10 – Divide by 100	– Divide a 3-digit number by a 1-digit number Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). – Multiply by 100 – Divide by 100 – Divide a 1- or 2-digit number by 100		

	Time Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.				
Science	**<u>Forces (Physics)</u>** S3 - compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others	**<u>Earth & Space (Physics)</u>** S5 - Describe the movement of the Earth, and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.	**<u>Animals including humans (Biology)</u>** S3 - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for	**<u>Living things and their habitats (Biology)</u>** S4 - Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	**<u>Properties and changes of materials (Chemistry)</u>** S4 - Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. S5 - Compare and group together everyday materials on the basis of their properties, including their hardness,

	Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. S5 - Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving services. Recognise that some mechanisms,	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	support, protection and movement. S4 - describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. S5 - Describe the changes as humans develop to old age	Recognise that environments can change and that this can sometimes pose dangers to living things. S5 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

	including levers, pulleys and gears, allow a smaller force to have a greater effect.					
Computing	Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in this. -Identify signs of manipulative, pressurising or threatening behaviour online. -Respond safely if they think someone is trying to manipulate, pressure or threaten them. -Understand their rights online, and respect those of others. -Take measures to control their privacy	Overview: Pupils will be introduced to applying skills and knowledge learnt in Purple Mash's 2Calculate to using spreadsheets (Microsoft Excel) to model a situation. They will learn how enter data (collecting), to use some simple formulae for analysis, to presenting data / information through graphs and tables. **Strand: Information Technology**	Overview: Through a given scenario (a Charity Cake Sale) pupils will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning / knowledge of word processing, presentation and DTP software from previous units and further develop upon skills already learnt. **Strand: Information Technology**	Overview: Pupils will be learning about how software and hardware work together; the parts of a computer and how do they work; and what networks are and how they work to provide services and opportunities for collaboration and communication. **Strand: Computer Science**	Overview: This unit focuses on problem solving (decomposition & abstraction) and creating instructions (Algorithms) so others can easily solve them. Pupils will investigate how we can follow algorithms to create different things and use logical reasoning to solve problems the same way time and again. Pupils will look at detecting and correcting errors in algorithms and programs.	Overview: Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete a project at the end of involving them designing, writing and a program that accomplishes specific goals. **Strand: Computer Science**

	and digital footprint. -Get help from an appropriate source if they need it. Pupils will go on to learning about other threats to using technology safely: malware and plagiarism. **Strand: Digital Literacy**				**Strand: Computer Science**	

MFL	**Living Things, Habitats and the Water Cycle** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the	**Health and wellbeing Francophone Christmas** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the	**Home & family** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**Family & Friends** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	**Famous Francophones (including Inventors and Scientists)** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the	**Olympics** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

	spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing	spelling, sound and Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using	Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and	Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and	spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing	Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop

	Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular science	familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English.	start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – PD	start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Francophonie Focus Day Cross-curricular – PD	Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – science	their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – PE

		List places where French is spoken meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of				

		words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – science/PD				

Personal Development	**Living in the wider world** Understand why and how rules and laws are made and how they are enforced Why different rules are needed for different situations Respect for self and others and to importance of responsible behaviours and actions Rights and responsibility in the home and school	**Living in the wider world** Respecting diversity and equality in different cultures Respecting and protecting the environment Understand different concepts concerning money	**Relationships** Recognise and provide management strategies for a wide range of emotions Recognise what constitute a healthy relationship with friends and family, develop skills to form these Recognise risky and negative relationships	**Health and Well Being** What is meant by a healthy lifestyle How to maintain and manage risks to physical, mental well being Identify ways to keep physically safe on the playground	**Relationships** Marriage and civil partnerships Bullying and discrimination Recognising risky behaviours in relationships and how to get help Recognising the danger of peer pressure	**Health and Well Being** Managing change including transition, puberty Making informed choices on health and recognising sources of help Internet safety
World Beliefs	Talk about the 5 British Values? Why do we have rules? Identify rules, laws and responsibilities within school. What are the laws outside of school?	To explore the Sikh scripture The Guru Granth Sahib and why it is important to Sikhs. To name the five Ks To know who Guru Nanak was and why he is important to Sikhs	To know about the sacred book the Tipitaka and know why it is important to Buddhists. To know that Buddhists live by the five morals.	To know who Abraham was and why he is important to Jews. To know who Moses was and why he is important to Jews. To explore the Torah and know	Look at the five pillars of Islam and their names and meanings. To explore the Holy Qur'an and know why this is important to Muslims. To know about the festival of Ashura	To know who Moses was and why he is important to Christians. To know that Christians follow the rules of the Ten Commandments. To explore the Holy Bible and know why

	How does following laws make us a good citizen? Explore how Parliament and government set our laws.			why it is important to Jews. To explore Hebrew writing and the alphabet.	and why it is important to Muslims.	it is important to Christians. To know who Jesus' disciples were and why they are important to Christians.
PE Content (skills and knowledge) NC Year _____ PA Stage S2 -S5	**Gymnastics and Hockey** **Gymnastics (Counterbalance and Counter Tension)** The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the	**Dance and Tag-Rugby** **Dance (Circus)** The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group. **Tag-Rugby**	**OAA and Netball** **OAA (Problem Solving and Orienteering)** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics. **Netball**	**Basketball and Handball** **Basketball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. **Handball** The unit of work will challenge pupils to apply their prior learning of passing and moving to	**Pickleball and Cricket** **Tennis/Pickleball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques. **Cricket** Pupils will consolidate their knowledge, understanding and ability to effectively	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams. **Rounders**

	sequence and link the balances with movements. **Hockey** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	apply a range of fielding skills, batting skills and tactics into mini games.	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
Music	**-** This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the orchestra and the instrumental families, their qualities and	**-** In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills. Pupils have the opportunity to choose their instruments and assign different	**-** Linking in with the Year 6 English topic this unit will be exploring the music of indigenous Australia and the cultural significance it has. Pupils will be creating compositions that reflect nature and wildlife in Australia and will be creating scores using	- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements. They will be creating their own	- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be	**-** As this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2

	sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.**	roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**	aboriginal art and symbols. Pupils will be story telling through music and will have opportunities to develop their leadership and group work skills. **NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians**	carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.**	working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved my studying ostinato, drones, melody, instruments of the orchestra and more. **NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**	but allow pupils experience them at a more sophisticated level. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.**

Bower Grove School
Together we Inspire & Achieve

Falcons Class Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Victorians and Evolution**	**Living Things**	**Rivers and Light**	**Edwardians and Electricity**	**WW2 and Animals Including Humans**	**Scientists and Inventors**
Curriculum Intent "The Why"	Pupils to read 'Street Child', by Berlie Doherty. Pupils to write a diary entry from the perspective of the young boy. *(Link to the Victorians).* Pupils will build on previous place value knowledge to identify, represent and compare larger numbers and solve problems. Pupils will recognise how	Pupils to read 'The Whisperer' and to create a chapter of the story to explain what happens next. Pupils to explore Cat's poetry. *(Link to Living Things theme)* Pupils will build on previous addition and subtraction skills to learn formal written methods to support addition and subtraction of larger	Pupils to read Aboriginal Dreaming stories and to create their own Dreaming story, which explains how a particular lizard came to live. *(Link to Aboriginal theme)* Pupils will build on previous times tables knowledge to multiply and divide larger numbers and solve problems in context.	Pupils to use resources, books, VR and the internet to research the Titanic from the perspectives of passengers from all classes. Pupils to write postcards/letters home and to create an information text about the disaster or advertisement for the poster. *(Link to Edwardians theme)*	Pupils to read 'Friend or Foe' about two boys that get evacuated to Devon from London in WW2. Pupils to create letters home from Devon and a newspaper article. *(Link to WW2 theme)* Pupils to understand fractions are parts of a whole number, to enable them to add and subtract fractions, identify equivalent fractions and	Pupils to read 'There's a Boy in the Girls' Bathroom', by Louis Sachar. Pupils to write a chapter of the story to explain what happens next. Pupils will be able to identify, represent and classify a variety of shapes and angles. Pupils will be able to read and plot data on grids, developing their ability to read co-ordinates. Pupils will research and learn about a selection of scientists and inventors of their choice, exploring their background, skill and what they invented or discovered. Pupils to be aware of current changes to the world around us and the impact it has e.g. erosion, global warming, recycling etc. Pupils to gain an understanding of the varying roles within the community, rights and responsibilities of others and have an awareness of enterprise and good citizenship.

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

	a healthy relationship.	healthy lifestyle and identify positive influences to their own health and well-being.	consequences of not following set rules. Pupils to develop an awareness of respect and responsibility to both themselves and others, as well as an understanding of diversity and equality.	be conducting their own investigation. Pupils to learn about differences between Edwardian classes in terms of dress and lifestyle. Pupils to identify risky behaviours in themselves and others and know where to get help when they need it. Pupils to understand stereotypes and build on previous knowledge of diversity and equality.	knowledge of managing their own health and well-being.	
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**Street Child**	**The Whisperer & Cat's Poetry**	**The Dreaming**	**Titanic**	**Friend or Foe**	**There's a Boy in the Girls' Bathroom**

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

	Increase the legibility of handwriting Using and punctuating direct speech ***Pieces of work*** **Non-fiction writing task -** Diary entry School council/ formal letter *Evolution fact file (Science)* *Whale adaptation (non-chronological report – Science)*	*Animal fact file (Science)*	**Fiction writing task** – river fact file (topic) Character/setting description Aboriginal Story	understanding of a text ***Pieces of work*** Postcard/letter Persuasive writing poster *Instruction writing (DT)*	quality of handwriting ***Pieces of work*** **Non-fiction writing task –** Letter home (informal) Newspaper article (non-chron) *Healthy living leaflet (Science)*	
Maths **Aspirational Level Y4**	**Place Value** Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-	**Addition / Subtraction** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction	**Multiplication / division** Recall multiplication and division facts up to 12 × 12 and recognise products in multiplication tables as multiples of the	**Position & Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between	**Fractions** Reason about the location of mixed numbers in the linear number system. – Number lines with mixed numbers – Compare and order mixed numbers	**Money** Estimate, compare and calculate different measures, including money in pounds and pence. **Decimals** Solve simple measure and money problems involving fractions and decimals to two decimal places **Transition**

	digit multiples of 100. – Thousands Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. – Represent numbers to 10,000 – Partition numbers to 10,000 – Flexible partitioning of numbers to 10,000 Reason about the location of any four-digit number in the linear number system,	where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Measurement – Area** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. **Place Value**	corresponding number. – Factor pairs – Use factor pairs – Related facts – multiplication and division – Informal written methods for multiplication – Multiply a 2-digit number by a 1-digit number – Multiply a 3-digit number by a 1-digit number Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context. – Divide a 2-digit number by a 1-digit number (1)	positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon. **Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to 1/4, 1/2 and 3/4. Round decimals with one decimal place to the nearest whole number. Compare numbers with	Convert mixed numbers to improper fractions and vice versa. – Convert mixed numbers to improper fractions – Convert improper fractions to mixed numbers Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. – Add fractions and mixed numbers – Subtract from whole amounts – Subtract from mixed numbers **Residential**	

	including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. – Find 1, 10, 100, 1,000 more or less – Number line to 10,000 10 – Estimate on a number line to 10,000 – Compare numbers to 10,000 – Order numbers to 10,000 – Round to the nearest 10 – Round to the nearest 100 – Round to the nearest 1,000 – Round to the nearest 10,000 Divide 1,000 into 2, 4, 5 and 10 equal parts, and	Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100 – Multiply by 10 – Multiply by 100 – Divide by 10 – Divide by 100	– Divide a 2-digit number by a 1-digit number (2) – Divide a 3-digit number by a 1-digit number Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). – Multiply by 100 – Divide by 100 – Divide a 1- or 2-digit number by 100	the same number of decimal places up to two decimal places		

	read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. – Number line to 10,000 – Estimate on a number line to 10,000 **Time** Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.					

Science	**Evolution and Inheritance**	**Living Things and Their Habitats**	**Light**	**Electricity**	**Animals Including Humans**	**Scientists and Inventors**
	Working Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes Ask relevant questions and use different types of scientific enquiries to answer them ***Biology*** Recognise that living things have changed over time and that fossils provide information about living things years ago Recognise that living things produce offspring that varies	***Working Scientifically*** Gather, record and classify data in a variety of ways to help in Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units. ***Biology*** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,	***Working Scientifically*** Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams and keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values and suggest	***Working Scientifically*** Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams and keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays and presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values	***Working Scientifically*** Use results to draw simple conclusions, make predictions for new values Ask relevant questions and use different types of scientific enquiries to answer them ***Biology*** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within	***Working Scientifically*** Use a range of equipment, including thermometers Recording findings using simple scientific language, keys, bar charts, and tables Use results to draw simple conclusions, suggest improvements and raise further questions Use straightforward scientific evidence to answer questions or to support their findings *Explanation text - inventor* *Debate – global warming* *Persuasive piece – recycling*

	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution *Evolution fact file* *Whale adaptation (non-chronological report)*	including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics *Animal fact file*	improvements and raise further questions Present data in a variety of ways to help in answering questions ***Physics*** Recognise that light travels in straight lines & explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to objects, to our eyes Explain why shadows have the same shape as the objects that cast them.	and suggest improvements and raise further questions Use a range of equipment, including thermometers and data loggers Present data in a variety of ways to help in answering questions ***Physics*** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function Use recognised symbols when representing a	animals, including humans. *Healthy living leaflet*	

				simple circuit in a diagram		
Computing	**<u>Using Computers safely 4: E-Safety</u>** Overview: Pupils will watch the "Think You Know" E-Safety series "Play Like Share" and undertake the activities to support the themes presented in this. -Identify signs of manipulative, pressurising or threatening behaviour online. -Respond safely if they think someone is trying to manipulate, pressure or threaten them.	**<u>Data 3: Spreadsheets</u>** Overview: Pupils will be introduced to applying skills and knowledge learnt in Purple Mash's 2Calculate to using spreadsheets (Microsoft Excel) to model a situation. They will learn how enter data (collecting), to use some simple formulae for analysis, to presenting data / information through graphs and tables. **Strand: Information Technology**	**<u>Creating Digital Artefacts 2</u>** Overview: Through a given scenario (a Charity Cake Sale) pupils will be using different software to produce digital artefacts. Pupils will learn why and when to use different pieces of software. The unit will consolidate their learning / knowledge of word processing, presentation and DTP software from previous units and further develop upon skills already learnt.	**<u>Hardware and software 2 -</u>** Overview: Pupils will be learning about how software and hardware work together; the parts of a computer and how do they work; and what networks are and how they work to provide services and opportunities for collaboration and communication. **Strand: Computer Science**	**<u>Algorithms 1 – Solving real world problems</u>** Overview: This unit focuses on problem solving (decomposition & abstraction) and creating instructions (Algorithms) so others can easily solve them. Pupils will investigate how we can follow algorithms to create different things and use logical reasoning to solve problems the same way time and again. Pupils will look at detecting and correcting errors in	**<u>Programming 4</u>** Overview: Pupils will look in greater depth at programming in code.org. They will perform a number of tasks that build upon each other. Pupils will cover in greater depth how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Pupils will complete a project at the end of involving them designing, writing and a program that accomplishes specific goals. **Strand: Computer Science**

	-Understand their rights online, and respect those of others. -Take measures to control their privacy and digital footprint. -Get help from an appropriate source if they need it. Pupils will go on to learning about other threats to using technology safely: malware and plagiarism . **Strand: Digital Literacy**		**Strand: Information Technology**		algorithms and programs. **Strand: Computer Science**	

MFL	**Living Things, Habitats and the Water Cycle** Listen attentively to spoken language and show understanding by joining in and responding	**Health and wellbeing Francophone Christmas** Listen attentively to spoken language and show understanding by joining in and responding	**Home & family** Listen attentively to spoken language and show understanding by joining in and responding	**Family & Friends** Listen attentively to spoken language and show understanding by joining in and responding	**Famous Francophones (including Inventors and Scientists)** Listen attentively to spoken language and	**Olympics** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language

	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are	show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so	through songs and rhymes and link the spelling, sound and meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced

	ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular science	Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English.	words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are	using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these	that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability to understand new words that are introduced into familiar written material Write individual words from memory	into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – PE

		List places where French is spoken meaning of words Engage in short, scaffolded conversations; ask and answer a wider range of familiar questions; Speak in short sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation so that others understand when they are using familiar words and phrases Start to describe people, places, things and actions orally Read carefully and show understanding of words, phrases and simple writing Expand their vocabulary and start to develop their ability	similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – PD	differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Francophonie Focus Day Cross-curricular – PD	Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – science	

		to understand new words that are introduced into familiar written material Write individual words from memory Understand basic patterns of the language and how these differ from or are similar to English. List places where French is spoken **Enrichment Opportunities** Cross-curricular – science/PD				
Personal Development	**<u>Relationships 1</u>** *Recognise and provide management strategies for a wide range of emotions, demonstrate the use of the strategies* by.	**<u>Health and Wellbeing 1</u>** *What is meant by a healthy lifestyle. Making informed choices on health and recognising sources of help.*	**<u>Living in The Wider World 1</u>** *Understand why and how rules and laws are made and how they are*	**<u>Relationships 2</u>** *Bullying and discrimination. Recognising risky behaviours in relationships and how to get help).*	**<u>Health and Wellbeing 2</u>** *Managing change including transition and puberty.*	**<u>Living in The Wider World 2</u>** *Understand how resources are allocated in different ways and how economic choices affect others.*

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

	Can identify what is unacceptable physical contact	Take turns when giving opinions and views. To judge what kind of physical contact is acceptable and how to respond.	*Respecting diversity and equality in different religions.* To talk/write about their opinions, and explain their views, on issues that affect themselves and society.			Describe the different uses we have for money.
World Beliefs	Bower Values **Tolerance Morals and rules** Look at moral and natural evils. Explore moral dilemmas and challenges. What are world views?	Who are **Hindus and Sikhs?** To explore the Hindu Holy Scriptures and why they are important to Hindus. Explore how Hindu's believe that helping support the poor and being hospitable to guests will earn good Karma.	**Buddhist's** beliefs To know what a pilgrimage is. To learn about the four places that Buddhists pilgrimage to. (Birthplace, place of enlightenment, place of first sermon and place of death)	What it means to be **Jewish** What were the ten plagues? Looking at key Jewish words and their definitions. To know how Passover, Shavuot and Sukkot are linked to pilgrimage.	**Muslims** and their traditions. To know that Muslims make pilgrimage to Mecca and why this is important. To know about the festivals of Dhu Al-Hijja and Al Hijra. To know about the festival of	The nature of **Christians** To know that there are different branches of Christianity. Looking at different beliefs and the differences with the main branches of Christianity. To know the people who lead worship in different branches of Christianity. Recognise that Christians make pilgrimage to The

		To explore the festival of Holi and how it is celebrated.	To know that Buddha taught through stories known as The Jataka and how these help Buddhists today understand right and wrong.		Eid-Ul-Adha and why it is important to Muslims.	Holy land and to other holy sites.
PE (skills and knowledge) NC Year _____ PA Stage S2 - S5	**Gymnastics and Hockey** **Gymnastics (Counterbalance and Counter Tension)** The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. **Hockey** The unit of work will develop pupils' ability to	**Dance and Tag-Rugby** **Dance (Circus)** The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group. **Tag-Rugby** The unit of work will develop pupils' ability to apply the principles	**OAA and Netball** **OAA (Problem Solving and Orienteering)** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as create, evaluate	**Basketball and Handball** **Basketball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. **Handball**	**Pickleball and Cricket** **Tennis/Pickleball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques. **Cricket**	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams. **Rounders** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the

	apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	and adapt tactics. **Netball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a	The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.

Music	- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will develop their knowledge of the orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas. **NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.**		shooting opportunity.	- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music to demonstrate understanding and internalisation of musical elements. They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing.	- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's 'Carmina Burana'. They will be exploring both the music and the words and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of 'Carmina Burana' and this will be achieved my studying ostinato, drones, melody, instruments of the orchestra and more. **NC - use and understand staff**	- As this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level. **NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.** **Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.**

				NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.	**and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression**	
Enrichment Opportunities		Maidstone Maps visit into Maidstone town centre. Pupils to use maps and symbols to follow a route around town, answering questions and exploring historical/geographical landmarks and features.	Visit from PC Bradford	Visit from Francis (Reform, Restore, Respect)	Residential WW2 Theme Day at Museum of Kent Life. Visits from British Transport Police and Magistrate.	Safety in Action – Visit to Invicta Barracks to learn about electrical safety, rail safety, first aid, drugs awareness etc. Wildwood Animal Park.

					BBC 10 pieces – orchestra trip	

Bower Grove School
Together we Inspire & Achieve

Satellite Years 2/3/4 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Dinosaurs	Great Fire of London	Pirates	Space	Castles and dragons	Animals
Curriculum Intent "The Why"	To develop writing of a range of genres and integrating skills taught in English across the curriculum. To apply Place Value and Calculation knowledge to approach reasoning questions. To work scientifically to prove a prediction. To develop a deeper understanding of British and World History.	To develop their understanding that everyone has different views and opinions and these need to be respected. To develop their calculations and measurement skills to enable them to apply their new and existing knowledge to real life problems. To develop their scientific enquiry skills.	To develop the skills for using money, measurement, and fractions to be able to apply them to the real world. To develop answering scientific questions through scientific evidence. Children to develop their understanding of how connections, contrasts and trends over time develop through history.	Children to use the skills taught in standalone SPaG lessons within their writing to enhance the quality. To develop their observation skills through systematic and careful observations. To develop their understanding of the world around them through detailed research.	To develop skills of time, fractions, and decimals to enable children to apply these to real life situations. Children to develop their mastery of art and design techniques.	Children to develop their understanding and knowledge of sound through scientific investigations. Children to further develop their understanding of British history.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**

Core Text	The Dinosaurs Diary – Julia Donaldson Dear Dinosaur by Chae Strathie	The Great Fire of London – Non-fiction List poems - Fireworks	Granddad's Island by Benji Davis Pirates – Non-chronological report	The Way Back Home by Oliver Jeffers Neil Armstrong – Non-fiction	George and The Dragon by Chris Wormell The King who Banned The Dark by Emily Hayworth-Booth	A Crow's Tale by Naomi Howarth Big Cat – Non-fiction
English/ Literacy **NC Year 2/3** **PA Stage 1/2/3**	**<u>Writing pieces</u>** Describe a dinosaur using adjectives Compare settings Write a setting description Plan a postcard Write a postcard Plan and write a birthday invitation Plan and write a letter Plan and write dinosaur fact file Year 2	**<u>Writing pieces</u>** Describe the scenes from the Great Fire of London. Explain how the fire started. Describe the homes that were destroyed by fire. Describe Samual Pepys. Explore characters feelings. Describe London Explore poetry	**<u>Writing pieces</u>** Explore Grandad's Island – focus on what he likes about it and why? Invent a new Island Describe a new Island Plan an adventure story Write an adventure story Plan a non-chronological report all about pirates Write a non-chronological report all about pirates Year 2	**<u>Writing pieces</u>** Make a prediction based on a front cover Explore characters feelings Describe a character Describe a setting Retell a story in own words Explore the life of Niel Armstrong Plan a fact file about Niel Armstrong	**<u>Writing pieces</u>** To plan and write a legend narrative. To describe a character in detail using adjectives To write the story as the dragon. Explore why we need nighttime. Year 2 **Writing NC** Encapsulating what they want to say, sentence by sentence Make simple additions, revisions, and	**<u>Writing pieces</u>** Explore woodland animals Plan and write a fact file about a woodland animal. Plan and write a newspaper report about the crow. Research big cats Describe a big cat Describe where big cats live What are the similarities and differences between big cats and domestic cats? Year 2

	Writing NC Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about **Reading NC** Continue to apply phonic knowledge and skills as the	Plan and write poetry Year 2 **Writing NC** Writing poetry Writing for different purposes Writing down ideas and/or key words, including new vocabulary Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Consider what they are going to write before beginning by:	**Writing NC** Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about **Reading NC** Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to	Write a fact file about Niel Armstrong Year 2 **Writing NC** Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about **Reading NC** Read accurately by blending the	corrections to their own writing by: Read aloud what they have written with appropriate intonation to make the meaning clear **Reading NC** Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Years 3 & 4	**Writing NC** Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar, and punctuation (for example, ends of sentences punctuated correctly) **Reading NC** Reread these books to build up their fluency and confidence in word reading **Handwriting**

	route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Years 3 & 4 **Writing NC** Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Planning or saying out loud what they are going to write about **Reading NC** Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Handwriting NC Form lower-case letters of the correct size	their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Years 3 & 4 **Writing NC** Discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors	sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes **Handwriting NC** Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters Years 3 & 4 **Writing NC** Discussing writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar	**Writing NC** Organising paragraphs around a theme Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although **Reading NC** Increasing their familiarity with a wide range of books, including fairy stories,	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Years 3 & 4 **Writing NC** Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Choosing nouns or pronouns appropriately

	Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors **Reading NC** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	relative to one another Use spacing between words that reflects the size of the letters Years 3 & 4 **Writing NC** Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors **Reading NC**	**Reading NC** Increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Reading NC** Reading books that are	myths, and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Recognising some different forms of poetry	for clarity and cohesion and to avoid repetition Using conjunctions, adverbs, and prepositions to express time and cause Using fronted adverbials Using commas after fronted adverbials **Reading NC** Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning **Handwriting** Increase the legibility, consistency, and quality of their handwriting

		Increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Handwriting NC Increase the legibility, consistency, and quality of their handwriting		structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories, myths, and legends, and retelling some of these orally **Handwriting NC** Increase the legibility, consistency, and quality of their handwriting		
Maths **NC Year 1/2/3** **PA Stage 1/ 2/3**	**<u>Year 1</u>** **<u>Place Value</u>** Sort objects	**<u>Year 1</u>** **<u>Addition and Subtraction</u>**	**<u>Year 1</u>** **<u>Place Value</u>** Count within 20	**<u>Year 1</u>** **<u>Place Value</u>** Count from 20 to 50	**<u>Year 1</u>** **<u>Multiplication and division</u>** Count in 2s	**<u>Year 1</u>** **<u>Place Value</u>** Count from 50 to 100 Tens to 100

	Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number • 1 more • Count backwards within 10 • 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line	Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out (How many left?) Take away (How many left?) Subtraction on a number line Add or subtract 1 or 2	Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 **Addition and subtraction** Add by counting on within 20	20, 30, 40 and 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less **Length and Height** Compare lengths and heights Measure length using objects Measure length in centimetres **Mass and Volume**	Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing **Fractions** Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape	Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers **Money** Unitising Recognise coins Recognise notes Count in coins **Time** Before and after Days of the week Months of the year Hours, minutes, and seconds

	Addition and Subtraction Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts **Year 2** **Place Value** Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones Use a place value chart Partition numbers to 100	**Shape** Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes **Year 2** **Addition and Subtraction** Add three 1-digit numbers Add to the next 10 Add across a 10 Subtract across 10 Subtract from a 10 Subtract a 1-digit number from a 2-digit number (across a 10)	Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems **Year 2** **Money** Count money – pence Count money – pounds (notes and coins) Count money – pounds and pence Choose notes and coins Make the same amount	Heavier and lighter Measure mass Compare mass Full and empty Compare volume Measure capacity Compare capacity **Year 2** **Multiplication and Division** The 10 times-table Divide by 10 The 5 times-table Divide by 5 The 5 and 10 times-tables **Length and Height** Measure in centimetres Measure in metres Compare lengths and heights	Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity **Position and Direction** Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers **Year 2** **Fractions** Introduction to parts and whole	Tell the time to the hour Tell the time to the half hour **Year 2** **Statistics** Make tally charts Tables Block diagrams Draw pictograms (1–1) Interpret pictograms (1–1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) **Position and Direction** Language of position Describe movement Describe turns

	Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s	10 more, 10 less Add and subtract 10s Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) Subtract two 2-digit numbers (across a 10) Mixed addition and subtraction Compare number sentences Missing number problems **Shape** Recognise 2-D and 3-D shapes	Compare amounts of money Calculate with money Make a pound Find change Two-step problems **Multiplication and Division** Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2	Order lengths and heights Four operations with lengths and heights **Mass, Capacity and Temperature** Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature **Year 3** **Measure** Measure in metres.	Equal and unequal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Find the whole Unit fractions Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole **Time**	Describe movement and turns Shape patterns with turns **Year 3** **Shape** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, Recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.

	Addition and Subtraction Bonds to 10 Fact families - addition and subtraction bonds within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making 10 Year 3 **Place Value** Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recognise the place value of each digit in a three-digit number (hundreds, tens,	Count sides on 2-D shapes Count vertices on 2-D shapes Draw 2-D shapes Lines of symmetry on shapes Use lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes Year 3 **Calculations**	Doubling and halving Odd and even numbers **Year 3** **Multiplication/Division** Use written methods to calculate multiplication and division calculations. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Money** Convert between pounds and pence.	Convert between cm and m. Compare, add, and subtract lengths. Work out the perimeter of a shape. **Fractions** Count and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find, and write fractions of a discrete set of objects: unit fractions and non-	O'clock and half past Quarter past and quarter to Tell the time past the hour Tell the time to the hour Tell the time to 5 minutes Minutes in an hour Hours in a day **Year 3** **Fractions** Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent	Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Measure** Measure, compare, add, and subtract mass. Measure, compare, add, and subtract capacity. Read temperature. Consolidation of learning.

	ones) compare and order numbers up to 1000. Identify, represent, and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas **Calculations** Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds.	Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Multiplication and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication	Add money using a formal written method. Subtract money using a formal written method. Find change from a given amount. **Statistics** Interpret and present data using bar charts, pictograms, and tables. Solve one-step and two-step questions using information presented in scaled bar charts, pictograms, and tables.	unit fractions with small denominators.	fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve fractions. **Time** Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and	

	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.			12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon, and midnight. Know the number of seconds in a minute and the number of days in each month, year, and leap year.	

					Compare durations of events.	
Science **NC Year 2** **PA Stage** **K9/1/2**	**<u>Year 2</u>** **<u>Animals Including Humans.</u>** Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals Identify and name a variety of common animals that are carnivores, herbivores, and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and	**<u>Year 2</u>** **<u>Animals Including Humans</u>** Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**<u>Year 2</u>** **<u>Use of Everyday Materials</u>** Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	**<u>Year 2</u>** **<u>Use of Everyday Materials</u>** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching	**<u>Year 2</u>** **<u>Plants</u>** Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Working Scientifically** Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb or observing	**<u>Year 2</u>** **<u>Living Things and Their Habitats</u>** Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals,

	mammals including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Working scientifically** Using their observations to compare animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.	**Working scientifically** Observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. **Years 3 & 4** **<u>Light</u>** Recognise that they need light to see things and that dark is the absence of light. Notice that light is reflected off surfaces.	**Working scientifically** Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? … for lining a dog basket? … for curtains? … for a bookshelf? … for a gymnast's leotard?' **Years 3 & 4** **<u>Forces and Magnets</u>** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract and repel each other and that they can	**Working Scientifically** • Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes, and songs); observing closely, identifying, and classifying the uses of different materials, and recording their observations. **<u>Years 3 & 4 Scientists and Inventors</u>**	similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. **Year 3 & 4** **<u>Plants</u>** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and	using the idea of a simple food chain, and identify and name different sources of food **<u>Working scientifically</u>** Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

	Years 3 & 4 **<u>Animals Including Humans.</u>** Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection, and movement. **Working scientifically** Asking relevant questions and using different	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way the size of the shadow changes. **Working scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Recording findings using simple	attract some materials but not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on the way the poles are facing. **Working Scientifically** Identifying differences, similarities or changes related to simple	• To identify changes related to scientific ideas by describing Marie Curie's research into x-rays. To identify that human, have skeletons for support, protection, and movement by identifying and explaining the bones shown in x-rays. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; describe in simple terms how fossils are formed when things that have lived are trapped within rock by	how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Working Scientifically** Making systematic and careful observations Gathering, recording, classifying, and	**Years 3 & 4** **<u>Rocks</u>** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rocks. Recognise that soils are made from rocks and organic matter. **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them

	types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying, and	scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions	scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	exploring William Smith's principle of fossil succession. • To identify changes related to scientific ideas by finding out about inventions from all over the world. • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers in the context of building a solar oven.	presenting data in a variety of ways to help in answering questions	Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes

	presenting data in a variety of ways to help in answering questions			• To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring Kelvin's discovery of absolute zero. • To take accurate measurements using standard units and a range of equipment, including thermometers by comparing the Kelvin scale with Celsius. • To identify the different types		

				of teeth in humans and their functions by finding out about the invention of toothpaste. • To use scientific evidence from comparative tests to support their findings by comparing different toothpastes.		
Computing **NC Year 1/2** **PA Stage** **K9/1/2**	**<u>Computer skills</u>** Use technology purposefully to manipulate and retrieve digital content. Children will learn how to move the cursor and click using a trackpad. Children will learn to turn on and shutdown	**<u>Digital Paint</u>** To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of painting using a simple computer program. Use logical reasoning to	**<u>Programming Toys</u>** Understand that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use technology purposefully to create digital content.	**<u>Scratch</u>** To understand that programs execute by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs.	**<u>Using and Applying</u>** Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of applying basic skills of using a computer. Use technology purposefully to	**<u>Computer Safety</u>** Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the

	computing equipment safely. Children will learn to save and open files in their folder. Children will learn to drag objects in a file from one location to another. Children will practise computer skills they have learnt in this unit.	predict the behaviour of simple programs. Children will work in the context of using undo and redo in a computer program.	Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	To create and debug simple programs.	create, organise, store, manipulate and retrieve digital content in the context of using word processing skills to type, format and save. Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of combining text and pictures about a shared theme.	internet or other online technologies in the context of looking at how much information we can find out about a person online.
Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**<u>Dinosaurs</u>** Explore the footprints of dinosaurs What are the characteristics of dinosaurs? How do we know about dinosaurs?	**<u>Great Fire of London</u>** To develop an awareness of the past. To compare past and present London. To identify differences and	**<u>Pirates</u>** Explore what a pirate is Write about pirates Write facts all about pirates What is loot? What is treasure?	**<u>Space</u>** What is space? Rockets, how do they get to space? Why are they designed in a certain way? The sun Day and night	**<u>Castles, Knights and Dragons</u>** Explore the features of a castle. Explore the surrounding areas of a castle (physical and human features).	**<u>Animals</u>** Identifying each of the seven continents and exploring the native animals that can be found in each one. Exploring the difference between oceans and seas, as well as learning coastal vocabulary, and exploring the animals

	Where did they live? Which dinosaurs were dangerous? What did they eat? Dinosaur's teeth **Art/DT** Sketch a dinosaur Design a new dinosaur Design and make a home for your dinosaur Explore dinosaur puppets Design a dinosaur puppet. Make a dinosaur puppet.	similarities between ways of life in different periods. To explain how people live now is different to how people lived in 1666. To know and understand key features of an event beyond living memory that are nationally significant. To order the events of the Great Fire of London To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Make a key for a map. Design a treasure map. **Art/DT** Design a pirate flag. Design and make a 3d model of a desert island. Sketch a pirate hat. Make a pirate hat. Use a range of materials creatively to design and make products. To use drawing and painting to develop and share ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	The planets (order) Astronauts - what do they eat? What is different when in space? Aliens **Art/DT** Cooking – planet biscuits. Space paintings Sun painting Design and make rockets Design an alien Use a range of materials creatively to design and make products.	What is a knight? Castles in the UK, can we locate them on a map? **Art/DT** Design a castle using charcoal. Make a model castle. Design a dragon Design a coat of arms. Make a coat of arms shield. Design a castle banner Use a range of materials creatively to design and make products. To use drawing and painting to	that live in these different environments. Exploring hot and cold places in the world in relation to the equator, and how an animal's habitat is affected by its distance from the equator. Investigating the seasonal changes in the weather and the length of days and how these affect animal behaviours during these times. Identifying the four countries of the United Kingdom, as well as each country's national animal. Exploring native animals of the UK and in their local area. **Art/DT** Looking at the shapes, colours, and patterns of a variety of British wildlife, then using various tips and tricks to

	Use a range of materials creatively to design and make products. To use drawing and painting to develop and share ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	To explain how we know about the Great Fire of London. To explain how London changed after the Great Fire. To describe London before, during and after the Great Fire. **Art/DT** Make a 3D model of a house Paint 3D model of a house Paint a picture of the Great Fire of London. Firework art.		To use drawing and painting to develop and share ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	develop and share ideas, experiences, and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	complete observational drawings. Exploring African animals, then incorporating patterns into African animal finger puppets or silhouette pictures. Exploring Asian animals, in particular elephants and how they are decorated during the annual Jaipur Elephant Festival. Looking at examples of Australian animals, then creating an Aboriginal-style animal dot art painting. Describing a variety of rainforest animals before creating either a snake coil mobile or a model of a parrot that they can attach to their arms. Finding out about the importance of animals in Native American culture

						and learning about animal symbolism, before choosing an animal or animals that they think best reflect their personality to create totem pole artwork. Exploring animals found in Antarctica before painting a penguin scene, focusing on colour mixing.

Bower Grove School
Together we Inspire & Achieve

Satellite Year 5&6 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Rain Forests**	**Term 2 Victorians**	**Space**	**Explorers**	**Ancient China**	**Myans**
Curriculum Intent "The Why"	To develop writing of a range of genres and integrating skills taught in English across the curriculum. To apply Place Value and Calculation knowledge to approach reasoning questions. To work scientifically to prove a prediction. To develop a deeper understanding of British and World History.	To develop their understanding that everyone has different views and opinions and these need to be respected. To develop their calculations and measurement skills to enable them to apply their new and existing knowledge to real life problems. To develop their scientific enquiry skills.	To develop the skills for using money, measurement, and fractions to be able to apply them to the real world. To develop answering scientific questions through scientific evidence. Children to develop their understanding of how connections, contrasts and trends over time develop through history.	Children to use the skills taught in standalone SPaG lessons within their writing to enhance the quality. To develop their observation skills through systematic and careful observations. To develop their understanding of the world around them through detailed research.	To develop skills of time, fractions, and decimals to enable children to apply these to real life situations. Children to develop their mastery of art and design techniques.	Children to develop their understanding and knowledge of sound through scientific investigations. Children to further develop their understanding of British history.
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core Text	**The Vanishing Rainforest**	**A Christmas Carol**	**One Small Step** **Mars Transmission**	**Shackleton's Journey** **Ice - Trap**	**The Firework makers Daughter** **Tales From China**	**The Chocolate Tree** **The hero Twins**

					Dragon Mountain	
English/ Literacy NC Year 2/3/4/5 PA Stage 3/ 4/5/6	**Narrative** **The Vanishing Rainforest** Explore speech between characters. Pupils to write speech using the correct layout. Setting descriptions based on the rainforest. **Non-Fiction Debate** Research the reasons for deforestation. Plan an argument for or against deforestation. Write an argument for deforestation. Have a class debate. **Poetry** **Rainforest**	**Narrative** **Scrooge** Character descriptions based on the characters from scrooge. Setting descriptions based on the book Scrooge. Pupils plan an alternative ending to Scrooge. Pupils write an alternative ending to Scrooge. **Non Fiction – Persuasive letter.** Pupils to explore the shape of a letter. Pupils to identify the features needed for a letter.	**Narrative** **One Small Step** Explore the feelings of characters. Use drama to freeze frame scenes to capture characters' thoughts. Plan an adventure narrative. Edit and improve adventure narrative. **Non-Fiction – Non chronological report** **Mars Transmission** Explore what life on Mars could be like. Plan a Mars transmission report. Write a Mars transmission report.	**Narrative** **Shackleton's Journey** Role on the wall to describe the main character. Pupils apply for a job on board Shackleton's ship. Design and describe a lucky charm to be taken to sea. Write an informal letter home in role from aboard the ice-floe. Plan an adventure story. Write an adventure story. Edit and improve writing.	**The Firework Makers Daughter** Character descriptions. Setting descriptions Instruction writing Explore play scripts Compare traditional stories from China. Plan and write a newspaper report about a dragon sighting Plan and write an adventure story **Writing NC** Proof-read for spelling and	**The Chocolate Tree** Instruction writing – identifying the features needed for instruction, planning instructions and writing a set of instructions. To plan and create a fact file about how chocolate is made. Explore the Mayan Gods. Describe the character's 'the Hero Twins' Write a narrative from another perspective. **Writing NC** In narratives, describing settings, characters and atmosphere and

	Explore senses poetry. Identify the features of a senses poem. Plan a senses poem based on the rainforest. Write a senses poem about rainforests. Edit and improve poetry. SPAG taught through the genres this term Inverted commas Questions marks Exclamation marks Capital letters and full stops. Commas Apostrophes Adjectives **Writing NC** Extending the range of sentences with more than one clause by using a wider range	Explore the difference between formal and informal language. Pupils to plan a formal letter based on stopping child labour. Pupils to write a formal letter. Pupils to edit and improve their writing piece. **Poetry - Shape Christmas** Explore a range of shape poems. Identify shapes and words that are associated with Christmas. Plan a shape poem.	Edit and improve report. **Poetry Space** Explore how to tell a story through poetry. Plan a space poem. Write a space poem. Edit and improve a space poem. SPAG taught through the genres this term Alliteration Simile Metaphor Formal and informal language Consolidation of previous learning. **Writing NC** Proof-read for spelling and	**Non-Fiction - Diary** **Scott of The Antarctic** Pupils to identify the features of a diary entry. Pupils plan diary entries in role. Pupils to write diary entries in role. Pupils to edit and improve their diary entries. **Non-Fiction Non-Chronological report** Pupils explore the shape of a non-chronological report. Pupils use the internet and books to research Emperor penguins.	punctuation errors. Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. **Reading NC** Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Predicting what might happen from details stated and implied.	integrating dialogue to convey character and advance the action. Proof-read for spelling and punctuation errors. **Reading NC** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Consolidation of SPAG

	of conjunctions, including when, if, because, although. Organising paragraphs around a theme In narratives, creating settings, characters, and plot In non-narrative material, using simple organisational devices. Proof-read for spelling and punctuation errors **Reading NC** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Write a shape poem. SPAG taught through the genres this term. Nouns Verbs Adverbs Adjectives Adverbials Subordinate conjunctions Expanded noun phrases. Metaphors Similes Questions Exclamation marks Inverted commas Commas in a list **Writing NC** Discussing writing similar to that which they are planning to write in order to understand and learn from its structure,	punctuation errors. Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **Reading NC** Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Pupils to plan a non-chronological report. Pupils to write a non-chronological report. SPAG taught through the genres this term. Adjectives Rhetorical questions Modal verbs Alliteration Relative clause Colons Brackets Fronted adverbials Conjunctions Formal language Informal language **Writing NC** Identifying the audience for and purpose of the writing, selecting the appropriate form and using	Consolidation of SPAG	

		vocabulary, and grammar. Organising paragraphs around a theme In narratives, creating settings, characters, and plot. In non-narrative material, using simple organisational devices Proof-read for spelling and punctuation errors. **<u>Reading NC</u>** Recognising some different forms of poetry Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **<u>Reading NC</u>** Retrieve, record and present information from non-fiction.		
Maths	**Year 5** **<u>Place Value</u>**	**Year 5** **<u>Measure</u>**	**Year 5**	**Year 5**	**Year 5**	**Year 5**

NC Year 5/6 **PA Stage 5/6**	Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Solve number problems and practical problems. Read Roman numerals to 1,000 (M) and recognise years	Calculate the perimeter of shapes. Calculate the area of shapes. **Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a	**Multiplication/Division** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the	**Fractions, Decimals and Percentages** Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction. Solve problems which require knowing percentage and decimal	**Decimals** Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order, and compare numbers with up to 3 decimal places. Solve problems involving number up to 3 decimal places. **Shape** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare	**Shape** Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Measure Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints.

	written in Roman numerals. **Calculations** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics**	one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally, drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. **Year 6** **Calculations** Identify common factors, common multiples, and prime numbers.	meaning of the equal's sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Fractions** Compare and order fractions whose denominators are all multiples of the same number. Identify, name, and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the	equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. **Year 6** Measure Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Use, read, write, and convert between standard units, converting measurements of length, mass, volume, and time from a smaller unit of measure to a larger unit, and vice versa, using	acute, obtuse, and reflex angles. Draw given angles, and measure them in degrees (°) Identify: • angles at a point and 1 whole turn (total 360°) • angles at a point on a straight line and half a turn (total 180°) • other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles. • distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Year 6** **Statistics**	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Solve problems involving converting between units of time. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

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

	that involve all the above **<u>Calculations</u>** Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. **<u>Geometry</u>** Draw 2-D shapes using given	Multiply one-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals, and percentages, including in different contexts. **<u>Algebra</u>** Use simple formulae. Generate and describe linear number sequences.	metres (m^3), and extending to other units. **Ratio** Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found.		

	remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.	dimensions and angles. Recognise, describe, and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite,	Express missing number problems algebraically Find pairs of numbers that satisfy an equation with 2 unknowns. Enumerate possibilities of combinations of 2 variables.	Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		

		and find missing angles.				
Science **NC Year 5/6** **PA Stage 5/6**	**Year 5/6** compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating	. **Year 5/6** **Electricity** Develop understanding of the symbols used to represent a scientific electrical component. Explore how the voltage within a circuit affects the brightness of a bulb. Compare variations in circuits. Compare the difference between renewable and non-renewable sources of electricity. Use scientific vocabulary.	**Year 5/6** **Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth, and moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Working scientifically**	**Year 5/6** **Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation	**Year 5/6** **Living Things and Their Habitats** Life processes of humans. Explore the reproduction process of mammals. Explore the reproduction in other animals. Reproduction of plants. Explore the life cycle of animals and plants. **Working scientifically** Asking relevant questions and using different types of scientific	**Year 5/6** compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving, and evaporating

	give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood, and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Working scientifically** Asking relevant questions and using different types of scientific enquiries to answer them	**Working Scientifically** Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Asking relevant questions and using different types of scientific enquiries to answer them To work as part of a group to solve a scientific investigation Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar, and line graphs.	may lead to evolution. **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions	enquiries to answer them Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions	give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood, and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Working scientifically** Asking relevant questions and using different types of scientific enquiries to answer them Recording findings

	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions					using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions
Computing **NC Year 3/ 4/5** **PA Stage 3/ 4/5**	**<u>Computer networks</u>** Develop terminology and explain how a network enables communication. Explore how computer networks are communicating in school.	**<u>Algorithms and programming</u>** Understand the terminology algorithm. To develop understanding of problems and how to solve them. To develop own algorithms.	**<u>Communication</u>** To use the internet to safely research. To develop their skills of narrowing down searches using the internet. To identify poor and effective presentations.	**<u>Algorithms and programming</u>** To use the software programme Scratch. Using Scratch understand how coding works, develop own coding and to	**<u>Data and Information</u>** To design a tally chart for data collection. To organise data and represent the data collected. To identify errors in data and correct.	**<u>Safety</u>** Understand what is meant by the term social media. Explain how to stay safe when using the internet. To create a safe webpage for children.

	Explain how computers can help people communicate and collaborate.		Create presentations.	create an animation using the Scratch software.	To create graphs using a software programme.	
Topic **Global Learning (*History, Geography, Modern Foreign Languages*)** **Art** **DT**	**<u>Geography</u>** **<u>Rainforests</u>** What is a rainforest? Explore where rainforests are found. What are the layers of a rainforest? Explore the animals that live within rainforests. What tribes live in the rainforest? Research the impact of deforestation. Art Learn and refine techniques to observe and draw animals. Explore the art of Henri Rousseau and	**<u>History</u>** **<u>Victorians</u>** Who was Queen Victoria? What was it like for poor children during Victorian times? Compare the toys and games from Victorian times to today. Inventers and inventions. Transport in Victorian time. **<u>Art</u>** William Morris art. Exploring repeating patterns for	Space Discovering how and where and when the telescope was invented and how they work. Finding out about the Space Race between the USSR and USA and space exploration between 1940 and 1970. Exploring the details of the Apollo 11 mission of 1969, the moon landing and who was involved. Finding out about the first black woman in space: Mae Jemison. Examining methods of space exploration used today. Art Exploring the world of origami and using	**<u>Geography and History</u>** **<u>Explorers</u>** Explore exploration environments. Who was Columbus? Who was Cook? Explore polar environments. First steps on the moon. **<u>Art</u>** **<u>Sea</u>** Sketch images of the sea using a range of artistic techniques to create affect (smudging, shadowing,	**<u>China</u>** To find out about the Shang Dynasty of China and explore how we know about it. To explore the evidence surrounding the Shang kings To find out about Shang royal burials. To find out what ordinary life was like for people during the Shang Dynasty. To find out about the writing and calendar created during the Shang Dynasty	**<u>Myans</u>** Investigate how and when Europeans encountered the Mayan civilisation. Explore how we know about the Mayan civilisation and their way of life. Explore how Mayan society was organised and how this compares to modern society. Find out about what the Maya believed in, including their religious rites and rituals. Use a variety of sources to piece together what life was like for the Maya. Exploring the achievements of the Maya including their number systems and calendar.

	replicate some of his work using collage. Design and make an animal mask. DT Design, sew and evaluate poison dart frog beanbags. Design, make and evaluate an information book with moving parts.	Victorian wallpaper. Decoupage art design. **DT** Make a Victorian cup and ball toy. Design and make a model bridge.	this understanding to make an origami star. Creating a fictional planet using mixed media. DT Exploring examples of past and present sundials before designing, making, and evaluating a sundial. Examining the components of a spaceship and using this understanding to make a model of a spaceship.	blending, and mixing colours) **DT** **Boats** Design and make a boat that will float. Pupils to think about the shape of the boat, the sails that they will need and how they will make these.	To know where China is in the world To explore the human impact on China's physical geography To learn about China's famous tourist attractions Art To explore the themes, styles, and colours of traditional Chinese art. To explore the theme of dragons in Chinese art. To find out about importance of brushstrokes in Chinese art To find out about and replicate Chinese calligraphy	Investigate the reasons behind the decline of the Mayan civilisation. Locate where the Maya lived on a world map and the modern-day countries and cities that are there now. Use a variety of sources to explore the physical geography of Mesoamerica. Explore what life is like for modern Mayan people and compare this to the life of the Maya in the 1st century Art Explore the mask of Lord Pakal and recreate Mayan masks. Use clay to recreate Mayan artefacts. Recreate the Bonampak murals using pastels and 3D nets.

					DT To investigate water-powered machines. To test materials to build a kite.	DT Design, make and evaluate a model of a Mayan temple.
PD (Personal Development) **NC Year 3/ 4/5/6** **PA Stage 3/ 4/5/6**	**<u>Living in the wider world</u>** Understand why we have rules and laws and how they are made. How are rules enforced? How are laws enforced? Rights and responsibilities at home. Rights and responsibilities in school. Rights and responsibilities within the local community.	**<u>Living in the wider world</u>** What is diversity? What is equality? How can people respect diversity and equality in different cultures? How is the environment damaged? What could we do to show respect to the environment? Why do we need money?	**<u>Relationships</u>** Explore different feelings. Strategies that could be used to manage feelings. Recognise what constitute a healthy relationship with friends. What are negative relationships?	**<u>Health and wellbeing</u>** What is a healthy lifestyle? How to maintain and manage risks to physical and mental wellbeing. Identify ways to keep physically safe a school and home. Internet safety.	**<u>Relationships</u>** What is bullying? What do we do if we are being bullied? What is discrimination? What can you do if you are being discriminated against? Marriage and civil partnerships. What is peer pressure?	**<u>Health and wellbeing</u>** Explore changes. • Transition • Puberty • Bereavement How can we manage change?
World Beliefs **NC Year 4** **PA Stage 3/4/5**	**Bower Values** What are the main British Values?	**Hindu and Sikh** To explore the Hindu creation of the universe.	**Buddhist's Beliefs** To know how Buddhist's celebrate New year in Japan	**What it means to be Jewish**	**Muslim faiths and traditions** Islam creation story	**The nature of Christians**

	What is Mutual respect? How can we be respectful of others? How does this help our friendships? Exploring difference in friendships. How does this help us to be a good citizen?	To know that there is no creation story in the Sikh faith instead it is based on the teachings of the ten Gurus. To explore what happens in a Hindu and Sikh wedding.	To explore who Buddha was and why he is important to Buddhists. To know how Buddhist's attend Uposatha days at the temple. To know how Buddhists practice Meditation and chanting in their daily lives.	To explore God as a creator according to the Jewish faith. To know that Jews attend Shabbat services at the Synagogue on the Sabbath, Friday evening through to Saturday. To explore the rituals of Shabbat, lighting candles and having 3 meals. To how Jewish people celebrate the festival of Hanukkah	To know that Muslims attend Jumu'ah at a mosque on Fridays. To explore the use of a prayer mat and compass. Look at Wudu and how to keep clean.	To explore God as a creator according to the Christian faith. To explore God's creation of Adam and Eve. To explore what happens at a Christian Wedding.
PE **NC Year 4/5/6** **PA Stage 4/5/6**	**<u>Basketball</u>** Improve catching and throwing in basketball. To use a range of basketball passes. To understand the rules for basketball Understand how to mark a player.	**<u>Football</u>** Kick a ball correctly. Move with the ball into space. Understand and apply the rules of football	**<u>Gymnastics</u>** Perform a range of jumps and leaps. Perform a roll safely. Link movement and jumps in a sequence. To understand the importance of	**<u>Dance</u>** Respond to a stimulus, creating movement phrases using specific skills. Design own movements to represent rivers and seas.	**<u>Tennis</u>** How to serve a ball in tennis. Hitting a ball accurately over a net. How to hold a tennis racket? Understand the rules for tennis and	**<u>Sports Day Practice</u>** Practice running, throwing, and jumping skills. Improve running techniques for sprinting and pacing during distance running.

	Aiming for a target. Shoot in a basketball net. Play a game of basketball. Use running, jumping, throwing, and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending	To gain possession by intercepting a pass. Develop attacking and defending skills and knowledge. Apply attacking and defending skills in a game of football. Use running, jumping, throwing, and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending	warming up and stretching. To understand the importance of cooling down. To create their own performance piece. Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Link and combine movement and patterns. Perform a short dance using expression. Use a range of dance techniques to create a movement sequence. Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	the safety procedures that are in place. Working as part of a team during doubles. Use running, jumping, throwing, and catching in isolation and in combination. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending	Relay running, how and when to pass the baton. Build on skills for standing long jump and triple jump. Explore techniques for target throwing. Use running, jumping, throwing, and catching in isolation and in combination. Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music **NC Year 4** **PA Stage 3/4**		Explore simple patterns Pupils will be clapping, playing back, and creating their own simple patterns in the 'Understanding Music,' improvisation and composition activities.		Inventing a musical story Pupils to use recorders to play a tune. Pupils will create music to accompany a story thinking about the sound effects.		Music that makes you dance Pupils will explore a range of music; they will decide how movement can be linked to certain beats.
Enrichment Opportunities	Local area	Pantomime	Local shop visit Fair trade fortnight	World Book Day	Local Park (Cobtree/Mote Park)	Sports Day Music Festival

Bower Grove School
Together we Inspire & Achieve

Year 7 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Boy 87: Ele Fountain** Contemporary prose, refugee themed text.	**The Boy in Striped Pyjamas: John Boyne** Seminal world literature. Contemporary prose, Holocaust themed.	**Survival stories (Ice Trap: Shackleton's journey to the South Pole)** Non-fiction, biographical study.	**The Harder they Fall: Bali Rai** Contemporary prose, homeless and poverty themed text.	**Escape from Pompeii** Non-fiction source material, first-person chronology, diary form.	**AQA English Language Year 7 Assessment unit** Summative assessment unit, following the AQA English Language pathway.
Year 7 Content (skills and knowledge) NC KS3 PA Stage 2-4	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference/ deduction; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; using literary terminology.	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – historical drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying plot, setting and characterisation; making critical comparisons (Anne Frank diary extracts).	**KS3 National Curriculum links:** **Reading:** non-fiction, biographical, recount form; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot and setting; understanding purpose and audience; making critical comparisons. **Writing:** imaginative writing; non-narrative forms such as formal	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – drama); non-fiction; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot, setting and characterisation. **Writing:** imaginative writing; non-	**KS3 National Curriculum links:** **Reading:** non-fiction (historical); learning new vocabulary; inference; retrieval of evidence; understanding language linked to purpose and audience; studying plot and setting; using literary terminology. **Writing:** imaginative writing (diary writing); non-narrative forms (instructional);	**KS3 National Curriculum links:** **Reading:** read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure; making critical comparisons. **Writing:** writing for purpose (to describe, to narrate, to inform, to

	Writing: formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence. **Alternative text for lower ability:** When Jessie Came Across The Sea/ The Arrival Same descriptors apply as above for main unit. **Poetry Link**: 'We Refugee' by B. Zephaniah.	**Writing:** formal expository; non-narrative forms such as informal letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Refugee Blues' by WH Auden.	letters/ diaries/ speeches/ instructions; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Alternative text for lower ability:** The Arctic Star by Tom Palmer. **Poetry Link**: 'Do Not Go Gentle into that Good Night' by D. Thomas.	narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Clown Punk' by S. Armitage.	applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: Pompeii by William Dix (1848). *Lyrics from Pompeii by Bastille included within MTP.	persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.
Enrichment Opportunities	Cross-curricular links to Geography and PSHE	Cross-curricular links to History and Geography. Mini 'Arts and Craft' project: mosaic design. VR trip to Pompeii.	Cross-curricular links to Geography/History Potential visit to Shackleton Exhibition VR trip to Antarctic	Porchlight Visit Bali Rai (author visit) Cross curricular link to PSHE	Cross curricular link to History. VR opportunities	See Term 5 enrichment opportunities for text.
Maths	**Base 10 Numbers** Saying reading, writing,	**Add & Subtract**	**Scales & Symbols**	**Meaning of Multiplication**	**Understanding Fractions**	**Numbers in Geometry & Measure**

Content (skills and knowledge) **Majority will be working within NC Years: 3 – 5** **PA Stages: 3 – 5**	comparing, rounding and interpreting increasingly larger numbers; Calculating with money; Introduction to percentages; Baseline assessments; Practise learning, recalling and using number facts through personalised activities	Developing addition & subtraction mental and written calculation skills Pupils will be developing their addition and subtraction skills through games, investigations and intelligent practice. They will be also be applying their addition and subtraction skills to topics such as perimeter and money. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.	Pupils will be learning about representing numbers within scales and symbols. Topics will depend on a pupils' prior attainment, and may include: pictograms; bar graphs; measuring mass; timelines; number lines (positive/negative whole numbers and decimals); function machines and substitution. Pupils may have the opportunity to use their date of birth and the current date to investigate how old they are in months, days, hours, minutes and/or seconds. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.	Pupils will be developing their understanding of multiplication as repeated addition. Pupils will learn about the connection between multiplication, arrays and area. Pupils will develop their understanding and recall of times tables and learn about multiples, factors and prime numbers. Pupils will have an opportunity to learn about multiplying large numbers. Pupils who demonstrate proficiency with multiplication of large and small numbers will also be learning about ratio. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and	Pupils will be using physical resources and pictorial methods to develop their understanding of fractions by identifying, comparing, adding and subtracting fractions. Pupils will also develop the skills in measuring length and converting measurements. They might extend their knowledge through learning about decimals and percentages. In addition, all pupils will investigate codes and apply this to understanding of roman numerals and/or simplifying algebra. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.	Pupils will be consolidating their learning of number throughout the year, solving shape and measure problems, whilst developing their use and knowledge of shape and measure language. Topics include: angles; shape properties; time; reflection and money problems. Investigations may include tangrams and mask symmetry. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.

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

	Cells(7A) This unit starts by reminding students about the features of organisms, and then looks at organs, tissues, and cells. These ideas are then built back up in order to look at organs once again, in the context of organ systems. Throughout the unit, students are encouraged to compare what we know now about the structure of organisms with what people believed in the past.	and some of their uses, and also introduces standard hazard symbols. **Energy (7I)** This unit uses a theme park to introduce the idea that stores of energy are needed to make most things happen. It looks at food, energy stores and transfers, and energy resources in terms of non-renewable fuels and renewable resources.	reproductive system and sexual reproduction in humans. **Atoms and Elements (7H)** This unit introduces ideas about the make-up of matter. It expands on particle theory and explains the differences between atoms, and molecules, elements, and compounds. It looks at the symbols and formulae for elements and compounds. The involvement of chemical reactions in the formation and decomposition of compounds is also covered. It links these with the more abstract ideas of particle models, naming compounds and word equations.	and at voltage and resistance. Various models for thinking about what is happening in circuits are explored, and the unit concludes by looking at how we use electricity safely **Particles (7G)** This unit develops an understanding of the different properties of solids, liquids, and gases Scientific method and ideas on experiments, observation, hypotheses, and theories are discussed, leading to an understanding of the particle theory of matter.	gravity and springs and link to ideas about forces, friction, and pressure. **Muscles and Bones (7C)** This unit uses a 'fitness' theme to cover three important organ systems: the gas exchange system, the circulatory system, and the locomotor system. The various effects of drugs on these systems are also considered, together with their effects on the nervous system.	the importance of biodiversity. **Sound (7L)** This unit looks at how sounds are made, transmitted, and detected, some uses of sound and compares sound waves with waves on the surface of water. **Mixtures (7E)** This unit revises and builds on work in KS2 on materials, specifically on mixtures, solutions, and separation techniques. This provides opportunities to introduce the methods of working in a science lab, which will differ from the science learning experience that most students will have had previously

PE Content (skills and knowledge) NC Year _____ PA Stage S2- S6 **SoW may be taught at different times across the year**	**Basketball, Health Related Exercise Handball and Dodgeball or Tennis/Pickleball** **Basketball** The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Health Related Exercise** The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused	**Gymfinity, Survival and OAA** **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity. **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **OAA** Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group	**Football, Health Related Exercise, Dance and Rugby** **Football** The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Health Related Exercise** The unit of work will ensure that all pupils understand the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness.	**Survival, Swimming and Netball** **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability. **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Netball** The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils	**Cricket, Rounders, Athletics and Badminton** **Cricket** The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Rounders** The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills. **Athletics**	**Swimming, Gymfinitiy and Tennis/Pickleball or Dodgeball** **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity. **Pickleball/Tennis** The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will become more competent, confident and expert in their

	circuits developing their own fitness. **Handball** Pupils will consistently apply effective passes, applying decision making as to which pass to make and when in order to keep possession and score. Pupils will create and apply tactics in games adapting them as the game situation changes. **Dodgeball** Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games. **Pickleball/Tennis** The unit will build on and embed previous skills learnt including forehand and backhand returns. Pupils will		**Tag-Rugby** The unit of work will challenge pupils to apply their prior learning of passing and moving, learning how to execute different passes and understanding where, when they are used in a game. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team. **Dance** The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms.	will be able to develop tactics for both attacking and defending and apply these successfully within their teams.	The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations. **Badminton** The unit of work will challenge pupils to apply their understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point and how to take control of the game from the beginning (serve).	techniques and apply them in competitive games. **Dodgeball** Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games.

	become more competent, confident and expert in their techniques and apply them in competitive games.					
Drama **Content (skills and knowledge)** **NC Year KS3 BGS Drama Framework Stage 2 - 3**	**Introduction to Drama** To develop pupils' confidence in Drama allowing for opportunities to work imaginatively alone, in pairs, in groups and as a whole class. Pupils will begin to create and perform short pieces of drama and sometimes make basic comments on the quality of other people's performances. Pupils will look at key dramatic techniques	**Movement** To begin to develop pupils' ability to use movement within a dramatic performance. Pupils will use short pre-prepared scripted pieces in order to develop their use of movement. Pupils will begin to use their bodies to create a character. Pupils will work in small groups and begin to listen to the ideas of others. Pupils will begin to develop physical control and recognise the importance of, gesture,	**Taking on a Character** To begin to recognise the need for context to emotion in order to portray believable characters. Pupils use Superheroes to develop and build characters and learn to incorporate them into short, improvised performances. Pupils will learn short scripts and develop their use of body language in their work. Pupils will begin to gain confidence when	**Script Writing** To develop 'scenes' through dramatic performances and script writing. Pupils will have opportunities to create performances of their own. Pupils will begin to understand the features of a script and work with pre prepared scripts and begin to develop their ability to write their own scripts. Pupils will show awareness of the	**Exploring Emotion** To develop the use of emotion in their performances. Pupils will link previous taught skills to develop their portrayal of different emotions through short dramatic performances. Pupils will begin to explore ideas and feelings sensitively. Pupils will begin to link skills previously taught. Pupils will develop their skills in building characters	**The Theatre – The Bigger Picture** To develop an understanding of the history of the theatre. Pupils will analyse the roles and responsibilities within the theatre including, lighting, stage management, set designer, director, costume designer.

	including: Mime, freeze frames, tableau	movement and expression in communicating meaning to an audience. Pupils will create short performances and begin to introduce characters within their work using movement and body language effectively to portray different characters.	offering suggestions on how a performance might look. Pupils will begin to develop characters that are different from themselves using voice, gesture and movement. Pupils will work in small groups and begin to develop the use of scripts to support their performances.	audience and begin to perform towards the audience. Pupils will begin to evaluate each-others work by picking out good parts and suggesting improvements.	through use of gesture, movement and voice. Pupils will evaluate each-other's work commenting on things that went well and suggesting improvements for future work. Pupils will develop use of learnt drama specific terminology in their feedback.	
Enrichment Opportunities	**SMSC** Developing imagination and exploring ways of organising presenting ideas Drama Club	**SMSC** To develop an understanding of how non verbal communication can have an impact on how we present ideas. Drama Club Xmas Performance	**SMSC** To gain an understanding of character types and conventions of characters. To develop group work skills. Drama Club	**SMSC** Developing imagination and exploring ways of organising presenting ideas. To continue to develop group work skills. Drama Club Easter Performance	**SMSC** To develop an understanding of how non verbal communication can have an impact on how we present ourselves. Exploring feelings and emotions Drama Club	**SMSC** Developing an understanding of the wider picture of theatre outside of acting. To look at job roles within the theatre. Drama Club

MFL	**Recap of prior learning** **Family & descriptions** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand	**Sports** **Hobbies** **Francophone Christmas** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or	**Clothes & school uniform** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and	**Music** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and	**Transport** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that	**Holidays** Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in short, familiar conversations; ask and answer a wider range of questions; start to express opinions Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

	when they are reading aloud or using familiar words and phrases Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places, things and actions orally and in writing Understand basic grammar including	using familiar words and phrases Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places, things and actions orally and in writing Understand basic grammar including feminine and masculine forms	intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places, things and actions orally and in writing	intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places,	others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places, things and actions orally and in writing	Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a basic glossary write words and short phrases from memory Start to describe people, places, things and actions orally and in writing Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that

	feminine and masculine forms Understand elements of francophone culture that are different to British culture	Understand elements of francophone culture that are different to British culture	Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture Enrichment Opportunities Cross-curricular – PD	things and actions orally and in writing Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture Enrichment Opportunities Francophonie Focus Day Cross-curricular – music	Understand basic grammar including feminine and masculine forms Understand elements of francophone culture that are different to British culture	are different to British culture
D and T	**Acrylic tablet/phone holder** • Machine safety • Machine input • Timber types • Key words • CAD-CAM • Acrylic gadget holder project • Extension task: • Timber time piece project • Assessment		**Joining techniques** • Isometric drawing • Wood joints-joining techniques • Key words • CAD-CAM • Money box project • Assessment A timber-based project forms the basis of learning. Wood joints-joining techniques are		**Corporate Identity** • Rendering-tone-shade • Perspective • Key words • Corporate identity project • Nets-surface developments • CAD-CAM • Assessment	

	A welcome to the workshop-machinery & equipment. Learners develop skills and knowledge working with acrylic. Aspects of CAD-CAM are displayed and utilised within both the acrylic and timber		used alongside drawing techniques in order realise design intention		Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit	
Bounce Forward Resilience competencies underpin the learning and summarise behaviour that is encouraged and built through learning and using the skills established through the	**Social Media (BF)** Discussion activity based on social media activities. **Understanding emotions (BF)** How do we cope with emotions? Embrace all emotions and how to manage/cope if feeling overwhelmed. **Module 1** Materials to build a tower in groups Emotions activity worksheet You can use three packets of spaghetti and six packets of marshmallows (based on six groups of 5). Alternatively, you can use pipe cleaners and	**Anger (DwF)** Identifying anger Traffic light solutions Identifying triggers, thoughts, behaviours and consequences **Feeling afraid (DwF)** Addressing and recognising fear Acknowledging and understanding fight or flight response Reinforcement Working in pairs, identify a moment of fear **Module 2** ABC activating events ABC analysis worksheets **Happiness (DwF)** Discuss moments of happiness Do people feel happy all the time?	**Feeling loved (DwF)** Recognising love and affection Recognising appropriate love and affection Discussion on different types of love, platonic, family and romantic Feeling cared for Identifying how love feels **Feeling shocked (DwF)** Recognising the feelings of shock Understanding anger can go hand in hand with shock Identifying shock and supporting others who are shocked **Module 3**	**Feeling bored (DwF)** Recognising being bored and restless Accepting agitation can be as a result of boredom How to prevent boredom **Jealousy (DwF)** Understanding that jealousy can present as anger Accepting jealousy is a normal part of life Acknowledging the reasons why we may become jealous Understand people can become jealous of us. Introduce the concept of envy How to support others who feel jealous	**Rejection (DwF)** Understanding rejection is when you feel unloved, unwanted, pushed aside or excluded Identifying scenarios when rejection might occur Rejection vs discrimination **Arrogance (DwF)** Understanding the difference between arrogance and confidence Acknowledging arrogance is often used to hide other feelings Identifying arrogance in others **Module 5** WoBbLe activating events	**Feeling intimidated (DwF)** How can we prevent/stop bullying? Reflecting on how bullying makes us feel as a victim Create a plan of what you could do if bullying should occur **Feeling accepted (DwF)** Discussion of who may not feel accepted in society Introducing the triangle of need How to make someone feel accepted **Module 6** Resilience review quiz What have I learnt about myself worksheet Large sheets of paper, pens and magazine

Bounce Forward and Dealing with Feelings programme. Self-awareness and compassion are taught including the understanding of self, knowing what is 'normal' or usual for me (them). Pupils will acknowledge the usefulness and personal reward that	blue tac or something similar **Optimism (BF)** Think of three good things What can I be grateful for? Who am I grateful for? What is one benefit of a recent failure? **Sadness (DwF)** Scenario discussion Stop think and reflect How to address Sadness in yourself and in others **Cognitive activity (BF)** With your class - play the alphabet game Think of an animal, place, or person for every letter of the alphabet. Person one starts with the letter 'A' The next person 'B' then 'C' and so on... The rules are as soon as there is a pause, or an 'umm', the group stop and stand up. How far	Why it's ok to not be happy all the time (emotional growth) Is happiness contagious discussion, are we happy for others **Feeling surprised (DwF)** The difference between surprise and shock How to manage an unpleasant surprise Plan a surprise for someone else **Non-verbal communication (BF)** The end aim of this is to have a line starting with the earliest birthday in the year, to the last birthday in the year, all in a row No spoken words, only non-verbal communication to get in line When everyone is happy with their places - go through by saying your birthday out loud	Find the gremlin beliefs worksheet **Feeling Lonely (DwF)** Understand the definition of lonely Scenario based discussion Give advice to others feeling lonely How to prevent loneliness How to combat loneliness **Feeling nervous (DwF)** Understand nervousness can be a mixture of fear and excitement How to manage feeling nervousness Analyse your nerves Strategies manage your nerves **Imagination activity (BF)** Use your imagination to create a 'safe space' that you	**Module 4** Magnifying glass worksheet **Feeling Ashamed (DwF)** Definition of ashamed/ shame discussed Understanding this is a productive emotion and its purpose Scenario and discussions How to accept this feeling and how to put it right **Disappointment (DwF)** Understanding this may make you feel neglected in some way Identifying different areas in life where disappointment occurs Understanding why we feel disappointed	WoBbLe worksheet Calm ideas handout **Generosity (DwF)** Identifying ways to be generous Sharing a time when you have been generous Acknowledging when others have been generous to you **Selfishness (DwF)** Scenario discussion How to address selfishness in others How to prevent selfishness **Tournament of activities** (Both Classes) Both classes to take part in a tournament of activities such as Boules, ring toss, Uno and other games to build resilience .	clippings to create resilience mind maps **Feeling Bereaved (DwF)** Exploring how it feels to lose someone close to you and feeling lost and sad without them How to support others when they are going through this How to get help **Reflection of the year** Pupils to analyse their year, in terms of personal growth and achievement and areas for development **Rounders game on the field** **(Both Classes)** Pupils to use the emotional regulation skills/ techniques to take part in mixed class rounders and be successful even if they lose.

comes with being kind and having compassion for self and others. We aim to encourage flexible and realistic thinking using open conversations to introduce different perspectives, looking for evidence to problem solve effectively,	through the alphabet did they get? Who got the furthest? Which group stood up first? Celebrate both!	Is everyone in the correct place?	can go to in your mind whenever you need to Where is it? What does it look like? Who else is there with you? What can you hear? What can you smell? What are you doing there? Write or draw your safe space if you'd like to...	**Bingo/ Quiz (Both classes)** Using resilience skills pupils to take part in class bingo based on emotions		

wedded to reality and what is in their control. We deliver lessons based on human connection to others, willingness to reach out and encourage empathy and care for others knowing this will increase their own personal happiness. Self-regulatio						

n is understanding the impact and range of emotions we can feel and embracing these feelings. This scheme of work will support pupils with impulse control, and help them calm and remain focused in order to access the curriculum across the						

school whilst using optimistic thinking and a can do attitude.						
PD & careers (skills and knowledge) NC Year PA Stage S2- S5	**Health and Wellbeing** Transition to secondary school Diet, exercise and making healthy choices. Managing the challenges of moving to secondary school Identifying and expressing emotions in a constructive way. Recognising healthy options for wellbeing	**Living in the Wider World** Introduction to careers Challenging career stereotypes and raising aspirations Identifying a broad range of careers and the abilities and qualities required. Challenging common career stereotypes and identifying future aspirations.	**Relationships** Managing puberty and personal hygiene How to manage physical and emotional changes during puberty Understanding personal hygiene. How to recognise and respond to inappropriate and unwanted contact and how to access help and support.	**Living in the Wider World** Independent living focussing on money management Recognition of coins and notes. Saving, spending and budgeting. Online gaming transactions.	**Health and Wellbeing** Personal and road safety and the role of the emergency services Personal safety strategies and travel safety, e.g. road, rail and water. Responding in an emergency situation and basic first aid.	**Relationships** Introduction to relationships and sexual health education Relationships: families, romance and friendship. Recognising different families. How to establish and manage friendships. Recognising qualities and behaviours relating to different types of positive relationships.

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

	voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.	**appropriately and accurately in a range of musical styles, genres and traditions** **Enrichment Opportunities** CC link with history/geography (UK)	**progress to the next level of musical excellence. Identify and use the inter-related dimensions of music expressively and with increasing Sophistication** **Enrichment Opportunities** A range of accessible technology used to help compose and perform electronic music.	improvisations and compositions. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.** **Enrichment Opportunities** Use of genuine instruments used in this style of music.	**and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.**	**Enrichment Opportunities** Performance at BGStival Use of genuine instruments used in this style of music.

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

	Link to National Curriculum: Using technology safely	Computer System and how they communicate with one another	audience with attention to trustworthiness, design and usability.	object-oriented programming. **Link to National Curriculum:** Design and develop modular programs	applications across different devices. **Enrichment Opportunities** Podcast on school related topic e.g. a transition podcast, informing the new Year 7 can expect	Creative projects that involve combining the use of different applications across different devices.
Art Content (skills and knowledge) NC Year __KS3__ PA Stage __3-6____	**Baseline Assessment** Experience all of the main elements of Art. Create pieces of work that demonstrate their current understanding in Art activities and build up resilience and independent learning.	**Colour Theory – Sweets and Cakes.** Experience some of the main elements of Art (tone and colour) understanding how to make primary, secondary and tertiary colours as well as complementary and harmonious colours through teaching a variety of paint-based skills and looking at a variety of artists' works	**Natural Form** Explore and experiment with observational drawing developing a stronger understanding of key formal elements in art (tone and form) looking at artist Georgia O'Keefe. To help pupils develop their understanding of texture and how to apply texture to their work.	**Still Life** To gain a better understanding of the Elements of Art. To develop your skills - by completing a series of tasks investigating different elements of art. Finally, to have produced 3 final outcomes…… a tonal sketch, painting and Showcase Piece all showing a good knowledge of the elements.	**Self-portraits** Develop accurate proportions and scale through self-portraiture. They will build on their knowledge of form and tone and explore different techniques to locate and draw the different features of their faces.	**Bugs** Pupils will explore the theme of Bugs through a mixture of mediums and techniques both 3D and 2D. Practicing their planning and designing skills.

Enrichment Opportunities	Express creativity and explore new materials	Exploration of colour.	Trip to the Beach	Extra-curricular links to music and English looking at Art language and composition.	Links to self-image and identity.	Links to the outdoors and D&T creating 3D pieces.
Cooking	Learning about Kitchen Health and safety.	Learning about Kitchen Health and safety.	Learning basic cooking skills.	Learning basic cooking skills.	Understanding Kitchen hygiene.	Understanding Kitchen hygiene.
Global Learning	**Skills, skills, skills! (Geographical)** NC: **Locational Knowledge** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps **Geographical skills** build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	**Skills, skills, skills! (Historical)** NC: understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social	**Wish you were here? Cantia to Kent with "the most civilised inhabitants of Britain"** NC: **Place Knowledge** understand geographical similarities, differences and links between places through the study of human and physical geography of the UK/ Kent **Human and physical geography** population and urbanisation **Objectives:** To develop map/ atlas/skills To recognise patterns in population	**A Frenchman's home is an Englishman's castle** NC: the development of Church, state and society in Medieval Britain 1066-1509 – Norman Conquest a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, Objectives: To describe Britain before 1066To	**Time flies…A history of fun!** NC the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066/ the development of Church, state and society in Britain 1509-1745: society, economy and culture across the period understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make	**What's on? The Geography of Sport** **NC:** : **Locational Knowledge** extend their locational knowledge **Geographical skills** build on their knowledge of globes, maps and atlases and apply and develop this knowledge, interpret Ordnance Survey maps in the classroom use Geographical Information Systems (GIS) to view, analyse and interpret places and data **Human and physical geography** population and urbanisation **Objectives:** To map sports locations

	Objectives: To understand what a map is and what they are used for To be able to use an atlas to locate countries To be able to recognise a variety of world flags To be able locate features on a map/ atlas using longitude and latitude and grid references To identify features on a map using a key	history; and between short- and long-term timescales. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends To be able to order events on a timeline To be able to recognise an anachronism To understand the difference between a primary and secondary source To be able to judge the value of a source	To identify key physical and human features of the UK	demonstrate knowledge of the impact of invasion To investigate Anglo-Saxon Britain To explain how the Normans came to the throne To explain the impact of the Normans To evaluate the success and failures of battles To describe the problems faced by William the Conqueror To understand key events in Kent's history To link Kent's history to UK history To identify different castle types To explain how castle sites were chosen To justify castle design **Enrichment Opportunities**	connections, draw contrasts, analyse trends, Objectives: To understand how society has changed over time by studying what people did for fun during a variety of time periods to compare and contrast the changes to society over time to interpret a variety of sources of information to carry out an historical enquiry into entertainment through the ages to explain how and why there are contrasting experiences of the past for both the rich and poor to learn about the influence of ancient and medieval societies on modern day Britain	To expand geographical vocabulary To identify the benefits of sport to a place To identify the negative impact of sports development on an area To evaluate the effect of regeneration To understand the globalisation of sport To consider sports' effect around the world To make a link between sport and economics

				Battle Abbey visit		

Bower Grove School
Together we Inspire & Achieve

Year 8 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Darren Shan's Cirque Du Freak or The Spiderwick Chronicles by Holly Black** Contemporary fiction – fantasy theme prose.	**A Christmas Carol: Charles Dickens** Seminal world literature/ author; classic ghost story.	**Myths and Legends** Fiction – short stories from around the world (UK, Greek, Nordic, African, North American).	**Discussion and Debate -Spoken Language Unit** Spoken Language Unit – non-fiction stimulus. Individual presentation focus.	**Goodnight Mr Tom by Michelle Magorian (playscript)** Contemporary prose – drama genre. WW2 setting, focusing on relationships.	**AQA English Language Year 8 Assessment unit** Summative assessment unit, following the AQA English Language pathway.
Year 8 Content (skills and knowledge) NC KS3 PA Stage 2-5	**KS3 National Curriculum links:** **Reading:** reading a wide range of fiction (different genre/ form); contemporary literature; learning new vocabulary; making inferences and referring to the text; studying setting, plot and characterisation, linked to effect; analysing figurative language.	**KS3 National Curriculum links:** **Reading:** pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer's purpose; understanding language; studying	**KS3 National Curriculum links:** **Reading:** pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference and deduction; exploring writer's purpose; retrieval of evidence; understanding language; studying	**KS3 National Curriculum links:** **Spoken Language:** using Standard English; communicating in formal/ informal contexts; in-class discussion and debate; giving short speeches and presentations; expressing own ideas and views; speaking with	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of context; understanding language; studying	**KS3 National Curriculum links:** **Reading:** read a wide range of fiction/ non-fiction texts; studying different forms and authors; learning new vocabulary; making inferences; referring to evidence from texts; analysing figurative language and text structure;

	Writing: formal expository; imaginative writing; narrative and non-narrative writing (letters/ diaries); applying new knowledge (of grammar, vocabulary, text structure); planning, drafting and editing; amending vocabulary and grammar to improve coherence and effect; extending KS1/2 grammar appendices. **Poetry Link**: writing 'What am I?' riddles – creative writing task.	plot, setting and characterisation. **Writing:** formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Another Night Before Christmas' by C. Duffy.	plot, setting and characterisation. **Writing:** formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'The Lady of Shallot' by A. Tennyson.	relevance and concision; participating in structured talks; summarising verbally; building on other's contributions; notes for talks and presentations; recognising the difference between the written and spoken word. **Poetry Link**: 'A Case of Murder' by V. Scannell.	plot, setting and characterisation. **Writing:** formal expository; imaginative writing (inc. letters, diaries); non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Alternative Unit for lower ability:** War Horse abridged: Michael Morpurgo or War Games: Michael Foreman Same descriptors apply as above for main unit. **Poetry link**: War Horse by Brenda Williams.	making critical comparisons. **Writing:** writing for purpose (to describe, to narrate, to inform, to persuade); formal expository; narrative and imaginative writing; range of narrative/ non-narrative texts; summarising and organising material; supporting ideas with factual evidence; planning, drafting and editing; Appendix 1 reinforced: grammar, punctuation and spelling.

Enrichment Opportunities	Film – The Greatest Showman Cross curricular links – history	Potential theatre trip and Dicken's trip to Rochester for context. Cross curricular link – Victorian	Cross curricular links – Global Learning – cultural Trips to explore local myths	Cross curricular links – Geography, history Environmental issues Debate Club Links to the School Council	Cross curricular links – RE, PSHE Food Tech – Chinese Food	See Term 5 enrichment opportunities for text.
Maths **Content (skills and knowledge)** **Majority will be working within: NC Years: 3–6 PA Stages: 3 – 6**	**Add & Subtract problems** Pupils will further develop addition and subtraction written and mental calculation skills with small/large whole numbers; decimals and/or negative numbers. They will develop these skills through games, investigations and intelligent practice directly and also indirectly within topics such as perimeter, and interpreting graphs. Pupils will develop skills in using scientific calculators by solving more complex problems. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication	**Meaning of Division** Pupils will develop their understanding of division as repeated subtraction, sharing and grouping. They will learn to relate this to their understanding of multiplication. They will be consolidating understanding of odd and even numbers whilst developing their skills, dividing increasingly larger numbers, extending to decimals. Pupils continue to practise learning, recalling and using	**Equivalent Proportions** Pupils will learn about equivalence between fractions; capacity and volume; in money. Pupils will also have an opportunity to develop their understanding of time and money. Pupils who are confident in some of these topics may extend their understanding by looking at equivalence in algebra (simplifying expressions with brackets and solving equations), and be	**Calculating with Angles & 3D Shape** Pupils will learn to develop skills in measuring and drawing angles and learn to apply a more developed understanding of angles to calculating missing angles on straight lines and in shapes. In addition to this, pupils will learn about 3D shapes and their volume, extending to surface area. Pupils continue to practise learning, recalling and using addition, subtraction,	**Applying Multiplication & Division** Pupils will learn about applying their knowledge of multiplication and division within topics such as averages; multiples & factors; fractions of amounts; pie charts and proportion. Pupils will be encouraged to further develop their recall of times tables and see the link between related multiplication facts. Pupils continue to practise learning,	**Using proportions** Pupils will learn to apply their developing understanding of proportion (fractions, decimals, percent) within measurement problems; probability and time. Furthermore, pupils will further develop their calculation skills with fractions and percentages. Pupils who demonstrate proficiency in these topics may learn how to plot straight line graphs.

	and division number facts throughout the year.	addition, subtraction, multiplication and division number facts throughout the year.	introduced to the nth term with sequences. Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.	multiplication and division number facts throughout the year.	recalling and using addition, subtraction, multiplication and division number facts throughout the year.	Pupils continue to practise learning, recalling and using addition, subtraction, multiplication and division number facts throughout the year.
World Beliefs	**Bower Values Tolerance Morals and rules** Understand Morals and morality. Understand stigma and discrimination Look at Multicultural Britain.	**Who are Hindus and Sikhs?** What is the Gurdwara? To know and label the Gurdwara. Understand reincarnation and the Sikh beliefs. Look into detail the Hindu God Ganesh and create your own Hindu god.	**Buddhist's beliefs** Understand the life of the Buddha and how it changed. Understand what enlightenment is. To know and look at the four noble truths and the relationship with suffering.	**What it means to be Jewish** Gain Knowledge of the Jewish food laws and recognise Kosher and Trief foods. Look at the Seder plate and the significance of Passover.	**Muslim Traditions** Writing your name in Arabic and understand the difference to writing in our school. Understanding the five pillars mainly Salat the second pillar (prayer 5 times a day) and relating them to your own culture and way of life.	**The nature of Christians** To explore what is means to be a Christian. Look at why Christians pray and what they use. How Christians pray and where can they pray and worship.
Science	**Food and Nutrition (8A)** This unit looks at the main components in the human	**Fluids (8I)** This unit looks at changes of state,	**The Periodic table (8F)**	**Breathing and respiration (8C)**	**Energy transfers (8K)**	**Earth and Space (8L)**

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

Content (skills and knowledge) NC Year _____ PA Stage S3-S7 **SoW may be taught at different times across the year**	**Exercise and Dodgeball or Tennis/Pickleball** **Handball** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents. **Basketball** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and	**Basketball, Health Related Exercise, OAA and Badminton** **Handball** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents. **Basketball** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure	**Tennis, Health Related Exercise, Netball and OAA** **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity. **Football** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Dance**	**Health Related Exercise and Netball** **Football** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Dance** The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the	**Netball and Tag-Rugby** **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Rounders** Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game. **Cricket** The unit will build on and embed previous skills learnt including batting	**Dodgeball or Tennis/Pickleball** **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Rounders** Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game. **Cricket** The unit will build on and embed previous skills learnt including batting

	strength focused circuits enhancing their own fitness. **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability. **Dodgeball** To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to socre a point. Pupils will create, apply and evaluate	when defending to regain possession effectively. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability. **OAA (2)** Building on teamwork and map reading skills across	The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Netball (2)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to	cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity. **Tag-Rugby (1)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game	and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Athletics** The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations. **Netball (1)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to	and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Athletics** The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations. **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either

	tactics in singles and doubles games.	the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group. **Badminton (1)** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.	keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. **OAA (1)** Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.	situations, adapting them when necessary. **Badminton (2)** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.	keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. **Tag-Rugby (2)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.	individually or as a group. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to socre a point. Pupils will create, apply and evaluate tactics in singles and doubles games. **Dodgeball** To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.

MFL	**Food: Fruit & Vegetables, Healthy/ unhealthy food choices** Listen to a variety of short texts to obtain information Develop conversations: asking and answering a wider range of questions; expressing opinions Express and develop ideas with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details Broaden their vocabulary and develop their ability to understand new words	**Food: Snacks, Cafés Meals, Restaurants Francophone Christmas**	**TV/ cinema**	**Arranging to meet Accept/ decline invitations**	**Holiday plans**	**Planets and the solar system**

	that are introduced into familiar written material, including through using a basic dictionary Write sentences to express their own ideas and opinions Write phrases from memory Use tenses or other structures to convey the present Start to use and manipulate a variety of key grammatical structures and patterns expand understanding of francophone culture					
D and T	**Systems & Control** • LED/buzzer hand steady project • System & Control components • Electrical inputs • Key words • CAD-CAM • Oil & plastic knowledge	**Christmas Decoration** • Systems and control-(xmas) flashing light project • Wood joints	**House Design** • TMA-user-logo generation • House development	**Trophy** • Trophy project-mixed media • CAD-CAM • Rendering techniques • Assessment A mixed media-based project forms	**Egg Drop Competition** • Egg drop competition • Surface developments • Structures • Picture frames	**Utility Holder** • Controller holder-headphone holder-mug stand-their choice of given units-mixed media

	• Assessment Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners develop a led/buzzer hand steady game	• Systems and Control Input-process-output • Assessment Knowledge of systems and control is expanded as well resistant materials. Aspects of design requirements are also embedded into learning. Wood joints are used to make a housing for the flashing LED xmas/optional light	• Surface developmen t • 1-2pt perspective • Rendering techniques • Assessment Graphical content and skills are developed within a corporate identity project with CAD-CAM being utilised within the unit. Links with maths re surface developments are utilised and rendering techniques including CAD will be explored	the basis of learning. Timber-Polymers-Smart materials. Metals-alloys-joining techniques are used alongside drawing techniques in order realise design intention	• Spaghetti bridge team comp • Assessment Team building exercise with nets-structures are at the core of the learning. Learners to work in groups and produce outcomes which gain knowledge into forces-motion-structures and how to listen and work a s a team	• Production techniques-mass-batch-con-J.I.T • CAD-CAM-milling-3D printer • Assessment Learners build upon their knowledge throughout KS3 in order to develop a product of their choice looking at the skills they have learnt. Production techniques are also embedded along with CAD-CAM production techniques both in and out of the workshop
PD & Careers (skills and knowledge)	**Health and Wellbeing** Recognising role models and managing peer influence	**Living in the Wider World**	**Relationships** Online safety and digital literacy	**Health and Wellbeing** Physical and mental health and	**Relationships** Introduction to sexuality and consent	**Living in the Wider World**

NC Year PA Stage S3-S6	Identifying personal strengths and areas for development. Recognising how role models can make a positive and negative impact on others. Recognising alcohol and drug misuse in society.	Rights and responsibilities in the community Recognising different groups that we belong to and the expectations within them. Signs and effects of bullying, harassment how to respond and how to support others.	Managing online friendships. Using social media sites safely. Identifying the signs and effects of online bullying and how to respond. Role of CEOP Identifying fake news, hoaxes and scams. Laws around sexting.	wellbeing, including body image, diet and exercise Recognising attitudes towards mental health Challenging myths and stigma. Strategies for daily wellbeing and how to manage emotions	Revisiting the physical and emotional effects of puberty. Qualities of positive, healthy relationships. Understanding gender identity and sexual orientation and introducing consent.	Human rights and justice, democracy and politics Recognising basic human rights and differentiating between want and need. Understanding of how the British political system works and the processes involved.
Enrichment Opportunities		Kent Association for the Blind Workshop				
Music	**4 Chord Songs** *- Contemporary* - For this unit pupils will be exploring the infamous 4 chord trick. They will learn medleys of songs that are based around this chord progression. Pupils will then begin to look at lyric writing with the ultimate	**Musicals/ Seasonal Focus** *- Classical & Contemporary* - The aim of this unit is to introduce pupils to musical theatre, the skills needed to be part of a production and	**Introduction Into Sequencing** *- Music Technology* - Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top	**Music from the Caribbean** *- World Music* - Pupils will listen to and appraise a range of music from the Caribbean including Calypso, Soca and Reggae. They will learn and	**Gamelan** *- World Music* - In this unit pupils will be immersed in the sound world of the music from the Indonesian islands of Java and Bali. They will perform	**Pachelbel's Canon** *- Classical* - This famous piece of classical music has inspired composers since its composition from punk rock to gangsta rap and

	goal of writing a 4 chord song. To achieve this pupils will also be learning about strophic structure. **NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression**	to develop our singing and performance skills. Pupils will be learning and analysing songs from musicals and will take a closer look at the 'The Lion King the Musical' as well as the more modern 'The Greatest Showman' and 'Hamilton'. **NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions**	producers around the world opens up new opportunities for composition and experimentation. Throughout the unit pupils will be looking at how to sequence music using GarageBand on the iPads. Some of the skills pupils will learn include drawing notes, quantisation, adding effects and more. **NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence.** **Enrichment Opportunities** A range of accessible technology used to	perform well-known pieces of music inspired by the music of the Caribbean before they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the inter-related dimensions of music give this music its distinctive sound. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Develop a deepening understanding of the music that they perform and to which they**	and compose along to a traditional Indonesian puppet show utilising scales and techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different**	even French spoken word. Pupils will learn different parts of Pachelbel's Canon before experimenting with improvisation over a ground bass. The ideas generated through improvisation will then inform their compositions as they work towards their final piece in small groups. Pupils will explore how effective use of texture and structure can enhance a piece of music. **NC –extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.**

			help compose and perform electronic music.	**listen, and its history.** **Enrichment Opportunities** CC link with geography (Caribbean/N&S Americas)	**types of scales and other musical devices** **Enrichment Opportunities** CC link with geography (Indonesia/Asia)	
Computing	**Using Computers safely 6** **Overview:** Pupils will further learn about how to stay safe online and how to report concerns. They will look at how to work safely in a computer environment, learning about posture and health and safety issues in a computer environment. Pupils will investigate the use of email and how to do so productively and correctly, including the use of email etiquette. They will look at potential issues around emails and	**Algorithms 2 - Thinking like a computer scientist 1** **Overview:** Pupils will look at abstraction and decomposing problems into smaller ones to solve easier and why these are important for problem solving in programming. They will design, use and evaluate computational abstractions that model real world problems and physical systems.	**Video Editing 2** **Overview:** Pupils will learn about how to make different audio and visual content and how to combine these elements into a video sequence, editing them to meet a given purpose and audience. Pupils will be taught how to use different methods of film capture (still, video, screen capture) and audio capture using different devices	**Programming 6** **Overview:** Pupils will learn how abstraction, algorithms and coding, work together in programming. They will use block programming and be introduced to a textual programming language for learning programming principles and for problems pupils are required to solve. The unit will directly	**Data 4 – Spreadsheets** **Overview:** This unit builds on previous knowledge of data and learning about how spreadsheets can be used to manipulate and present different types of data. Pupils will cover the collection of data, how to enter basic data into spreadsheets and what type of data can be used. They	**Hardware and Software 3 - Computer Instructions, Binary, Logic** **Overview:** Pupils will learn how different types of hardware and software work together to create a computer system. They will learn how instructions are stored and executed with a computer system through specific BBC Micro:Bit projects.

	electronic communication and how to use safely. Finally, they will learn how to recognise and deal with cyberbullying Who to talk to if you suspect someone is being cyberbullied. **Link to National Curriculum:** Using technology safely respectfully, responsibly and securely, recognise inappropriate content, contact and conduct and know how to report concerns.	They will learn how to recognise patterns in order to streamline algorithms. **Link to National Curriculum:** Algorithms that reflect computational thinking	and software. They will be taught how to sequence content captured and edit using Adobe Premier Rush. Pupils will be tasked with creating a short promotional video about the different ways that ICT is used within school, which will see them using the skills taught. **Link to National Curriculum:** Undertake creative projects that involve the selecting, using and combining multiple applications across a range of devices	include basic coding principles that pupils have discreetly learnt before. They will use variables, sequences, iteration and conditionals in tasks. Through these they will learn what they are and what they are used for in programming. Pupils will also learn that bugs are errors in code, how to find and fix them. **Link to National Curriculum:** Programming languages	will look at formatting and manipulating data to make it more presentable. Pupils will cover modelling, using functions and formulas to perform calculations on collected data. They will look at analysing data and its presentation. **Link to National Curriculum:** Creative project including the collecting and analysing data	Pupils will be introduced to binary and taught how to carry out simple operations on binary numbers using BBC Micro:Bits. They will learn how data (text, sounds and pictures) can be represented and changed digitally, in the form of binary digits. Through the use of BBC Micro:Bits pupils will learn some simple Boolean logic used in circuits. **Link to National Curriculum:** Understand simple Boolean Logic Understand how instructions are stored and executed Binary numbers

Art Content (skills and knowledge) NC Year __KS3____ PA Stage __4-7____	**Crazy Creatures** To consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques.	**Crazy Creatures continued.** To continue to consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques. To draw on information from last term and to independently create own final outcome based on findings.	**Pop Art** An exploration into the art movement "Pop Art" researching Key artists including Roy Lichtenstein and developing works influenced by Lichtenstein using a variety of different materials and imagery to create their own comic books	**Pop Art Continued** To continue to explore the art movement "Pop Art" researching Key artists including Andy Warhol and developing works influenced by Warhol including Exploring Screen Printing.	**Vincent Van Gogh** A deeper exploration into artist Vincent Van Gogh looking at his journey through art and processes he uses. Collecting information and developing new skills and using materials such as ink and fountain pen.	**Vincent Van Gogh Continued.** Continuing to take a deeper look into artist Vincent Van Gogh looking at his journey through art and processes he uses. Focusing on his paint application.
Enrichment Opportunities	**Art** Content (skills and knowledge) NC Year __KS3____ PA Stage __4-7____	To consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques.	To continue to consolidate drawing skills, drawing from both memory and observation. Investigating mark making and texture through the use of different media and techniques. To draw on information from last term and	An exploration into the art movement "Pop Art" researching Key artists including Roy Lichtenstein and developing works influenced by Lichtenstein using a variety of different materials and imagery to create	To continue to explore the art movement "Pop Art" researching Key artists including Andy Warhol and developing works influenced by Warhol including Exploring Screen Printing.	A deeper exploration into artist Vincent Van Gogh looking at his journey through art and processes he uses. Collecting information and developing new skills and using materials such as

			to independently create own final outcome based on findings.	their own comic books		ink and fountain pen.
Cooking	Learning to use Electrical appliances.	Learning to use Electrical appliances.	Learning how cook savoury food.	Learning how cook savoury food.	Revisiting and improving basic skills.	Revisiting and improving basic skills.
Global Learning	**We plough the fields and scatter** The Agricultural Revolution NC: the development of Church, state and society in Britain 1509-1745 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;	**We plough the fields and scatter** Weather and climate NC: **Human and physical geography** understand, the key processes in physical geography relating to weather and climate, human geography relating to economic activity in the primary sector; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and	**Age of Empire** The Industrial Revolution, Colonisation and Slavery NC: Ideas, political power, industry and empire: Britain, 1745-1901: Britain as the first industrial nation – the impact on society/ Britain's transatlantic slave trade: its effects and its eventual abolition understand historical concepts such as continuity and change, cause and consequence, similarity,	**Age of Empire** Globalisation NC: **Locational knowledge** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world, key physical and human characteristics, countries and major cities **Place Knowledge** understand geographical similarities, differences and links between places through the	**999 Letsbe Avenue** History of crime & punishment NC: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066/ the development of Church, state and society in Britain 1509-1745: society, economy and culture across the period understand historical concepts such as continuity and change, cause and consequence,	**999 Letsbe Avenue** Geography of crime NC: **human geography** relating to: population and urbanisation **Geographical skills and fieldwork** interpret Ordnance Survey maps in the classroom including using grid references and scale, and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and

	between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Objectives: To understand the open field system To explain why Britain needed to grow more food To describe changes to agriculture To evaluate the effects of the changes to agriculture	the climate; and how human activity relies on effective functioning of natural systems Objectives: To understand the link between farming and weather To understand the difference between weather and climate To describe and explain key features of UK weather To identify causes and consequences of flooding	difference and significance, and use them to make connections, draw contrasts, analyse trends, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Objectives: To identify changes in Britain between 1750 and 1900 To suggest reasons for the changes	study of human and physical geography **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **Geographical skills and fieldwork** build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom Objectives: To understand how we are linked to other countries today To explain who are the winners and losers of globalisation	similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. Objectives: To be able to define crime and punishment, giving examples To understand how the crime and legal	interpret places and data analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information Objectives: To analyse data to identify and describe patterns of crime To use a variety of sources to make judgements To evaluate methods of reducing crimes

			To identify key industrial developments To investigate the purpose and impact of colonization To describe the slave trade		system worked through different eras To use sources to describe and explain the Jack the Ripper and Dick Turpin crimes To evaluate reasons for the difficulty in solving the Jack the Ripper case **Enrichment Opportunities** Kent Police Museum	

Bower Grove School
Together we Inspire & Achieve

Year 9 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Introduction to William Shakespeare: (Macbeth/ Romeo and Juliet).** Shakespeare historical, culture and social context and plays (tragedy genre).	**Wilfred Owen's World War One poetry** In-depth analysis of Wilfred Owen's war poetry, alongside other poets such as Jessie Pope and Siegfried Sassoon.	**Ghost Boys: Jewell Parker Rhodes** Contemporary prose – drama genre. American gun culture – theme of prejudice and discrimination.	**Classic Literature** Seminal world literature – fictional extracts. Genre foci changes weekly: horror, sci-fi, drama, fantasy, adventure.	**A Monster Calls by Patrick Ness** Contemporary prose – fantasy/ drama genre. Theme: death and family/ relationships. *Option to study play-script as time permits.	**Completion of A Monster Calls Term 5** **AQA English Language Year 9 Assessment unit** Summative assessment unit, following the AQA English Language pathway.
	Year 9 Content (skills and knowledge) NC KS3 PA Stage 3-7	**KS3 National Curriculum links:** **Reading:** Shakespeare (two plays); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context;	**KS3 National Curriculum links:** **Reading:** seminal world literature; recognising poetry conventions; learning new vocabulary; inference; retrieval of evidence; understanding	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of	**KS3 National Curriculum links:** **Reading:** high quality literature (inc. pre-1914 prose); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference; retrieval of evidence; exploration of

		understanding language (inc. figurative); studying plot, setting and characterisation; understanding the work of dramatists and stagecraft; using literary terminology. **Writing:** formal expository; imaginative writing (inc. poetry); non-narrative forms such as letters/ diaries; summary/ precis; applying new vocabulary; planning effectively; drafting and editing; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: creative writing (rhyming couplets, meters, rhythm, schemes/ patterns) and Shakespeare's sonnets.	language (inc. figurative); studying plot, setting and characterisation; using literary terminology. **Writing:** summary/ precis; applying new vocabulary; using Standard English; extending KS1/2 grammar appendices.	context; understanding language; studying plot, setting and characterisation. **Writing:** formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Black Lives Matter' by 'George the Poet' or 'Strange Fruit' by Billie Holliday.	writer's purpose; understanding language and structure; studying plot, setting and characterisation; making critical comparisons. **Writing:** formal expository; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: Week 5 Drama – Havisham by C. Duffy.	context; understanding language and structure; studying plot, setting and characterisation; understanding the work of dramatists and stagecraft. **Writing:** formal expository; imaginative writing; non-narrative forms; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Alternative unit for lower ability pupils:** Wonder by RJ Palachio Same descriptors apply as above for main unit. **Poetry Link**: 'I am an Island' by Simon and Garfunkel.

Enrichment Opportunities	Trip to the Globe Theatre or touring company. Cross curricular links – History-Elizabethan	Cross curricular links – History WW2 Trip to Ypres to see trenches.	Cross curricular links – PSHE, Culture-Gun/gang Geography	Reading for pleasure. Extension of fictional extracts. Use of the library	Theatre trip Cross curricular links – PSHE – death and grief	See Term 5 enrichment opportunities for text.
Maths **Content (skills and knowledge)** **Majority will be working within NC Years: 4-7 PA Stages: 4-7**	**Applying Calculation Skills** Pupils will develop their calculation skills, rounding their answers as appropriate. They will learn about BIDMAS and how this relates to scientific and basic calculators, extending to developing knowledge of powers and roots.	**Using Unknowns** Pupils will develop their skills in solving problems involving unknowns, such as missing parts of number sentences; writing algebraic expressions; substituting and solving equations; finding unknowns in time problems (e.g. the start time) and finding missing dimensions in area and volume problems.	**Scales & Scaling** Pupils will learn about the connections between scaling and multiplication/division. Pupils will apply this to topics such as enlargement; proportion; using maps and decimals. Pupils will learn about scale ratios, and apply this to ratio problems, beginning with concrete and pictorial problems and extending to using ratio within abstract problems.	**Calculating with Fractions** Pupils will develop skills in calculating with fractions, decimals and percentages. They will learn to relate this with their knowledge of units of measures. Pupils will learn to apply their understanding of fractions, decimals and percentages whilst also learning about probability.	**Algebra & Algebraic Graphs** Pupils will learn about sequences and relate this to linear graphs. Pupils will also develop their understanding and skills with negative numbers; co-ordinates; substitution and conversion graphs.	**Number & Algebra in Geometry** Pupils will learn about the relationship between the diameter and the circumference of a circle (pi) and begin to find the circumference, and possibly the area, of a circle. Pupils will develop their understanding of 2D shapes and their angle properties. Pupils will learn about constructing shapes accurately and will be introduced to Pythagoras' theorem. Pupils demonstrating proficiency in these

						skills may learn about the tangent, then sine and cosine ratios in trigonometry.
World Beliefs	**Bower Values Tolerance Morals and rules** What Is stereotyping? Understand the meanings of prejudice and discrimination. Why do people suffer? Multi-cultural UK and rights and responsibilities. Start to explore extremism.	**Who are Hindus and Sikhs?** Identify India and be familiar with India on the globe. To know facts and culture of India and Henna designs. Understand what Karma is and explore how Hindus worship in the Mandir.	**Buddhist's beliefs** Explore the four noble truths in detail. To know Buddha's enlightenment and What is the eighth fold path. Take part and experience Meditation and well-being ideas.	**What it means to be Jewish** Understand why Jewish people and young people celebrate and have Bar and Bat Mitzvahs. Recognise a synagogue and identify items inside of a synagogue.	**Muslim Traditions** What is Ramadan and the Sawn (the fourth Pillar). Who was Muhammed? What does the Quran actually say and have a greater understanding of the Quran and the Hadith?	**The nature of Christians** What is the Trinity? Understand the relationships between people and the Trinity and the nature of God. Revisit the church and who was Jesus. Start to look at the Bible and Jesus's miracles.
Science	**Genetics and Evolution (9A)** This unit recaps ideas about the causes of variation and then looks at inherited variation in more	**Forces and Motion (9I)** This unit starts by revising some aspects of forces and their effects, energy stores and transfers.	**Plants (9B)** This unit looks at photosynthesis and aerobic respiration in plants in more detail, and then considers plant	**Force fields and electromagnets (9J)** This unit starts by revising previous work on magnetic and gravitational fields,	**Reactivity (9F)** This unit looks metals, physical changes, and gas pressure and then the reactivity series and	**Waves and the electromagnetic spectrum (ENTRY/GCSE physics topic 2)**

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

				is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal decomposition reactions		
PE Content (skills and knowledge) NC Year _____ PA Stage S3-S7 **SoW may be taught at different times across the year**	**Cyclopark, Survival and Dodgeball or Pickleball/Tennis** **Cycling** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling. **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.	**Health Related Exercise, Basketball, Handball, Badminton and OAA** **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Basketball** Recap of skills learnt previously, and more	**Survival, Swimming, OAA and Netball** **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to	**Football, Health Related Exercise, Table Tennis, Tag Rugby and Badminton** **Football** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents.	**Swimming, Cyclopark, Netball and Tag Rugby** **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability. **Cycling** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking,	**Rounders, Athletics, Cricket and Tennis/Pickleball or Dodgeball** **Rounders** The unit will build on and embed previous skills learnt including batting and fielding. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents. **Athletics**

	Health Related Exercise The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Dodgeball** To build on and embed skills learnt in year 8. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to	complex techniques added e.g., set shot and guarding **Handball** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents. **Badminton (1)** The unit of work will challenge pupils to overcome opponents in direct competitions through team and individual games. **OAA (2)** The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems,	cater for all pupils needs/ability **OAA (1)** The unit of work will encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. **Netball (2)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly.	**Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Tag Rugby (1)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary. **Badminton (2)** The unit of work will challenge pupils to overcome opponents in direct competitions	BMX and road cycling. **Netball (1)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. **Tag Rugby (2)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary.	The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and expert in their techniques and apply them in competitive situations. **Cricket** The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Athletics** The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent,

	which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games.	either individually or as a group.		through team and individual games.		confident and expert in their techniques and apply them in competitive situations. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games. **Dodgeball** To build on and embed skills learnt in year 8. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.

MFL	**Global issues: Rights & Responsibilities** Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy Develop conversations: asking and answering a wider range of questions; expressing opinions Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary	**Global issues: Environment** Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy Develop conversations: asking and answering a wider range of questions; expressing opinions Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak and read aloud coherently and confidently, with increasingly accurate pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary	**Tahiti – Geography CLIL unit** Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy Develop conversations: asking and answering a wider range of questions; expressing opinions Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak and read aloud coherently and confidently, with increasingly accurate	**Tahiti – History CLIL** Listen to a variety of forms of spoken language to obtain information and respond appropriately Transcribe words and short sentences that they hear with increasing accuracy Develop conversations: asking and answering a wider range of questions; expressing opinions Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak and read aloud coherently and confidently, with increasingly accurate

	Write prose to express their own ideas and opinions, and translate short written text accurately into French Identify and use tenses or other structures which convey the present, past, and future Use and manipulate a variety of key grammatical structures and patterns Expand understanding of francophone culture **Enrichment Opportunities** Cross-curricular: PD	Write prose to express their own ideas and opinions, and translate short written text accurately into French Identify and use tenses or other structures which convey the present, past, and future Use and manipulate a variety of key grammatical structures and patterns Expand understanding of francophone culture **Enrichment Opportunities** Francophonie Focus Day	pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary Write prose to express their own ideas and opinions, and translate short written text	pronunciation and intonation Read and show comprehension of original and adapted materials from a range of different sources, understanding the important ideas and details, and provide an accurate English translation of short, suitable material Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a printed and online dictionary Write prose to express their own ideas and opinions, and translate short written text

					accurately into French Identify and use tenses or other structures which convey the present, past, and future Use and manipulate a variety of key grammatical structures and patterns Expand understanding of francophone culture **Enrichment Opportunities** Cross-curricular: Food/ Art	accurately into French Identify and use tenses or other structures which convey the present, past, and future Use and manipulate a variety of key grammatical structures and patterns Expand understanding of francophone culture **Enrichment Opportunities** Cross-curricular: Food/ Art
D and T	**Night light** • Softwoods-Hardwoods • Joining Techniques • Wood joints	**Bespoke Christmas Present** • Extended materials knowledge • Smart materials	**Utility Holder** • Isometric drawing • 1-2pt perspective • Amplified knowledge of	**Pewter keyring** • Pewter casting • CAD-2D design-Illustrator • Metals & Alloy knowledge • Health & Safety	**Ergonomics** • Controller holder • Head phone holder • Self & peer assessment	**Portable Speaker** • System & Control components • Electrical inputs

	• Vac forming-H.I.P.S • LDR project • Assessment Learners develop skills and knowledge working LDR's combined vacuum forming in order to create a housing for a night light. Aspects of CAD-CAM are displayed and utilised within the project for engraving and cutting the acrylic	• Key words • Drawing skills-graphics • CAD-CAM-3D printing • Christmas project • Unit assessment Knowledge of resistant materials is developed over the term whilst graphical content is expanded upon. Aspects of design requirements are also embedded into learning	wood joints-joining techniques • Tool box project • Desk tidy project • Unit assessment A timber-based project forms the basis of learning. Wood joints-joining techniques are used alongside drawing techniques in order realise design intention Learners will use a mixture of joining techniques in order to manufacture a product which reflects their skills base within the workshop	• Unit assessment Learners engage in a metals-based project looking at developing a pewter cast keyring Health & Safety	A mixed media unit focussing skills and knowledge learnt throughout KS3 Learners can adapt implement their own design brief as long as it is fit for purpose	• Key words • Speaker project • CAD-prodesktop-Photoshop • Unit assessment Knowledge of systems and control is imparted with focus practical tasks at the heart of learning. Learners develop a portable speaker using their prior of knowledge of tools, materials and equipment within the workshop
PD & Careers Content (skills and knowledge)	**Living in the Wider World** Understanding different careers and future aspirations	**Relationships** Peer influence, healthy and unhealthy relationships	**Health and Wellbeing** Families and parenting. Conflict, resolution and the	**Health and Wellbeing** Managing peer pressure	**Relationships** Revisiting relationships and sex education including	**Living in the Wider World** Tackling racism, homophobia, transphobia, sexism

NC Year PA Stage S4-S7	Awareness of the different employment sectors and the jobs and careers within them. Recognising own skills and qualities and linking them to different jobs and careers. Use of Job Explorer Database for labour market information.	assertiveness, risk and gang crime. How to distinguish between healthy and unhealthy friendships. How to assess risk and manage influences, including online. Managing risk in relation to gangs. Legal and physical risks of carrying a knife	dangers of running away from home. Managing change and loss. Identifying different types of families. Positive relationships in the home and ways to reduce homelessness amongst young people. Conflict and its causes in different contexts, e.g. with family and friends. Managing relationship and family changes. How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively	Assessing the risks of drug and alcohol abuse. Recognising the relationship between physical and mental health. Balancing work, leisure, exercise and sleep. Influences on body image and the ability to make independent positive health choices. Recognising social norms in relation to drug and alcohol use and the legal and health risks in relation to drug and alcohol use, including addiction and dependence	healthy relationships and consent Recognising healthy and unhealthy relationships. Recognising how the portrayal of relationships in the media and pornography can affect expectations of intimate relationships. How to assess and manage risks of sending, sharing or passing on sexual images.	and religious discrimination How to manage influences on beliefs and decisions. Awareness of how to develop self-worth and confidence. Recognising and challenging sexism, homophobia, biphobia, racism and religious discrimination. Recognition of The Equality Act 2010.
Enrichment Opportunities		Magistrate Workshop Fearless Workshop	Careers Evening		Gallagher Careers Fair	Alumni Workshop
Music	**Minimalism** *- Classical*	**Club Dance Music /Seasonal Focus**	**Samba Music Cont'd**	**The Blues**	**Live Lounge Part 1** *- Contemporary*	**Film Music**

	- Minimalism is an experimental subgenre of classical music. Pupils will experience and appraise music from famous minimalist composers such as Terry Riley, Steve Reich and Philip Glass. Pupils will develop their knowledge and application of melodic ostinatos and how we can extend these ideas to create authentic sounding minimalist pieces of music. **NC - play and perform confidently in a range of solo and ensemble contexts. Improvisation and composition to extend and develop musical ideas are skills required to**	*- Music Technology* - There are many links between modern dance/electronic music and minimalist music and these will be explored thoroughly throughout the unit. Pupils will use the knowledge gained in the previous unit to create their own electronic pieces of music using music technology. As well as using the sequencing techniques gained in the year 8-unit (introduction to sequencing) pupils will also be introduced to synthesis and sound manipulation. **NC – learn to use technology Appropriately to have the**	*- World Music* - Carrying on from the Samba music pupils will have experienced in Year 7 this unit allows pupils to demonstrate the development of their musical learning. Pupils will be developing leadership skills as well as ensemble playing and compositional skills. In comparison to the year 7 unit this unit is based around pupil led learning giving them the opportunities to take ownership over their learning. This unit will allow pupils to develop their knowledge around cross rhythms and syncopation resulting in a much more sophisticated composition than in the previous unit.	*- Jazz/Blues* - Students will learn about the origins and history of Blues music and its links to slavery and African and American culture. Students will develop their performing skills using the keyboards to play chords and melodies and will also work on their composing and arranging skills through improvising and creating their own arrangements of pieces in the blues style. **NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Identify and use the inter-related dimensions of music**	- This unit is based solely around performance and ensemble playing. Pupils have the opportunity to spend an extended period of time working on a group piece with the intention to perform in front of a live audience. Pupils have the choice to learn and rehearse a number of contemporary songs in a band style context. **NC – play and perform confidently in solo and ensemble contexts. Play instruments musically, fluently and with accuracy and expression.**	*- Programme Music* - Throughout the unit pupils will listen and appraise various pieces of music from films and will discuss how they suit the films they've been written for. Pupils will perform film music from different composers individually, in groups and as a class in order to experience playing the different compositional techniques. Pupils will apply these techniques to compose music for a film clip which reflects different moods/emotions/actions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical

	make minimalist music.	**opportunity to progress to the next level of musical excellence.** **Enrichment Opportunities** A range of accessible technology used to help compose and perform electronic music.	**NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.** **Enrichment Opportunities** Use of genuine instruments used in this style of music. CC link with geography (Brazil/S.America)	**expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices** **Enrichment Opportunities** CC link with American history (slavery)		elements to enhance a story/film. **NC – use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians**
Computing	**Using Computers safely 7** **Overview:** Pupils will look at how we use online services to collaborate (instant messaging, chat, forums, wikis, email etc.). They will learn how to stay safe in	**3D Design - Sketch up** **Overview:** Pupils will be introduced to the concept of CAD (Computer Aided Design) through the use of Computer Aided Design. Small items will be created	**Presentation 4 - Web design** **Overview:** Pupils will learn about how website development, the use of HTML code. They will learn some CSS code used for style and layout of webpages, and some	**Data 5 - Databases** **Overview:** Pupils will learn how we can now manipulate and use data with Databases and why and when this is a better use compared to spreadsheets.	**Algorithms 3 - Thinking like a computer scientist 2** **Overview:** Pupils will be introduced to several key algorithms that reflect computational thinking and compare alternative	**Programming 7- Python** **Overview:** Pupils will be introduced to the textual programming language Python. They will learn more about variables, loops, if statements, functions and arrays.

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

	Throughout it will be highlighted how to stay safe and use this respectfully, responsibly and securely. **Link to National Curriculum:** Understanding a range of ways to use technology safely respectfully, responsibly and securely					
Art Content (skills and knowledge) NC Year ___KS3___ PA Stage __5-9____	**Day of the Dead** An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	**Day of the Dead** An exploration to identify how art can be used as a way of expressing and exploring beliefs and cultures. Explore different styles and motifs of Mexican folk art. Creating a variety of artworks using different materials both 2D and 3D.	**Portraiture** Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	**Portraiture** Refining their drawing skills looking at how to draw facial features focusing on two key terms in art Form and tone. Looking at a variety of artists and exploring other materials that can be used to create portraits.	**Independent Project** Pupils to complete a carousal using new materials such as Hydro-dipping and oil-pastel mono-print and creating reflections before starting to build their own portfolio linked to the theme "colour"	**Independent Project** Pupils to build their own Portfolio of work building on their learnt skills across Key Stage 3. Creating works, building artist research and independently working.

Enrichment Opportunities	Cultural link to Mexican holiday	Cultural link to Mexican holiday	Links to image and identity.	Links to image and identity.	Aspire curriculum link filling a brief	Aspire curriculum link filling a brief
Cooking	Learning to cook independently from a recipe.	Learning to cook independently from a recipe.	Cooking meals on a budget.	Cooking meals on a budget.	Improving and advancing cooking skills. Preparing and cooking meals for others	Improving and advancing cooking skills. Preparing and cooking meals for others
Global Learning	**Local Context Study – Rochester** **NC:** the development of Church, state and society in Medieval Britain 1066-1509 a local history study understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Objectives To investigate a range of sources to find out about the past To understand the functions of, and relationships between, various areas of castles		**Local Fieldwork Study – Rochester Geography** NC: **Locational knowledge** extend their locational knowledge and deepen their spatial awareness using maps to focus on key physical and human characteristics **Place Knowledge** understand geographical similarities, differences and links between places through the study of human and physical geography of a region **Human and physical geography** **human geography** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources		**Tahiti - Geography** NC: **Locational knowledge** extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on key physical and human characteristics **Place Knowledge** understand geographical similarities, differences and links between places through the study of human and physical geography of a region	**Tahiti - History** Cross-curricular: Food/ Art **Auvergne-Rhônes-Alpes - History** **NC:** understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including

	To understand and draw plans of castles, using knowledge gained from the sources and from reasoning about life in a castle To carry out independent research and work on presentation skills To work collaboratively and supportively, learn from each other and peer-assess effectively **Enrichment Opportunities** Rochester Castle - Cross-curricular Food	understand how human processes interact to influence, and change landscapes and environments **Geographical skills and fieldwork** build on their knowledge of maps and atlases and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data **Objectives** To investigate a range of sources to find out about urbanisation To undertake fieldwork to collect data and then analyse it and draw conclusions To understand the functions of, and relationships between, various areas of a town To understand and draw diagrams/ graphs, using knowledge gained from the sources and from reasoning about urbanisation To carry out independent research and work on presentation skills	**Human and physical geography** understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: plate tectonics; weathering, weather and climate, and hydrology **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources **Geographical skills and fieldwork** build on their knowledge of globes, maps and atlases and apply and develop this knowledge	written narratives and analyses know and understand aspects of the history of the wider world: characteristic features of past non-European societies; achievements Before the arrival of the Europeans The arrival of the Europeans Heiva Festival Cultural awareness - tattoos Paul Gauguin **Enrichment Opportunities** Cross-curricular: Food/ Art/ Music

		To work collaboratively and supportively, learn from each other and peer-assess effectively Tourism **Enrichment Opportunities** Rochester Visit	routinely in the classroom Cities, landscape and weather Wildlife Tourism **Enrichment Opportunities** Cross-curricular: Food/ Art	

Bower Grove School
Together we Inspire & Achieve

Year 10 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**An Inspector Calls by J.B Priestley** Seminal world literature – 'whodunnit' themed play.	**A Woman in Black by Susan Hill** Seminal world literature – gothic horror prose and contemporary play.	**Media and Non-Fiction texts.** Non-fiction – media texts, focusing on analysis of purpose and effect.	**Of Mice and Men by John Steinbeck** Seminal world literature – American prose, drama genre.	**Step up to English: Component One** See applicable units for academic year (2021-22).	**Step up to English: Component One** See applicable units for academic year (2021-22).
Year 10 **Entry Level** Content (skills and knowledge) NC KS4 PA Stage 4-8	GCSE and Entry level pathways KS4 **National Curriculum links:** **Reading:** high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation,	GSCE and Entry Level pathways KS4 **National Curriculum links:** **Reading:** high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation,	GCSE pathway KS4 **National Curriculum links:** **Reading:** reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of	GSCE and Entry Level pathways KS4 **National Curriculum links:** **Reading:** high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information;	Entry Level and GCSE pathways (Silver and Gold) **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect,	Entry Level and GCSE pathways (Silver and Gold) **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant subject

	setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Additional Spoken Language descriptor:** performing play script in order to generate	setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Additional Spoken Language descriptor:** performing play script in order to generate language and discuss	vocabulary and structure; making informed personal responses; using linguistic terminology accurately. **Writing:** adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English. **Additional Spoken Language descriptors:** listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal	exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.	using relevant subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect,	terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **Spoken Language AO7:** Demonstrate presentation skills.

	language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	and informal, and evaluating content, viewpoints, evidence.		with accurate spelling and punctuation. **Spoken Language** **AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.	**AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.
Topic Heading	**An Inspector Calls by J.B Priestley** Seminal world literature – 'whodunnit' themed play.	**A Woman in Black by Susan Hill** Seminal world literature – gothic horror prose and contemporary play.	**Introduction to Media – GCSE** Non-fiction – media texts, focusing on analysis of purpose and effect.	**Of Mice and Men by John Steinbeck** Seminal world literature – American prose, drama genre.	**Step up to English: Component One** See applicable units for academic year (2021-22).	**Step up to English: Component One** See applicable units for academic year (2021-22).
Year 10 **GCSE** Content (skills and	GCSE and Entry level pathways KS4 **National Curriculum links:**	GSCE and Entry Level pathways KS4 **National Curriculum links:**	Entry Level pathway KS4 **National Curriculum links:**	GSCE and Entry Level pathways KS4 **National Curriculum links:**	Entry Level and GCSE pathways (Silver and Gold)	Entry Level and GCSE pathways (Silver and Gold)

knowledge) NC KS4 PA Stage 4-8	**Reading:** high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to explain, instruct, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence,	**Reading:** high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and	**Reading:** reading extended non-fiction (media, journalism forms); summarising and synthesising ideas; identifying information; seeking evidence to support views; distinguishing between fact and opinion; identifying bias and misuse of evidence; analysing writer's choice of vocabulary and structure; making informed personal responses; using linguistic terminology accurately. **Writing:** adapting writing for purpose (to describe, explain, give and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; use Standard English.	**Reading:** high quality classic literature; 20th century text; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to describe, explain, argue and respond to information); to	**AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and	**AQA: Step up to English Assessment Objectives:** As Term 5 **Extension Unit: Arthur Conan Doyle's Sherlock Holmes His Last Vow** GCSE pathway **National Curriculum links:** **Reading:** 19th century text; English heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses, leading to evaluation; using linguistic and

	details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Additional Spoken Language descriptor:** performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Additional Spoken Language descriptor:** performing play script in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	**Additional Spoken Language descriptors:** listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary; listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence.	select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Alternate text – The Kite Runner – Entry Level** **National Curriculum links:** **Reading:** high quality classic literature; 21th century text; seminal world literature; summarising and synthesising information; drawing on context to inform evaluation; identifying and	adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **Spoken Language AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in	literary terminology accurately. **Writing:** adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas.

				interpreting ideas and information; exploring aspects of plot, characterisation, setting; seeking evidence to support views; analysing writer's choice of vocabulary; making informed personal responses. **Writing:** adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose.	speeches and presentations.	
Enrichment Opportunities	Theatre trip Cross curricular links – History	Theatre Trip		Cross curricular links- History/Geography – 1930s/40s America		History – Victorian England. Trip – Sherlock Holmes museum. Film Studies – Sherlock in TV/ Film.

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

GCSE Foundation Content (skills and knowledge) **Majority will be working within NC Years: 5-8** **PA Stages: 5-8**	multiples and factors; calculate with BIDMAS; and extend their rounding skills to include rounding with decimal places and then significant figures.	multiplication and division with whole numbers and decimals. Pupils will develop calculator skills and begin to calculate with powers. Pupils will develop their understanding of simplifying algebraic expressions (including multiplying out brackets).	increased competence at calculating with fractions in a variety of contexts, including probability. Pupils will also learn about relating fractions and ratio.	language such as credit/debit; turnover/profit. They will learn about increasing and decreasing amounts by a percentage; solving proportion problems (including 'best buy problems) and calculating interest.	graphs and solve problems related to speed, extending to density and pressure calculations. Pupils will then extend their understanding of sequences continuing sequences given the nth term, and (for some pupils) working out the nth term of a sequence. Pupils will finish the term consolidating their understanding of coordinates and learning to draw and understand linear graphs.	about finding the area and perimeter of various shapes. Pupils will learn about converting metric and imperial units of measure, including using scales and construction.
Year 10 GCSE Higher Content (skills and knowledge) **NC Years: 9-11**	GCSE Higher tier: Unit 1 - Non-calculator methods Solving more complex problems without a calculator. Unit 2 - Types of number and Sequences Calculating HCF and LCM through prime factorisation; learning	GCSE Higher tier: Unit 1 - Representing solutions of equations and inequalities Pupils will recognise and sketch linear graphs. They will factorise and solve quadratic equations and solve linear & quadratic inequalities.	GCSE Higher tier: Unit 1 - Ratios and fractions Pupils will relate their understanding of ratios and fractions to real-life problems such as compound measurements & comparing areas or volumes.	GCSE Higher tier: Unit 1 - Percentages & Interest Pupils will learn to apply understanding of percentages to more complex problems, including growth and decay problems, and work with general iterative processes.	GCSE Higher tier: Unit 1 - Gradients & Lines Pupils will plot and understand linear graphs, using the form y=mx+c to identify parallel and perpendicular lines. Unit 2 - Non-linear graphs	GCSE Higher tier: Unit 1 - Angles and bearings; Pupils will interpret and using bearings. They will apply their knowledge of Pythagoras' theorem and simple trigonometric ratios to solve angle problems. Unit 2 - Working with Circles

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

	Recognise equality with Religion and sexuality.	Analyse and explore the Guru Granth Sahib.	Take part and experience Meditation and well-being activities.	Explore the history of Judaism.		
Science	**KS4 Combined Science** **C1a States of matter, atomic structure, periodic table, and bonding** Pupils will look at the atom and investigate the information that the periodic table will tell us. They will go on to look at the different types of bonding including Covalent, ionic, and metallic bonding. Pupils will investigate the properties of metals, displacement, and reactivity.	**KS4 Combined Science** **B1a Genetics, evolution, and co-ordination** This unit recaps ideas from KS3 about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection, Charles Darwin, and selective breeding.	**KS4 Combined Science** **B1b Health, disease, and the development of medicines** Pupils will look at pathogens, how diseases are spread and how the body responds to invasion, including the immune response and how antibiotic resistance occurs. This builds on the content learnt in the KS3 topic unicellular organisms	**KS4 Combined** **P1a Forces and Motion** This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps, and pulleys).	**KS4 Combined Science** **C1b Separation techniques, acids, and alkalis.** Pupil look at what mixtures are and different ways to separate mixtures including filtration, evaporation, distillation, and chromatography. The unit will then move on to pupils recapping acids and alkalis from year 7 as well as look at how salts are made and the reactivity series	**KS4 Combined Science** **B2a Plants and Ecosystems** Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants and other relationship in an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.
PE Content **Entry Level**	**Entry Level** Pupils to start their Entry level accreditation which is	**Entry Level, Cycling and Survival** **<u>Entry Level</u>**	**Entry Level** Pupils to continue their Entry Level accreditation which is	**Entry Level, Cycling and Survival** **<u>Entry Level</u>**	**Entry Level and Choices (Offsite activities – Golf and Cycling)**	**Entry Level and Choices (Offsite activities – Golf and Cycling)** **<u>Entry Level</u>**

(skills and knowledge) NC Year _____ PA Stage S4-S8 Entry level 1-3.	a combination of practical and theory work. Entry Level sports taught and assessed through a range of practical classes and topics. **Analysis of performance PPT** PowerPoint is based on Basketball and pupils talk about the key skills and their strengths and weaknesses. **Basketball (Entry Level)** Pupils now go into depth on gameplay. Key skills recapped from previous years, Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game. **Circuit Training (Entry Level)**	Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Basketball (Entry Level)** Pupils now go into depth on gameplay. Key skills recapped from previous years;	a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics **Handball (Entry Level)** Pupils now go into depth on gameplay. Key skills recapped from previous years; Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game. **Badminton (Entry Level)** Pupils now recap techniques of shots and now develop these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also	Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Badminton (Entry Level)** Pupils now recap techniques of shots and now develop	**Entry Level** Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics **Golf (offsite)** Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling	Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics **Golf (offsite)** Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling

	Pupils learn about different muscle groups and exercises to help support this. Pupils must correctly demonstrate different exercises and will also lead warm ups to others. Pupils will be filmed and graded based on their technique and work ethic.	Passing, Shooting, Dribbling, Attacking and Defending. Full games played with zone attack and zone defence. Pupils filmed and graded during game.	learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.	these during gameplay. Pupils will learn how to overcome opponents by discussing and exploring different tactics. Pupils will also learn how to score in doubles. Pupils will be filmed and graded during a game of doubles.		
Careers Content (skills and knowledge) NC Year PA Stage S5 – S8	Transition to key stage 4 Recognising learning styles, strengths and setting goals for the future. CV & Personal Statement	Identifying the range of 16+ provision and the routes into them Identifying access to traineeships, apprenticeships, 6th form, college and specialist provision.	Exploration of job families and the relationship with future careers and STEM subjects Use of Job Explorer Database (JED) to access labour market information	Preparation for work experience**.** Interview techniques, employment opportunities and travel training options.	Evaluation of work experience and readiness for work Different methods of job searching, application form practice.	Planning and carrying out an enterprise project

Enrichment Opportunities	Catch 22 Provider Visit	Engagement Officer: Careers & Enterprise Company	STEM day workshops Liaison/ Transition Officer Mid Kent College		External Work Experience Placements IAG Careers Interviews	BGS Alumni Workshop
D and T **Level 1 Diploma** Content (skills and knowledge) NC Year _____10_ PA Stage ____5-7	**Halving Joints** **H&S** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to constructing halving joints 1.2 identify types of halving joints 1.3 identify materials required to construct halving joints 1.4 state the process required to mark out halving joints 1.5 identify tools and equipment required to construct halving joints. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to constructing halving joints 2.2 select	**Halving Joints** **Bridle Joints** **H&S** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to constructing halving joints 1.2 identify types of halving joints 1.3 identify materials required to construct halving joints 1.4 state the process required to mark out halving joints 1.5 identify tools and equipment required to construct halving joints. Personal Protective Equipment (PPE) Safety boots. Types Corner, tee, cross. Materials European redwood, PVA adhesive, screws.	**Bridle Joints** **H&S** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to constructing frames using bridle joints 1.2 identify materials required to construct frames using bridle joints 1.3 identify types of bridle joints 1.4 state the process required to mark out frames using bridle joints 1.5 identify tools and equipment required to construct frames using bridle joints. Personal Protective Equipment (PPE) Safety boots.	**Painting Techniques** **Intro into the Construction Industry** The learner can: 1.1 identify the Personal Protective Equipment (PPE) appropriate to preparing and painting surfaces 1.2 identify the materials required to prepare and paint surfaces 1.3 identify the tools and equipment required to prepare and paint surfaces 1.4 state different types of water based paints. Personal Protective Equipment (PPE) Safety boots,	**Housing Joints** **Intro into the Construction Industry** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to constructing housing joints 1.2 identify types of housing joints 1.3 identify materials required to construct housing joints 1.4 state the process required to mark out housing joints 1.5 identify tools and equipment required to construct housing joints. Personal Protective Equipment (PPE) Safety boots. Types Through, stopped,	**Removing and refitting waterfilled radiators** **Apply Decorative Effects** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to draining, removing and refitting water-filled radiators 1.2 identify materials required to drain, remove and refit water-filled radiators 1.3 identify tools and equipment required to drain, remove and refit water-filled radiators 1.4 state reasons for draining, removing and refitting water-filled radiators 1.5 state the process required to prepare for draining,

	materials required to construct halving joints 2.3 select tools and equipment required to construct halving joints 2.4 construct halving joints to given specifications. 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. Importance Reduce accidents and loss of life, minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records	Tools and equipment Try square, marking gauge, rule, tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to constructing halving joints 2.2 select materials required to construct halving joints 2.3 select tools and equipment required to construct halving joints 2.4 construct halving joints to given specifications. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use.	Materials European redwood, PVA adhesive, screws. Types T bridle, corner bridle. Tools and equipment Try square, mortice gauge, rule, abrasive paper, tenon saw, coping saw, mortice and bevel-edged chisel, bench hook, G-cramp, sash cramp, bench bearers, squaring rod, smoothing plane, block plane, mallet, drill and screwdriver. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to constructing frames using bridle joints 2.2 select materials required to construct frames using bridle joints 2.3 select tools and equipment required to construct frames using bridle joints 2.4 construct and finish frames	protective gloves, goggles or safety glasses, dust masks, high visibility jackets, hard hat and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape. Tools and equipment Flexible filling knifes/blades, filling board, scrapers, dust brush, paint kettles, brushes (pure bristle and synthetic types, foam and mohair rollers), chalk lines, measuring tape, steel rule, spirit, levels, trammels. Water based paints Primer, vinyl matt, vinyl silk, soft sheen, acrylic eggshell, gloss. Learners can paint a panel or a wall.	tongued. Materials European redwood, PVA adhesive, screws. Tools and equipment Try square, marking gauge, rule, tenon saw, bevel-edged chisel, drill, screwdriver, bench hook, G-cramp, hand router. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to constructing housing joints 2.2 select materials required to construct housing joints 2.3 select tools and equipment required to construct housing joints 2.4 construct housing joints to given specifications. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3	removing and refitting of water-filled radiators. Personal Protective Equipment (PPE) Safety Boots, protective clothing. Materials Jointing compound, PTFE tape. Tools and equipment Adjustable spanner, water pump pliers, radiator vent key, hose pipe. Process Isolate radiator, protect work area, remove water from radiator, dispose of waste water, refit radiator, refill radiator, bleed, checking defects and carrying out any remedial treatments. The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to draining, removing and refitting water filled radiators 2.2 select materials required to drain, remove and refit water-filled radiators 2.3 select tools and equipment required to drain and remove

	required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The Control of Substances Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and Dangerous Occurrences regulations (RIDDOR), The Personal Protective Equipment at Work regulations, The Provision and Use of Work Equipment Regulations (PUWER). Individuals: employee and employer Employer: Provide a safe workplace, safety training, safety policy, risk assessments, provide and maintain safe machines and equipment, provide	Importance Reduce accidents and loss of life, minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The Control of Substances Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and Dangerous Occurrences regulations (RIDDOR), The Personal Protective Equipment at Work regulations, The Provision and Use of Work Equipment Regulations (PUWER). Individuals: employee	using bridle joints to given specifications. Personal Protective Equipment (PPE) Safety boots. Materials European redwood, PVA adhesive, screws. Tools and equipment Try square, mortice gauge, rule, abrasive paper, tenon saw, coping saw, mortice and bevel-edged chisel, bench hook, G-cramp, sash cramp, bench bearers, squaring rod, smoothing plane, block plane, mallet, drill and screwdriver. Construct and finish Remove surplus material. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and	The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to preparing and applying paint to surfaces 2.2 select the materials required to prepare and apply paint to a surface 2.3 select the tools and equipment required to prepare and apply paint to a surface 2.4 prepare background surface to given specifications 2.5 prepare the paint to manufacturer's instructions 2.6 apply base coat to surfaces to given specifications. Personal Protective Equipment (PPE) Safety boots, protective gloves, goggles or safety glasses, dust masks, high visibility	clear work area of surplus materials and debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. The learner can: 1.1 identify traditional types of construction 1.2 identify modern types of construction methods used. Traditional Timber frame, concrete, steel frame, masonry structures, low rise, mid rise, high rise. Modern Pre-fabricated, sectional, modular The learner can: 2.1 state reasons why sustainable construction is used 2.2 identify design features used in sustainable construction. Reasons Environmental impact, limited resources, costs,	waterfilled radiators 2.4 drain, remove and refit water-filled radiators as per given specifications. Personal Protective Equipment (PPE) Safety boots, protective clothing. Materials Jointing compound, PTFE tape. Tools and equipment Adjustable spanner, water pump pliers, radiator vent key, hose pipe. Remove Learner to safely remove the radiator following the process detailed above. The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use. The learner can: 1.1 identify Personal Protective Equipment

	personal protective equipment (PPE) Employee: Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by employer and not to misuse or interfere with anything provided for health and safety.	and employer Employer: Provide a safe workplace, safety training, safety policy, risk assessments, provide and maintain safe machines and equipment, provide personal protective equipment (PPE) Employee: Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by employer and not to misuse or interfere with anything provided for health and safety.	debris on completion of the jobs 3.4 clean all tools and equipment ready for re-use. Importance Reduce accidents and loss of life, minimise insurance costs, minimise lost output. Roles Enforce the health and safety laws set out by the act by: Carrying out investigations, checking records required by legislation. Provide information and guidance. Issue prohibition notices. Prosecute all parties that fail to comply. Main regulations The Control of Substances Hazardous to Health (COSHH), The Noise at Work regulations, the Work at Height regulations, Reporting of Injuries Diseases and Dangerous Occurrences	jackets, hard hat, and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape. Tools and equipment Flexible filling knifes/blades, filling board, scrapers, dust brush, paint kettles, brushes (pure bristle and synthetic types, foam and mohair rollers), chalk lines, measuring tape, steel rule, spirit, levels, trammels. Prepare surface Bare surfaces to be primed and filled if required. De nib between coats. Prepare paint Stir paint thoroughly, decant paint, thin and strain paint to the correct viscosity. Base coat Primer, vinyl matt, soft	legislation. Design features Thermal insulation, water economy, renewable energy. Materials Sustainable sourced timber. Recycled materials; locally sourced materials. Insulation (wall, floor and roof). The learner can: 3.1 identify types of activities undertaken by the construction industry 3.2 identify job opportunities in the construction industry. Types of activities Residential building construction, Industrial building construction, commercial building construction, civil engineering. Job Opportunities Architect, clerk of works, quantity surveyor, carpenter/joiner, bricklayer, painter	(PPE) appropriate to applying decorative effects 1.2 identify the materials required to apply decorative effects 1.3 identify the tools and equipment required to apply decorative effects 1.4 state methods to prepare and paint ground coat to panels 1.5 state the different types decorative effects 1.6 state methods of applying decorative effects to panels 1.7 state the process for cutting and applying stencils. Personal Protective Equipment (PPE) Safety boots, protective gloves, goggles or safety glasses, dust masks, high visibility jackets, hard hat and overalls. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, acrylic glaze, colourants, lint free rag, stencil material

			regulations (RIDDOR), The Personal Protective Equipment at Work regulations, The Provision and Use of Work Equipment Regulations (PUWER). Individuals: employee and employer Employer: Provide a safe workplace, safety training, safety policy, risk assessments, provide and maintain safe machines and equipment, provide personal protective equipment (PPE) Employee: Not to put themselves or others at risk, co-operate with employers on health and safety matters, use safety equipment provided by employer and not to misuse or interfere with anything provided for health and safety.	sheen, acrylic eggshell. Application Brush, roller. The learner can: 3.1 select the tools and equipment required to mark out designs 3.2 set out designs to surfaces to given specifications 3.3 paint in the designs by brush to the given specifications. The learner can: 4.1 set up the work area safely 4.2 maintain a clean and safe working area following health and safety guidelines 4.3 clear work area of surplus materials and debris on completion of the jobs 4.4 clean all tools and equipment ready for re-use. The learner can: 1.1 identify traditional types of construction 1.2 identify modern types of	and decorator, plasterer, building operative.	(centres can decide what they use). Tools and equipment Flexible filling knives/blades, filling board scrapers, dust brush, natural and synthetic brushes, hair stipplers, mohair/sponge rollers, dragging brushes, plastic combs, natural sponges, palettes, kettles, plastic pots, stencil brushes and stencil knives, cutting mats. Decorative effects Sponge stipple, rag rolling, bagging, straight graining, stencilling 2.1 use Personal Protective Equipment (PPE) appropriate to preparing and decorating wall surfaces 2.2 select tools and equipment for painting panels 2.3 select the materials required to prepare and decorate wall surfaces 2.4 prepare and paint ground coat to panels for application of decorative effects. Personal Protective Equipment (PPE) Safety

				construction methods used. Traditional Timber frame, concrete, steel frame, masonry structures, low rise, mid rise, high rise. Modern Pre-fabricated, sectional, modular The learner can: 2.1 state reasons why sustainable construction is used 2.2 identify design features used in sustainable construction. Reasons Environmental impact, limited resources, costs, legislation. Design features Thermal insulation, water economy, renewable energy. Materials Sustainable sourced timber. Recycled materials; locally sourced materials. Insulation (wall, floor and roof).		boots, protective gloves, goggles or safety glasses, dust masks, high visibility jackets, hard hat and overalls. Tools and equipment Paint kettles, brushes (pure bristle and synthetic types), rollers (foam and mohair), dust brush. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, dust sheets. 3.1 measure and set out areas for application of decorative effects to given specifications 3.2 apply protective tape and masking where required 3.3 prepare materials for application of decorative effects to manufacturers instructions 3.4 select tools and equipment to produce decorative effects to given specifications 3.5 produce decorative

				The learner can: 3.1 identify types of activities undertaken by the construction industry 3.2 identify job opportunities in the construction industry. Types of activities Residential building construction, Industrial building construction, commercial building construction, civil engineering. Job Opportunities Architect, clerk of works, quantity surveyor, carpenter/joiner, bricklayer, painter and decorator, plasterer, building operative.		effects on panels to the given specifications. Masking Low tack, plastic film, brown paper. Materials Acrylic glaze, proprietary colourants, lint-free rag, chamois leather, plastic film. Tools and equipment 102 Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) Natural and synthetic brushes, hair stipplers, mohair/sponge rollers, dragging brushes, plastic combs, natural sponges, palettes, kettles, plastic pots. Decorative effects Straight grained border. Two effects from the spec. 4.1 select tools, equipment and materials to make and size stencils 4.2 apply design and cut out stencil 4.3 apply paint to create stencil design Tools and equipment Stencil knifes, cutting mat, chalk line, tape

						measure, stencil brushes, palette, bucket, sponge. Materials Oiled card, tracing paper, grid paper, knotting, chalk, laminated card, acrylic paint, blotting paper, masking tape, adhesive spray. Application Stencil brush, spray, air brush. Guidance: Learners can design their own stencil; however it must be at least A4 size with a minimum of three characters. 5.1 set up the work area safely 5.2 maintain a clean and safe working area following health and safety guidelines 5.3 clear work area of surplus materials and debris on completion of the jobs 5.4 clean all tools and equipment ready for re-use

PSHE Content (skills and knowledge) NC Year PA Stage S5- S8	**Health and Wellbeing** Mental health and ill health and tackling stigma. Safeguarding health. Recognising how to manage challenges during adolescence. Strategies to promote mental health and emotional wellbeing. Evaluating the portrayal of mental health in the media. Understanding the signs of emotional or mental ill-health and how to access support and treatment.	**Relationships** Revisiting internet safety. Understanding the risks associated with social media and recognising exploitation. Recognising how social media may distort, miss-represent or target information in order to influence beliefs and opinions. Managing conflicting views and misleading information. How to recognise and respond to extremism and radicalisation	**Relationships** Tackling relationship myths and expectations. Parenting and pregnancy and revisiting consent. Evaluating readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Myths and misconceptions relating to pregnancy, contraception and consent. Recognising effective use of condoms and consequences of unprotected sex. Exploration of the physical, emotional and financial role of a parent.	**Health and Wellbeing** Exploring Influence: Evaluating the impact of drugs, gangs and the media Recognising the effects of drugs and alcohol on individual's personal safety, families and wider communities. Strategies to keep self and others safe in situations that involve substance use. Managing peer influence in relation to substances, gangs and crime. Exit strategies for pressurised or dangerous situations and how to seek help for substance use and addiction.	**Living in the Wider World** Independent living skills and the consequences of debt and gambling. Exploration of the cost of living independently and what financial help may be available. Recognising various payment methods and evaluation of each. Prevention and management of debt. Recognition of links between gambling and micro transactions in gaming.	**Living in the Wider World** Enterprise Project Role of Entrepreneurs in society Plan, prepare and carry out an Enterprise project to raise funds for leavers activities

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

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

			connection methods between devices and factors which can affect performance. **Link to National Curriculum:** Understanding how changes in technology affect safety, including how to protect their online privacy and identity.			
Year 10 **Entry Level WJEC CMAP** Content (skills and knowledge) NC Year KS4 PA Stage N/A	**Exploring Film Genres** Pupils will be develop a deeper understanding of the term 'genre'. Specifically focussing on themes within different film genres. Pupils will look at a range of genres identifying conventions such as setting, characters and events. Pupils will present their ideas for a film and create a product or presentation linked to their film, such as a poster or DVD case.	**Exploring Advertising** Pupils will be introduced to the purposes, types and techniques of advertising. Pupils will be introduced to different aspects of target audiences for adverts, such as age, gender, lifestyle etc. Learners will identify audiences for both print & TV adverts. Pupils will apply their knowledge of advertising techniques gained from LO1 to planning an advert or adverts of their own. Pupils will be introduced to planning techniques appropriate to the medium chosen	**Using Body and Voice in a Dramatic Context** Pupils will learn to identify and use different types of vocal skills and their bodies in different situations. Pupils will link the use of their voice and body language to emotions and moods and use these skills within a range of roles. Pupils will use mime to portray feeling and contrasting situations.	**Graphic Design** Pupils will be provided with opportunities to research, collect and organise a range of art, craft and / or design references and resources, including where possible references to graphic designers. Pupils will be encouraged to develop their skills in using the visual elements through design work.	**Contributing to Dramatic Improvisation** Pupils will develop their movement and vocal skills when improvising short pieces. They will respond to different stimuli and starter lines in order to create short improvised performances. They will work collaboratively to create a short improvised performance demonstrating a clear beginning, middle and end to their work, sequencing their ideas logically.	**Creating a Print Media Product** Pupils will be introduced to print media products, e.g. film posters, CD covers, magazine covers. They will be introduced to key visual and language features of print media products and the importance of linking these to the intended audience. Pupils will create their own print media product including a range of visual and language features.

		(e.g. print, TV), such as mindmaps, mock-ups, storyboards etc. Pupils will be able to plan both print & TV adverts.				
Cooking	Encouraging independent cooking and making choices.	Encouraging independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.	Independent cooking and making choices.
Arts Award	The Bronze Arts Award is organised into 4 parts. Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have. Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s. Part C 'Arts Inspiration' is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with. The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools. Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at contrasting times. **Enrichment Opportunities** KS4 Arts Trip – Gallery and a Theatre Show in London					

Bower Grove School
Together we Inspire & Achieve

Year 11 Long Term Curriculum Plan 2023/2024

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

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	**Stone Cold by Robert Swindells** **English heritage - short narrative story on homelessness in Britain.**	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22).	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22).	**Step up to English Silver/ Gold Award - Component Two** See applicable units for academic year (2021-22).	**Step up to English – Completion of all outstanding units for submission** See applicable units for academic year (2021-22).	
Year 11 Content **Entry Level** (skills and knowledg e) NC KS4 PA Stage 4-11	Entry Level pathway **National Curriculum Links:** **Reading**: 21st century text; reading for pleasure; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot,	Entry Level pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant	Entry Level pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant	Entry Level pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant	Entry Level pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant	

	characterisation, setting; seeking evidence to support views; analysing personal responses. **Writing**: adapting writing for purpose; to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary and form to reflect audience and purpose. writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. Writing: adapting writing for purpose (to describe, explain, argue and respond to information); to select and organise ideas, facts and key points; to cite	subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity,	subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity,	subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity,	subject terminology to support views. **AO3:** Compare writers' ideas and perspectives. **AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity,	

	evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information.	purpose and effect, with accurate spelling and punctuation. **Spoken Language** **AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.	purpose and effect, with accurate spelling and punctuation. **Spoken Language** **AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.	purpose and effect, with accurate spelling and punctuation. **Spoken Language** **AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations. **Alternative text for Entry Level Pathway: Long Way Down – Ewan McGregor.**	purpose and effect, with accurate spelling and punctuation. **Spoken Language** **AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.	
Topic Heading	**Step Up to English Gold Award – Component One and Two**	**Step up to English Silver/ Gold Award - Component Two**	**AQA Paper 1 – Introduction to the Unit** Part A – reading (retrieval, language	**AQA Paper 2 – Introduction to the Unit** Part A – reading (retrieval, summary,	**AQA Paper 1 and 2 revision unit**	

	See applicable units for academic year (2021-22).	See applicable units for academic year (2021-22).	analysis, structural, analysis and critical evaluation). Part B – creative writing (description and storytelling).	language analysis, comparison). Part B – creative writing (non-fiction).	Amalgamation of Term 3 and 4 – see set skills coverage.	
Year 11 Content **GCSE** (skills and knowledge) NC KS4 PA Stage 4-11	GCSE pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. **AO3:** Compare writers' ideas and perspectives.	GCSE pathway **AQA: Step up to English Assessment Objectives:** **Reading AO1:** Read and understand texts. Identify and interpret explicit and implicit information and ideas. **AO2:** Explain and comment on writers use of language and structure for effect, using relevant subject terminology to support views. **AO3:** Compare writers' ideas and perspectives.	GCSE pathway **Reading AO1:** identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views **AO3:** Compare writers' ideas and perspectives, as well as how these are	GCSE pathway **Reading AO1:** identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views **AO3:** Compare writers' ideas and perspectives, as well as how these are	**AQA English Language GCSE Assessment Objectives:** **Reading AO1:** identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	

	AO4: Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	**AO4:** Evaluate texts and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	conveyed, across two or more texts **AO4:** Evaluate texts critically and support this with appropriate textual references Writing **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	conveyed, across two or more texts **AO4:** Evaluate texts critically and support this with appropriate textual references Writing **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	**AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts **AO4:** Evaluate texts critically and support this with appropriate textual references. **Writing AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts **AO6:** Candidates must use a range of vocabulary and sentence structures	[redacted]

	Enrichment Opportunity Porchlight charity link – external visitor **Spoken Language AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations.	**Spoken Language AO7:** Demonstrate presentation skills. **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations. **AO9:** Use spoken English effectively in speeches and presentations. **Spoken Language Endorsement – GCSE formal presentation** AQA GCSE Spoken Language descriptors: • presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken			for clarity, purpose and effect, with accurate spelling and punctuation.	

		presentations; planning effectively for different purposes and audiences; making presentations and speeches • responding to spoken language: listening to and responding appropriately to any questions and feedback • spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.				
Maths Content Entry Level & Functional Skills Level 1 (skills and knowledge) **Majority will be**	**Measure** Pupils will learn about estimating and measuring length, weight and capacity; comparing measurements and solving problems in different standard metric units. Pupils achieving these objectives at Entry 3 before the	**Statistics** Pupils will learn about reading, drawing and solving problems related to a variety of graphs and tables, including pictograms, bar graphs, tally charts and frequency tables. They will also plan and collect data.	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 1-4 (place value, calculation, proportion and money).	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of components 5-7 (time, measure and shape). Pupils taking the functional skills level 1 will complete	**Complete EL portfolio** Pupils will complete their portfolios, consolidate and extend their understanding of component 8 (statistics). Once their portfolio of evidence is complete, they will work at 'real-life'	**Revision & Exams** Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.

working within NC Years: 4-7 PA Stages: 4-7	end of term will take a Functional Skills level 1 extension unit in reading and using scales and scale factors.	Pupils achieving these objectives at Entry 3 before the end of term will take a Functional Skills level 1 extension unit in calculating the mean.	Pupils taking the functional skills level 1 will complete extension units in: percentages of amounts; calculating discounts and estimating answers to calculations using fractions and decimals.	extension units in: volume; square numbers and probability.	functional Maths activities. Pupils taking the functional skills level 1 examinations will be revising for this.	
Maths Content GCSE Foundation (skills and knowledge) **Majority will be working within NC Years: 5-11 PA Stages: 5-11**	**Geometry** Pupils will learn about transforming shapes on co-ordinate paper. They will build on their angle knowledge to solve more complex angle problems and calculate with angles.	**Statistics** Pupils will plan, collect and learn to analyse statistics, interpreting and drawing scatter graphs and pie charts. Pupils will compare data by looking at averages. Pupils will learn about calculating the probability of two events occurring: using tree diagrams and calculating probabilities from Venn diagrams.	**Pythagoras & Algebra** Pupils will learn about Pythagoras' theorem and use it to solve problems. Pupils will learn about solving more complex equations, including simultaneous equations. Some pupils may reinforce key skills such as multiplying and dividing fractions; listing outcomes and reading two-way tables.	**Trigonometry & Powers** Pupils will extend their understanding of simplifying algebraic expressions, to include using powers. Pupils will learn about writing numbers in standard form and have the opportunity to develop their understanding of trigonometry. Some pupils may reinforce key skills such as calculating with whole and decimal numbers; generating sequences;	**Geometry, Algebra & Revision** Pupils will be revising for their examinations, with additional learning for some pupils in quadratic equations and non-linear graphs.	**Revision & Exams** Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.

				proportion and using ratios.		
Maths Content GCSE Foundation (skills and knowledge) **NC Years: 10-11 (Higher) PA Stages: 10-12**	Unit 1 – Congruence, similarity and enlargement Pupils will learn to transform shapes. Including using fractional and negative scale factors. Unit 2 – Vectors Pupils will learn to calculate with vectors. Unit 3 – Transforming and constructing They will learn to sketch graphs of the trigonometric functions and translate and reflect graphs of functions.	Unit 1 – Expanding and factorising Pupils will further develop skills in factorising and expanding quadratic expressions, solving them through factorisation and with the formula. Unit 2 – Changing the subject Pupils will develop fluency with algebraic equations. Unit 3 – Functions Pupils will be introduced to formal function notation.	Unit 1 – Trigonometry Pupils will revise and extend their understanding of trigonometry, including in 3 dimensions, knowing exact values of sin, cos and tan. Pupils will learn to use the sine rule and the cosine rule. Unit 2 – Multiplicative reasoning Pupils will expand and develop their understanding of directing and indirect proportion. Unit 3 – Geometric reasoning Pupils will apply their understanding of geometry to	Unit 1 – Algebraic reasoning Pupils will apply their understanding of algebra to increasingly more complex problems. Unit 2 – Listing and describing Pupils will apply their understanding of probability to increasingly more complex problems. They will also develop their skills in constructing and interpreting 3D shapes. Unit 3 – Using graphs Pupils will learn about more complex aspects of algebraic graphs, including finding the area under a curve.	Unit 1 – Show that. Pupils will develop skills in mathematical communication. Unit 2 – Revision Pupils will be revising for their examinations.	Pupils will revise for and complete any remaining examinations and will then work at functional Maths skills and activities.

			increasingly more complex problems.			
World Beliefs	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	A-Z of religion	
Science	**GCSE/Further Entry Level** **P2a Electricity and Magnets** Pupils will look at circuits and resistance and how electricity is transmitted to our houses. Pupils will go on to study magnets and electromagnets building on work learnt in KS3. **B2a Plants and Ecosystems** Pupils will look at photosynthesis and the adaptations of plants for this process. They will go on to look at pollination and the role of plants and other relationship in	**GCSE/Further Entry Level** **B2a Plants and Ecosystems** Pupils will look at photosynthesis and the adaptations of plants for this process, this builds on the information they learnt in KS3 by looking at the adaptations of leaves, phloem and xylem vessels and the process of transpiration. They will go on to look at pollination and the role of plants in an ecosystem and the carbon cycle. **C2a Elements and chemical reactions** This work builds on work from the unit	**GCSE/Further Entry Level** **B2b Human biology** Pupils will learn about a range of processes in the human body including extending ideas about the respiratory and circulatory system including respiration, and how the body regulates sugar and temperature building on KS3 topics. Pupils will learn about the endocrine system and how the menstrual cycle is controlled. **C2b Fuels and Earth's atmosphere** Pupils will look at fractional distillation and how crude oil is	**GCSE/Further Entry Level** **P2b Energy and Particles** Pupils will look at calculating power, what causes pressure and what happens when you stretch springs and other materials.	**GCSE/Entry Level** **Entry Level Tests (May deadline)** **Recap/Revision: B1/B2** **Recap/Revision: C1/C2** **Recap/Revision: P1/P2**	**GCSE Revision Consolidation** **Space Recap Topic:** Pupils will complete a final topic that explores the key components of the Solar System.

	an ecosystem and the recycling of nutrients through the carbon and nitrogen cycles.	C1a where pupils learnt about elements in the periodic table. Pupils will look at chemical reactions and the properties of elements in different groups of the periodic table as well as endothermic and exothermic reactions. They will investigate the factors that affect the rates of reactions.	split into useful components together with the effects of burning fuels on the environment. Pupils will learn about the early atmosphere, how it has evolved and the tests the different common gases.			
PE Content **Entry Level** (skills and knowledge) NC Year _____ PA Stage S4-S8 Entry level 1 -3	**Cycling, Swimming** **<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling **Survival** Outdoor team games, map reading and orientation at	**Entry Level** Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics	**Cycling, Survival** **<u>Cycling (Cyclopark)</u>** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling. **Survival** Outdoor team games, map reading	**Entry Level** Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of practical classes and topics	**Entry Level and Choices (Golf, Cycling Swimming)** **<u>Entry Level</u>** Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a	**Entry Level and Choices (Golf, Cycling, Swimming)** **<u>Entry Level</u>** Pupils to continue their Entry Level accreditation which is a combination of practical and theory work. Entry level sports taught and assessed through a range of

	Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.		and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group.		range of practical classes and topics **Golf (offsite)** Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling	practical classes and topics **Golf (offsite)** Pupils to learn a variety of golf shots and the techniques associated. Fundamentals and etiquette of using a golf course fully established. Principles of safety **Cycling (Cyclopark)** Pupils attend Cyclopark, a British Cycling organisation that teach pupils mountain biking, BMX and road cycling

D and T **Year 10 TO 11 23-25** City & Guilds level 1 Dip Construction NC Year _____ PA Stage _____	**Plumbing H&S** The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to cutting, bending and jointing copper pipes 1.2 identify materials required to cut, bend and joint copper pipes 1.3 identify tools and equipment required to cut, bend and joint copper pipes 1.4 state the types of capillary fittings used to joint copper pipes 1.5 state the process required to cut, bend and joint copper pipes 1.6 state the health and safety regulations related to cutting, bending and jointing copper pipes Personal Protective Equipment (PPE) Steel toe cap boots,	**Painting a Door Panel Connecting Flex to common Apparatus** Learning outcome The learner will: 1. know how to prepare panel doors for painting. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to preparing panel doors for painting 1.2 identify materials required to prepare panel doors for painting 1.3 identify tools and equipment required to prepare panel doors for painting 1.4 identify the components of a panel door 1.5 state the correct sequences to painting panel doors 1.6 state different methods used for the removal of paint 1.7	**One-way lighting H&S** Learning outcome The learner will: 1. know how to install one way lighting circuits. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to installing one way lighting circuits 1.2 identify materials required to install one way lighting circuits 1.3 identify tools and equipment required to install one way lighting circuits 1.4 state the health and safety regulations related to installing one way lighting circuits 1.5 state types of fixing methods 1.6 state the process required to install a one way	**Assembling Ring main** The learner will: 1. know how to assemble 13amp switched sockets wired in ring final circuit. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to assembling 13amp switched sockets wired in ring final circuit 1.2 identify materials required to assemble 13amp switched sockets wired in ring final circuit 1.3 identify tools and equipment required to assemble 13amp switched sockets wired in ring final circuit 1.4 state the health and safety regulations related	**Two-way lighting system** The learner will: 1. know how to install two way lighting circuits. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to installing two way lighting circuits 1.2 identify materials required to install two way lighting circuits 1.3 identify tools and equipment required to install two way lighting circuits 1.4 state the health and safety regulations related to installing two way lighting circuits 1.5 state types of fixing methods 1.6 state the process required to install a two way	

	protective clothing, goggles. Materials Copper pipes, end feed fittings, flux and solder. Tools and equipment Pipe-slice, junior hacksaw, pipe bender, blow torch, soldering mat, tape measure, wire wool/abrasive cloth. Types End feed, soldering. Process Measuring and recording pipe requirements, cutting copper pipe to length, preparing pipe ends for joining, bending copper pipe to form right angles, join copper pipe, tightening all joints, pressure testing Regulations COSHH, PPE, Manual Handling, Risk Assessment. Guidance Learners should be aware of safe use of gas heating equipment. Learning outcome	state methods of surface preparation available 1.8 state the types of primer required for the panel 1.9 state the types of paint suitable to paint the door. Range Personal Protective Equipment (PPE) Glasses, dust mask, gloves, boots, overalls, high visibility jacket. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, shellac knotting. Tools Scrapers, shave hooks, sanding block, flexible filling knives/blades, filling board, dust brush. Equipment Hot air gun, infrared technology, electric sander. Methods Hot air gun, infrared heat technology,	lighting circuit. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, appropriate screws, lampholder, flexible cable. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule. Regulations Health & Safety at Work Act, COSHH, BS7671:2008 IET Wiring Regulations, Electricity at Work Regulations 1989.	to assembling 13amp switched sockets wired in ring final circuit 1.5 state use of a meter for testing continuity of ring circuits 1.6 state the process required to assemble 13amp switched sockets wired in ring final circuit. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, cable clips, back box, single socket, green/ yellow sleeving, appropriate screws. Tools and equipment Electrician's knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape measure/steel rule.	lighting circuit. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, three core earth and cable, cable clips, ceiling rose, ceiling rose base, switch box, two way switch, green/yellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters, hammer, cross-head screwdriver. Regulations Health & Safety at Work Act, COSHH, BS7671:2008 IET Wiring Regulations, Electricity at Work Regulations 1989. Guidance Although it	

	The learner will: 2. be able to cut, bend and joint copper pipe. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to cutting, bending and jointing copper pipes 2.2 select materials required to cut, bend and joint copper pipes 2.3 select tools and equipment required to cut, bend and joint copper pipes 2.4 cut, bend and joint copper pipes to given specifications. Personal Protective Equipment (PPE) Steel toe-cap boots, protective clothing, goggles. Materials Copper pipes, end feed fittings, flux and solder. Tools and equipment Pipe-slice, junior hacksaw, pipe bender, blow torch,	environmentally friendly chemical strippers eg Peelaway or Biostrip. Surface preparation Dry sanding, wet flatting, mechanical sanding. 108 Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) Primers Acrylic, solvent, shellac. Paint Solvent based undercoat and gloss, solvent based eggshell, acrylic undercoat and gloss, acrylic eggshell. Learning outcome The learner will: 2. be able to remove paint from panels and prepare door for painting. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to preparing panel doors for painting 2.2	Types Wood screws for base and box, cable clips for cables. Guidance Although it is not a requirement for this unit, it is recommended that learners have an awareness of working at heights safely. Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) 157 Learning outcome The learner will: 2. be able to install one way lighting circuits. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to installing one way lighting circuits 2.2 select materials required to install one way lighting	Regulations Health & Safety at Work Act, COSHH, BS7671:2008 IET Wiring Regulations, Electricity at Work Regulations 1989. Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) 151 Learning outcome The learner will: 2. be able to assemble 13amp switched sockets wired in ring final circuit. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to assembling 13amp switched sockets wired in ring final circuit 2.2 select materials required to assemble 13amp switched sockets wired in ring final	is not a requirement for this unit, it is recommended that learners have an awareness of working at heights safely. Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) 159 Learning outcome The learner will: 2. be able to install two way lighting circuits. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to installing two way lighting circuits 2.2 select materials required to install two way lighting circuits 2.3 select tools and equipment required to install two way lighting	

	soldering mat, tape measure, wire wool/abrasive cloth. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.	select materials required to prepare panel doors for painting 2.3 select tools and equipment required to prepare panel doors for painting 2.4 prepare the panel doors to given specifications. Range Personal Protective Equipment (PPE) Glasses, dust mask, gloves, Safety boots, overalls, high visibility jacket. Materials Aluminium oxide paper, silicon carbide paper, cellulose filler, ready mixed fillers, tack cloth, masking tape, shellac knotting, environmentally friendly chemical strippers (eg Peelaway, Biostrip). Tools Scrapers, shave hooks, sanding block, flexible filling knives/blades, filling board, dust brush.	circuits 2.3 select tools and equipment required to install one way lighting circuits 2.4 install one way lighting circuits to given specifications 2.5 test continuity of one way lighting circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/ twin and earth, cable clips, ceiling rose, switch box, one way switch, green/yellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer, cross-head screw driver, tape	circuit 2.3 select tools and equipment required to assemble 13amp switched sockets wired in ring final circuit 2.4 assemble 13amp switched sockets wired in ring final circuit to given specifications 2.5 use meter to test continuity of circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC/twin and earth, cable clips, socket box, green/yellow sleeving, appropriate screws. Tools and equipment Electrician’s knife, terminal screwdrivers, wire stripper, side cutters, pliers, hammer,	circuits 2.4 install two way lighting circuits to given specifications 2.5 test continuity of two way lighting circuits. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Materials Twin and CPC, three core earth and cable, cable clips, ceiling rose, ceiling rose base, switch box, two way switch, green/yellow sleeving, brown sleeving, screws. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters, hammer, cross-head screwdriver. Test continuity The circuit should be operated	

		Equipment Hot air gun, infrared technology, electric sander. Guidance Learners will only be expected to remove existing paint from one panel of the door but will have to prepare the whole door eg sanding. The learner will: 1. know how to connect flex to common apparatus. Assessment criteria The learner can: 1.1 identify Personal Protective Equipment (PPE) appropriate to connecting flex to common apparatus 1.2 identify materials required to connect flex to common apparatus 1.3 identify tools and equipment required to connect flex to common apparatus 1.4 state the health	measure/steel rule, bradawl. Test continuity The circuit should be operated at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.	cross-head screw driver, tape measure/ steel rule. Test continuity The circuit should be operated at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.	at 12v when testing. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.	

		and safety hazards related to connecting flex to common apparatus 1.5 state the process required to connect flex to a 13amp fused plug, ceiling rose and lamp holder. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Flex Flex or flexible cord. Materials Flexible cable, ceiling rose, plug. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters. Hazards Working at heights – step ladders, working platforms, damp/wet working conditions, live power supply/ electrical shock/ burns cuts and				

		abrasions, slip, trips and falls. 74 Entry Level and Level 1 Award, Certificate and Diploma in Basic Construction Skills (6219) Learning outcome The learner will: 2. be able to connect flex to common apparatus. Assessment criteria The learner can: 2.1 use Personal Protective Equipment (PPE) appropriate to connecting flex to common apparatus 2.2 select materials required to connect flex to common apparatus 2.3 select tools and equipment required connect flex to common apparatus 2.4 connect flex to a 13amp fused plug, ceiling rose and lamp holder to given				

		specifications. Range Personal Protective Equipment (PPE) Safety boots, overalls, goggles, gloves. Flex Flex or flexible cord. Materials Flexible cable, ceiling rose, plug. Tools and equipment Electricians knife, terminal screwdrivers, wire stripper, pliers, side cutters. Learning outcome The learner will: 3. be able to set up and maintain a clean and safe working environment. Assessment criteria The learner can: 3.1 set up the work area safely 3.2 maintain a clean and safe working area following health and safety guidelines 3.3 clear work area of				

		surplus materials and debris on completion of the job 3.4 clean all tools and equipment ready for re-use.				
Careers Content (skills and knowledge) NC Year PA Stage S6 – S9	Understanding the college application process and plans beyond school Exploring post 16 provision. Identifying routes related to career pathways. Writing a personal statement and CV Participation in the Happy Apple Enterprise Project (or other preferred option as chosen by pupils)	Preparation for work experience week Work experience week evaluation and review Completion of personal statements and CV's	Health, safety and security in and out of the workplace and independent travel arrangements Understanding driver responsibilities and pedestrian safety. Legislation of HASAWA, COSHH and RIDDOR. First Aid revisited Revisit Personal statements and CV's.	Revisiting sexual health, consent and the consequences of unprotected sex. How to challenge harassment, exploitative and abusive relationships and how to access support. Recalling knowledge of STI's and contraceptive methods.	Families, parental responsibilities, pregnancy, marriage and changing relationships Recognising changing family structures and the readiness for parenthood and positive parenting qualities. Fertility changes and variations. Adoption and fostering.	

Enrichment Opportunities		External Work Experience Placements		Sexual Health Nurse Workshop Fearless Workshop: County Lines Reform, Restore, Respect Assembly	
Computing **Entry Level**	Improving productivity using IT (Level 3) Overview: This unit is designed to enable pupils to plan the use of an IT system for a purpose and use an IT system to complete a planned task. They will review their own use of IT during the Unit. Pupils will plan the use of appropriate systems and software to meet requirements of a task. They will identify legal and other constraints affecting the use of the IT system and software. Pupils will use IT systems and software to complete their solution for a given task, using preset routines (wizards) to improve productivity. They will review the outcome of the completed task and identify the strengths of the IT systems and software used for this and identify ways to improve the outcomes of the completed tasks. **Link to National Curriculum:**		Completion of Earlier Units or Internet Safety for IT Users (level 1) Overview: This unit is designed to enable pupils to identify day-to-day security risks and safeguard against day to day ones, this includes using simple methods to protect software and personal data. Pupils look at the laws and guidelines that affect the use of IT Pupils will start the unit by understanding the risks that can exist when using the Internet, including safety and privacy of personal data, data security and system performance and integrity. They will learn about how to safeguard themselves and others when working online, taking precautions to maintain data security. Pupils will learn about legal constraints, guidelines and procedures which apply when		

	Develop and apply analytic, problem-solving, design and computational thinking.	working online. **Link to National Curriculum:** Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	[redacted]
Computing GCSE	Improving productivity using IT (Level 1) Overview: This unit is designed to enable the learner to plan and review their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, they will be able to identify and use automated methods or alternative ways of working to improve productivity. Pupils will plan how to carry out a given task using IT to achieve the required purpose and outcome. They will need to identify methods, skills and resources required to complete the task successfully and select IT systems and software applications as appropriate for the purpose. Pupils will use IT systems and software to complete their solution for a given task, using preset routines (wizards) to improve productivity. They will review the outcome of the completed task making sure they meet the requirements of the task and identify the	Completion of Earlier Units or Internet Safety for IT Users (level 1) Overview: This unit is designed to enable pupils to identify day-to-day security risks and safeguard against day to day ones, this includes using simple methods to protect software and personal data. Pupils look at the laws and guidelines that affect the use of IT Pupils will start the unit by understanding the risks that can exist when using the Internet, including safety and privacy of personal data, data security and system performance and integrity. They will learn about how to safeguard themselves and others when working online, taking precautions to maintain data security. Pupils will learn about legal constraints, guidelines and procedures which apply when working online.	

	strengths of the IT systems and software used for this. Pupils will need to evaluate whether the IT tools selected were appropriate for the task and purpose and identify further ways to improve the outcomes of the completed tasks. **Link to National Curriculum:** Develop and apply analytic, problem-solving, design and computational thinking. **Enrichment Opportunities** Real school problem solutions that could be implemented	**Link to National Curriculum:** Understanding how changes in technology affect safety, including how to protect their online privacy and identity.	[redacted]
Artrepreneur Enterprise Programme Year 11 Content **Artrepreneur Enterprise Programme (AEP)** NC Year KS4 PA Stage: N/A	Year 11 pupils will develop an understanding of what it takes to be an artist. There will be two main units. 1. **Being an artist** – Pupils will be practicing the art form that they have chosen and will make decisions about what skills within that art form they want to develop. A music pupil may want to develop their music technology/production or guitar skills whereas an art pupil may want to experience ceramics or work on their painting. Pupils will work within their chosen artform on producing works within a theme or a number of themes that will be showcased at the end of the year. 2. **Artrepreneur Showcase –** Pupils will work together to plan an event which showcases work from their AEP year. Pupils will be responsible for organising many aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event. **Enrichment Opportunities** KS4 Arts Trip – Gallery and a Theatre Show in London Pupils put on a showcase for staff, other pupils and parents giving them authentic planning and enterprise experience.		

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

Bower Grove School
Together we Inspire & Achieve

Badgers Long Term Curriculum Plan 2023/2024

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

Pupils will experience a cross curricular approach to teaching and learning where possible. Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Magic and Mystery	Historical events of the UK	Ancient Civilization	The Rainforest	Travel & Transport	Living things
Curriculum intent "The Why"	**Key Questions:** Where do I live in relation to the UK? Where is the UK in relation to Europe? The focus for Badgers this term will allow them to explore the appeal of the unknown in magic and mystery, extending to outer space. This will develop their sense of curiosity, develop their questioning skills and broaden their knowledge base. In maths they will be revising place	**Key Questions:** Which famous author grew up in Kent? Why is Guy Fawkes so infamous? Badgers will be extending their knowledge on historical events of the UK. They will have the opportunity to learn about key events from The Stuarts period through Global Learning as well as the Victorian era through their study of Charles	**Key Questions:** Why did the Egyptians mummify their dead? Where is Pompei and what happened there? Students will gain an understanding of differences and similarities of Ancient Civilization. Through studying Ancient Egypt in Global learning, they will study about mummification, Tutankhamun and the importance of the River Nile and	**Key Questions:** What is a rain forest and where are they found? Why are the rainforests at risk? The students in Badgers will investigate the importance of the Rainforest and how the habitat being under threat could impact more than just the local area. In maths students will be expanding their knowledge and understanding on money and	**Key Questions:** How are rivers, seas and oceans linked? Why do people travel over the sea? Students will learn about the importance of the sea for work, travel and migration. They will learn how rivers lead into seas and oceans and how it is everyone's responsibility to look after this vital source. The book of 'Jessie' will be used to discuss immigration and	**Key Questions:** What is a gnomon? What is the Dewey system? Students will learn about the history of Time and how the 'telling of time' has evolved throughout history. They will extend their learning of time to reading analogue clocks with Roman numerals and digital time in both 12 hr and 24 hr. They will have opportunities to

	value and using their knowledge of addition and subtraction for real life word problems. They will use positional vocabulary whilst revising the UK and extending their knowledge to Europe. In life skills students will revise the importance of cleanliness and start to learn magic tricks ready for the Halloween party and the Christmas fair. The unit on Magic and Mystery will culminate in a Halloween Party that the pupils will plan and develop in their Life Skill sessions.	Dickens, The Christmas Carol. Students will further their knowledge and understanding on multiplication and division, find fractions of numbers and continuously revise vocabulary linked to the calendar. In life skills students will continue to practise their magic tricks, continue to practise everyday life necessities as well as thinking of those less fortunate than themselves. It is hoped that Badgers students will be able to visit the London Museum where they will have the opportunity to discover in more depth the topics they have been	pyramids. Pupils will have the opportunity to study the initial Greek and then Roman city of Pompei linked to the eruption of Pompeii, taught through various non-fiction source material and the documentary-drama media source 'Pompeii: The Last Day'. They will develop their knowledge of 2D and 3D shapes, learning about their angles and lines of symmetry. In life skills, students will learn about shopping ethically and re-using / re-cycling items. It is hoped that Badgers will be able to donate clothes that don't fit / toys that are no	solving real life problems with both coins and notes. This learning about money will extend into their PD learning, under the topic of 'Living in the wider world' where they will focus on money management through studying about saving, spending and budgeting. They will then further extend this knowledge into their life skills sessions where they will write a shopping list, visit a shop to purchase items to then make a sandwich with. The unit on Rainforests will end with a 'Rain Forest Café', where members of the school community	how life changing this situation is. The PD topic of physical and mental health will link with our life skills where it is hoped students will learn to crochet their own 'worry worm' and learn about what is in a first aid kid. It is hoped that the continuous work throughout the year in the Impact's garden will be able to be presented through having a garden party.	investigate a question of their choice and share their results via a variety of charts and graphs. In life skills they will develop their skills in personal presentation, as well as learn household skills such as changing a duvet cover. It is hoped to visit a public library where the children can learn to find a particular book through using the Dewey system

		learning about in Global learning.	longer played with to a charity shop as well as using some spending money to choose wisely an item for the classroom.	will be invited to tea.		
	Implementation	**Implementation**	**Implementation**	**Implementation**	**Implementation**	**Implementation**
Core text	**Men in Black** Science fiction book based on an original comic.	- **A Christmas Carol: Charles Dickens** Seminal world literature/ author; classic ghost story.	**Escape from Pompeii** Non-fiction source material, first-person chronology, diary form.	**Rainforest Calling** Contemporary fiction presented as a journal.	**Jessie** Contemporary prose, refugee themed text.	**Animals on the move** Non-fiction text based on migration.
English / Literacy Pupil asset strands S1 - 4	**KS3 National Curriculum links:** **Reading**: read a range of non – fiction and learn new vocabulary, make inferences and refer it to evidence in the text, know the audience, purpose, context of the writing and draw on this knowledge to support comprehension.	**KS3 National Curriculum links:** **Reading:** pre-1914 literature (fiction – fantasy drama); seminal world literature; learning new vocabulary; inference; retrieval of evidence; exploration of context; analysing writer's purpose; understanding language; studying plot, setting and characterisation.	**KS3 National Curriculum links:** **Reading:** non-fiction (historical); learning new vocabulary; inference; retrieval of evidence; understanding language linked to purpose and audience; studying plot and setting; using literary terminology. **Writing:** imaginative writing	**KS3 National Curriculum links:** **Reading**: fiction; learn new vocabulary, make inferences and refer it to evidence in the text, know the audience, purpose, context of the writing and draw on this knowledge to support comprehension. **Writing:** summarising and	**KS3 National Curriculum links:** **Reading:** high quality contemporary literature (fiction – real-life drama); learning new vocabulary; inference/ deduction; retrieval of evidence; exploration of context; understanding language; studying plot, setting and	**KS3 National Curriculum links:** **Reading**: learning new vocabulary, relating it to known vocabulary and understanding it with the help of context, making inferences and referring to evidence in the text. **Writing**: write accurately, fluently and effectively,

	Writing: write accurately, fluently and effectively, write for a range of purposes, summarise and organise material and supporting ideas with necessary factual detail, plan, draft, edit and proofread, consolidate and build on their knowledge of grammar and vocabulary. **Spoken Language:** speak confidently and effectively, give short speeches and presentations, expressing their own ideas and keeping to the point.	**Writing:** formal expository; imaginative writing; non-narrative forms; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: 'Another Night Before Christmas' by C. Duffy.	(diary writing); non-narrative forms (instructional); applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices. **Poetry Link**: Pompeii by William Dix (1848). *Lyrics from Pompeii by Bastille included within MTP.	organising material, and supporting ideas and arguments with any necessary factual detail; amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness; **Speaking and listening:** debate: participating in formal debates and structured discussions, summarising and/or building on what has been said	characterisation; using literary terminology. **Writing:** formal expository; imaginative writing; non-narrative forms (diaries/ letters); summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices; supporting ideas with evidence. **Poetry Link**: 'We Refugee' by B. Zephaniah.	writing for a range of purposes and audiences, summarising and organising material, supporting ideas with factual detail, pay attention to accurate spelling, punctuation and grammar, extending grammatical knowledge. **Spoken Language:** speak confidently and effectively through given short speeches and presentations, using standard English in a range of formal and informal contexts.
Maths **AQA Entry level Certificate**	**Unit 1** Count up to 20 / 100 / 1,000.	**Unit 2** **Multiplication and Division**	**Unit 7: Geometry** 2D / 3 D shapes Angles	**Unit 4** **Money**	**Unit 6** **Measures**	**Unit 5** **The Calendar and time**

Mathematics, Level 1, 2 & 3	Place value in 2-digit / 3-digit numbers. Rounding of numbers to nearest 10 / 100. 1, 10, 100 more / less Odd and even numbers **Unit 2** **Addition and Subtraction** Add / subtract 2 numbers up to 20, 100, 1000 Real life situations for solving problems **Unit 7:** **Geometry** **(linked to topic)** Use and understand positional vocabulary Understand angle as a measure of turn Describe the position on a point on a grid. Use N / S/ E/ W	Recall and use multiplication facts for the 2, 5, 10 x tables Multiply a 2-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number. **Unit 3** **Ratio** Fractions of quantities **Unit 5** **The Calendar and time** **(Daily revision)** Know the days of the week / month / seasons.	Lines of symmetry Horizontal / vertical	Recognise coins and notes Convert pence to pounds Make amounts of money Exchange notes to coins and vice versa Solve real life problems **Unit 5** **The Calendar and time** Read the time to hour / half hour	Length, weight, height, capacity, temperature. **Unit 7** **Geometry** **(linked to topic)** Use and understand positional vocabulary Understand angle as a measure of turn Describe the position on a point on a grid. Use N / S/ E/ W	Read the time to quarter hour / 5 minutes Use of analogue and digital clock including Roman numerals. 12 / 24 hr **Unit 8** **Statistics** Sort and classify objects using more than one criterion (linked to science) Construct and interpret tables, pictograms, bar charts. Complete tally / frequency table

Science **AQA Entry Level Certificate Science**	**<u>Biology</u>** **<u>Health</u>** 2nd half of unit 1 The role of the white blood cell. Medicinal drugs. The nervous system Hormonal control Hormones can be used to control fertility	**<u>Chemistry</u>** **<u>Substances</u>** First half of unit 3 Atoms and elements Elements and compounds States of matter Forms(allotropes) of carbon Mixtures	**<u>Chemistry</u>** **<u>Materials</u>** 2nd half of unit 3 Chromatography Metals and ores Properties of metals Alloys Polymers	**<u>Physics</u>** **<u>Energy</u>** Lesson 1, 2, 3, 10 Unit 5 Changes in energy storage Energy transfers and efficiency Energy resources Radioactivity	**<u>Physics</u>** **<u>Forces</u>** Lessons 4 – 9 Unit 5 Types of forces Effects of forces Speed Stopping distance Reaction times and stopping distances Weather conditions and braking distances	**<u>Biology</u>** **<u>Organisms</u>** 1st half of unit 1 Animal cells. Tissues, organs and systems. The human digestive system Respiration Lifestyle and health. Infectious diseases.
Computing **Year 2**	**<u>Using Computers safely 5 – E-Safety,</u>** Overview: Pupils will recap the guidelines for being safe online, and how to use technology safely and responsibly. They will learn how to report concerns and how to	**<u>Hardware & Software 3 / Presentation 3</u>** Advanced Presentations on Hardware and Software Overview: Pupils will learn about hardware and software, and the components that make up a computer	**<u>Image editing 1 – Pixlr</u>** Overview: Pupils will investigate how images can be manipulated using computers. Pupils will learn a number of simple images editing techniques to create their own manipulated images.	**<u>Programming 5 – Kodu</u>** Overview: Pupils will learn programming concepts through using Kodu, a 3D modular programming environment. Pupils will discreetly learn about the sequencing and repetition of	**<u>Audio 2 - Podcasting</u>** Overview: Pupils will learn the skills to create an audio podcast. Pupils will Investigate ways they can capture audio, using a voice recorder. They will learn skills to import/export audio,	**<u>Animation 3 – Pivot</u>** Overview: Creating 2D stop frame animations using digital methods, incorporating content created on other applications and devices. Pupils will learn about stop frame animation

	keep their information safe by creating safe passwords.	system - how they communicate with one another and with other systems. Pupils will create presentations about this, incorporating taught advanced features of PowerPoint	Through a project they will design and		how to use software to manipulate and change it.	and how it can be achieved using computers
Art	**<u>Autumn:</u>** This 'Autumn' unit will teach pupils about how to use pencil, colour, paint, print, collage and paper to create quality artwork that shows progression in skills. The Pupils will also have the opportunity to explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne.	**<u>British Art:</u>** This 'British Art' unit will teach pupils how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. Pupils will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.	**<u>Ancient Egypt:</u>** This Ancient Egypt unit will teach pupils about how to use a pencil, pen and charcoal, how to make clay faces and model in paper and papier-mâché to create quality artwork that shows progression in their skills. The pupils will also have the opportunity to explore the work of Leger, Hockney and a photograph taken by Man Ray.	**<u>Wildlife Birds:</u>** This 'Wildlife' Unit will teach pupils about how to use pencil, white pencil, print, make clay tiles and model to create quality artwork that shows progression in skills. The pupils will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard Sweeney.	**<u>Landscapes and City's:</u>** In this Landscapes and Cityscapes unit pupils will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the	**<u>Plants and Flowers:</u>** This Plants and Flowers unit will teach pupils about how to use pencil, colour, Hapa Zome printing, sculpture and paper modelling to create quality artwork that shows progression in their skills. The pupils will also have the opportunity to explore the work of India Flint, Alexander Calder, David Oliveira and Henri Rousseau.

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

	genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	**NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions**	adding effects and more. **NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence.**	of music give this music it's distinctive sound. **NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Develop a deepening understanding of the music that they perform and to which they listen, and its history.**	**NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices**	will explore how effective use of texture and structure can enhance a piece of music. **NC –extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.**
Global Learning	**<u>Geography</u>** Where in the world am I? Pupils will learn about the counties and cities of the UK. Pupils will learn about the countries and cities of Europe.	**<u>History</u>** **The Stuarts** *Pupils will learn about events beyond living memory that are significant.* James 1st Gunpowder Plot William Shakespeare Battle of Maidstone	**<u>History</u>** **The Ancient Egyptians** Pupils will study the achievements of the Ancient Egyptians Who were the Ancient Egyptians? Pyramids Mummification Tutankhamun	**<u>Geography</u>** **Rainforest** *Pupils will understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective*	**<u>Geography</u>** **The seas** *Pupils will build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.* UK rivers and seas.	**<u>History</u>** **Time** Pupils will learn about how the telling of time has changed throughout history. Sundials Grandfather clocks Roman numerals BC / AD

	Flags, Countries and counties of the UK Cities of the UK Flags and countries of Europe Cities of Europe.	The Great Plague The Fire of London	The River Nile	*functioning of natural systems.* Human and physical features of the Amazon Rainforest Dangerous animals in the Amazon Amazon tribal people Deforestation Palm oil	Oceans of the world. Layers of the oceans. Ocean habitats. Plastic pollution Life at sea.	British Summer Time Analogue / Digital
Year 6 Content (skills and knowledge) NC Year _____ PA Stage S2 -S5	**Gymnastics and Hockey** **Gymnastics (Counterbalance and Counter Tension)** The unit of work will focus on exploring Counterbalance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their	**Dance and Tag-Rugby** **Dance (Circus)** The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able	**OAA and Netball** **OAA (Problem Solving and Orienteering)** The unit of work will consolidate pupil's ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to lead others, applying skills essential to working within a team as well as	**Basketball and Handball** **Basketball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity. **Handball**	**Pickleball and Cricket** **Tennis/Pickleball** The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis/pickleball. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques. **Cricket**	**Athletics and Rounders** **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across all the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct

	creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements. **Hockey** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	to perform their circus routine as part of a group. **Tag-Rugby** The unit of work will develop pupils' ability to apply the principles of attack vs defence. Pupils will combine passing and moving to develop ways of creating space to beat an opponent to score a try. Pupils will also develop tagging and to explore different ways the defending team can prevent the attackers from scoring.	create, evaluate and adapt tactics. **Netball** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	The unit of work will challenge pupils to apply their prior learning of passing and moving to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	technique as well as collaborating in teams. **Rounders** The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low.
World Beliefs	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs .	Badgers will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	World Beliefs

Class based life skills	Washing hands and keeping nails short and clean. Use and cost of hygiene products. How to wash socks by hand. Magic tricks ready for Christmas fair	Magic tricks ready for Christmas fair. How to clean and polish your shoes. How to tie a knot How to tie your shoelaces. Making a Christmas present.	Writing a thank you letter. Shopping ethically. Re-use / recycle – visit to a charity shop. Sowing on a button.	Writing a shopping list. Shop etiquette. Making a sandwich. Making a hot drink.	Crotchet a wiggly worm. What is in a first aid kit? How to clean and dress a wound. Rules of communication – shaking hands / eye contact / saying hello appropriately.	How to change a lightbulb. How to tie a tie. Visiting a public library and finding a book. Changing a duvet and pillowcase.
Mixed class life skills	Halloween Party to include: Writing invites Budgeting Shopping Food Prep Allotment IMPACTs Garden	Christmas to include: Sewing-decorations/buttons Understanding money- profit and loss. Packages for those less fortunate – writing letters/emails. Allotment IMPACTs Garden	Understanding seasonal food and where it comes from e.g., eggs. Writing and sending cards. Spring Cleaning Allotment IMPACTs Garden	Rainforest Café preparations to include: Understanding diets and food allergies Food Hygiene/Kitchen Safety Budgeting/Shopping Allotment IMPACTs Garden	Garden preparation to include: Understanding Hay fever/Sun Safety/Bites and Stings. Importance of hydration Allotment IMPACTs Garden	Summer to include: First Aid Kits Water Safety Packing for a holiday. Allotment IMPACTS Garden
Communications & Interaction	Establishing Friendship skills	Lego Intervention	Social Board Games	Maintaining Friendship skills	Uno / Go Fish / Rummy / Dominos	Following instructions
Physical and Sensory	BEAM	Cross-stitch	Clever Fingers	Touch, Smell, Taste	Clever Fingers	Making own cloud dough / slime / paper aeroplanes
Social, Emotional, & Mental Health	Tam's journey	Zones of regulation	SEMH games	Zones of regulation	SEMH games	Zones of regulation

Cognition and learning.	New class Getting to know your group. EHCP targets How to have a reciprocal conversation	Making a telephone call Good starting sentences How to end a phone call How to leave a voice mail. EHCP targets Holiday worries	Holiday reflection. Electronic communication How to send a text message How to send an email The two-message rule EHCP targets	Staying safe on-line On-line friends Vs real life friends Remembering a list Kim's game EHCP targets Holiday worries	Holiday reflection Word association game Fact from fiction – two truths and a lie. How to deal with a hypothetical situation. EHCP targets	Moving to a new class EHCP targets Actions and consequences. Exploring the future. Holiday worries

Bower Grove School
Together we Inspire & Achieve

Oaks Long Term Curriculum Plan 2023/2024

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

Pupils will experience a cross curricular approach to teaching and learning where possible. Pupils will also work towards achieving their EHCP outcomes/SMART targets allowing for progress in social, emotional and independent skill development. independent skill development.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Heading	Magic and Mystery	The Industrial Revolution	Ancient Civilizations	The Rainforest	Travel	Living things
English	**Key texts: Skellig Fiction** **Reading:** reading a range of challenging fiction and non-fiction; summarizing and synthesizing information; identifying ideas and information; justifying inferences with evidence; analyzing a writer's choice of structural features, evaluating their effectiveness and	**Key texts: The Women in Black** **Reading:** high quality classic literature; 20th century text; English literary heritage; summarising and synthesising information; drawing on context to inform evaluation; identifying and interpreting ideas and information; exploring aspects of plot, characterisation,	**Key texts: Holes - Fiction** **Reading** – reading high quality, challenging, classic literature (including works from the 20th century); summarising and synthesising information; evaluating the text's usefulness for specific purpose; understanding social, historical and cultural context to inform evaluation;	**Key Texts: Ultimate Explorers – Non-Fiction** **Reading:** non-fiction, biographical, recount form; learning new vocabulary; inference; retrieval of evidence; understanding language; studying plot and setting; understanding purpose and audience; making critical comparisons. **Writing:** imaginative writing; non-	**Key texts: Step up practice paper: Travel (Component 1)** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. Communicate clearly, effectively and imaginatively, selecting and	**Key texts: Step up practice paper: Family (Component 2)** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms Compare writers' ideas and perspectives. Use vocabulary to write in a lively, engaging tone.

	impact; making informed personal responses to the text. **Writing:** adapting writing to purpose and audience (to inform/ to describe/ to instruct/ to explain); selecting and organizing ideas, citing evidence for support; make notes, draft and write, including using information from others such as research; using vocabulary, grammar, form and structure, including rhetoric, to reflect audience, context and purpose; revising, editing and proof reading for accuracy of SPaG.	setting; seeking evidence to support views; analysing writer's choice of vocabulary and structural features; making informed personal responses; using linguistic and literary terminology accurately. **Writing:** adapting writing for purpose (to describe and respond to information); to select and organise ideas, facts and key points; to cite evidence, details and quotes to support ideas; selecting vocabulary, form and structure to reflect audience and purpose; to make notes and use other's information. **Additional Spoken Language descriptor:** performing play script in order to	identifying and interpreting themes, ideas and information; exploring aspects of plot, characterisation and events; seeking evidence to support point of view, justifying inferences; analysing a writer's choice of vocabulary features, evaluating their impact; making informed personal responses to the text. **Writing** – adapting writing for specific purpose (in this SOW, to describe, to review, to narrate); to select and organise ideas, facts and key points, citing evidence and details for support; selecting and using vocabulary to reflect	narrative forms such as formal letters/ diaries/ speeches/ instructions; summary/ precis; applying new vocabulary; planning effectively; using Standard English; extending KS1/2 grammar appendices.	adapting tone, style and register for different forms Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Students to understand the use of basic literary devices and their impact on the reader.

	Spoken Language: use of Standard English where context and audience requires thus; listening to and building on the contributions of others, challenging courteously when necessary; selecting and organizing ideas and information effectively and persuasively for formal presentations and debates; listening and responding in a variety of contexts, evaluating content and viewpoints. **Grammar and Vocabulary:** drawing on new vocabulary and grammatical constructions and using sub consciously in their own writing;	generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	purpose and using Standard English. **Grammar and Vocabulary** – studying the effectiveness and impact of vocabulary and grammar in the text; drawing on new vocabulary and using consciously in their writing; analysing the differences between spoken and written language, in particular the use of the formal register; using literary and linguistic terminology confidently in their writing. **Spoken Language** – using Standard English when context and audience requires it (during discussion); listening to and			

	analysing the differences between spoken and written language, including formal and informal register; using linguistic terminology confidently when discussing reading and writing.		building on the contributions of others; performing play scripts to generate language/ discuss use of language and meaning.			
Maths AQA Entry level Certificate Mathematics, Level 1, 2 & 3	**Properties of Number** Count up to 20 / 100 / 1,000. Place value in 2 digit / 3 digit numbers. Rounding of numbers to nearest 10 / 100. 1, 10, 100 more / less Odd and even numbers **Addition and Subtraction** Add / subtract 2 numbers up to 20, 100, 1000	**Multiplication and Division** Recall and use multiplication facts for the 2, 5, 10 x tables Multiply a 2 digit number by a 1 digit number Divide a 2 digit number by a 1 digit number. **Ratio** Fractions of quantities **Unit 5** **The Calendar and time** **(Daily revision)**	**Geometry** 2D / 3 D shapes Angles Lines of symmetry Horizontal / vertical	**Money** Recognise coins and notes Convert pence to pounds Make amounts of money Exchange notes to coins and vice versa Solve real life problems **The Calendar and time** Read the time to hour / half hour	**Measures** Length, weight, height, capacity, temperature. **Geometry (linked to topic)** Use and understand positional vocabulary Understand angle as a measure of turn Describe the position on a point on a grid. Use N / S/ E/ W	**The Calendar and time** Read the time to quarter hour / 5 minutes Use of analogue and digital clock including Roman numerals. 12 / 24 hr **Statistics** Sort and classify objects using more than one criterion (linked to science) Construct and interpret tables, pictograms, bar charts.

	Real life situations for solving problems **Geometry** Use and understand positional vocabulary Understand angle as a measure of turn Describe the position on a point on a grid. Use N / S/ E/ W	Know the days of the week / month / seasons.				Complete tally / frequency table
Science AQA Entry Level Certificate Science	**Biology** **Health** The role of the white blood cell Medicinal drugs The nervous system Hormonal control Hormones can be used to control fertility	**Chemistry** **Substances** Atoms and elements Elements and compounds States of matter Forms (allotropes) of carbon Mixtures	**Chemistry** **Materials** Chromatography Metals and ores Properties of metals Alloys Polymers	**Physics** **Energy** Changes in energy storage Energy transfers and efficiency Energy resources Radioactivity	**Physics** **Forces** Types of forces Effects of forces Speed Stopping distance Reaction times and stopping distances Weather conditions and braking distances	**Biology** **Organisms** Animal cells. Tissues, organs and systems. The human digestive system Respiration Lifestyle and health. Infectious diseases.
Computing	**<u>Using Computers safely 5 – E-Safety, Health and Safety</u>** **Overview:**	**<u>Hardware & Software 3 / Presentation 3 – Advanced Presentations on</u>**	**<u>Image editing 1 – Pixlr</u>** **Overview:** Pupils will investigate how	**<u>Programming 5 – Kodu</u>** **Overview:** Pupils will learn programming	**<u>Audio 2 - Podcasting</u>** **Overview:**	**<u>Animation 3 – Pivot</u>** **Overview:** Creating 2D stop frame animations

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

		Computer System and how they communicate with one another				Creative projects that involve combining the use of different applications across different devices.
Global learning **History** **Geography**	**Environmental awareness** David Attenborough Eliminate waste Plastic pollution Reduce reuse recycle. (WJEC 6102)	**Industrial revolution** Identify changes in transport work and health. Describe the changes that occurred through the 19th century. Explain reasons for the changes. Compare the life of a child in the 19th century to now. (WJEC 6255)	**Ancient Greece** Explain how the Greek empire changed and grew. Describe how the ancient Greek civilisation was organised. Understand the idea of a democracy. Use a range of sources to find out information about ancient Greek beliefs. (WJEC 6226)	**Climate change causes and resolutions** Understand what is meant by climate change. Investigate known causes and impact of climate change including global warming and deforestation. Explore and research possible solutions to problems caused by climate change. (WJEC 6234)	**Travel and tourism.** Recognise some popular tourist destinations for UK residents at national, European and global scales. List impacts of tourism (economic, environmental and cultural) Outline the key features of sustainable tourism. (WJEC 6005)	**Introduction to animal care.** Consider basic needs of all animals including humans. Recognise that humans have a responsibility to care for other animals. Investigate care needs of a range of animals, including pets, farm animals and wildlife. (WJEC 6202)
PD/Careers (skills and knowledge)	**Health and Wellbeing**	**Living in the wider world**	**Relationships**	**Living in the wider world**	**Health and Wellbeing**	**Relationships** Peer influence, healthy and

NC Year PA Stage S2-S5	Identifying different types of families. Positive relationships in the home and ways to reduce homelessness amongst young people. Conflict and its causes in different contexts, e.g. with family and friends. Managing relationship and family changes. How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively.	Understanding different careers and future aspirations Awareness of the different employment sectors and the jobs and careers within them. Recognising own skills and qualities and linking them to different jobs and careers. Use of Job Explorer Database for labour market information.	Recognising healthy and unhealthy relationships.	Tackling racism, homophobia, transphobia, sexism and religious discrimination. How to manage influences on beliefs and decisions. Awareness of how to develop self-worth and confidence. Recognising and challenging sexism, homophobia, biphobia, racism and religious discrimination. Recognition of The Equality Act 2010.	Recognising the relationship between physical and mental health. Balancing work, leisure, exercise and sleep. Influences on body image and the ability to make independent positive health choices.	unhealthy relationships assertiveness, risk and gang crime. How to distinguish between healthy and unhealthy friendships. How to assess risk and manage influences, including online.
Careers Content (skills and knowledge) NC Year PA Stage S3 – S7	Transition to key stage 4. Recognising learning styles, strengths and setting goals for the future. CV & Personal Statement.	Identifying the range of 16+ provision and the routes into them. Identifying access to traineeships, apprenticeships, 6th form, college and specialist provision.	Exploration of job families and the relationship with future careers and STEM subjects. Use of Job Explorer Database (JED) to access labour market information.	Preparation for work experience**.** Interview techniques, employment opportunities and travel training options.	Evaluation of work experience and readiness for work. Different methods of job searching, application form practice.	Planning and carrying out an enterprise project.

World Beliefs Oaks will study a variety of religious festivals from the main 6 religions studied at Bower Grove.	Rosh Hashanah (Judaism) Yom Kippur (Judaism) Sukkot (Judaism) Bandi Chhor Divas (Sikhism)	Diwali (Hinduism) Guru Nanak Jayanti (Sikhism) Advent / Christmas (Christianity) Hanukkah (Judaism)	Epiphany (Christianity) Khumba Mela (Hinduism) Magha Puja (Buddhism) Parinirvana (Buddhism) Lent (Christianity)	Easter (Christianity) Shivarati (Hinduism) Ramadan (Islam) Holi (Hinduism) Hola Mohalla (Sikhism)	Eid (Islam) Songkran (Buddhism) Wesak (Buddhism) Passover (Judaism)	Al-Hijra (Islam) Hajj (Islam)
PE Content (skills and knowledge) NC Year _____ PA Stage S3-S7 **SoW may be taught at different times across the year**	**Swimming, Handball, Basketball, Health Related Exercise and Dodgeball or Tennis/Pickleball** **Handball** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to	**Swimming, Handball, Basketball, Health Related Exercise, OAA and Badminton** **Handball** The unit will build on and embed previous skills learnt. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games and use a range of tactics and strategies to overcome opponents. **Basketball**	**Gymfinity, Football, Dance, Table Tennis, Health Related Exercise, Netball and OAA** **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity. **Football**	**Football, Dance, Table Tennis, Health Related Exercise and Netball** **Football** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Dance** The unit of work will enable pupils to perform dances using advanced	**Survival, Rounders, Cricket, Athletics, Netball and Tag-Rugby** **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Rounders** Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will	**Rounders, Cricket, Athletics and Dodgeball or Tennis/Pickleball** **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Rounders** Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will

	overcome opponents. **Basketball** Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Swimming**	Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Swimming** Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised	Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Dance** The unit of work will enable pupils to perform dances using advanced dance techniques within a range of dance styles and forms. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength	dance techniques within a range of dance styles and forms. **Health Related Exercise** The unit of work will consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness. **Gymfinity** Building on individual Gymnastics skills with a focus on building flexibility, strength and coordination, as well as feel-good fundamentals such as team building, mindfulness, confidence and body positivity.	utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game. **Cricket** The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Athletics** The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and	utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game. **Cricket** The unit will build on and embed previous skills learnt including batting and Bowling. Pupils will become more competent, confident and expert in their techniques and apply them in competitive games. **Athletics** The unit will build on and embed previous skills learnt in a variety of track and field events. Pupils will become more competent, confident and

	Developing competence in the water and stroke technique. Distance badges. Swimming is an individualised programme and is differentiated to cater for all pupils needs/ability. **Dodgeball** To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in	programme and is differentiated to cater for all pupils needs/ability. **OAA (2)** Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group. **Badminton (1)** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.	focused circuits enhancing their own fitness. **Netball (2)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. **OAA (1)** Building on teamwork and map reading skills across the school. Working in a team, building on trust and developing skills to solve problems, either individually or as a group.	**Tag-Rugby (1)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary. **Badminton (2)** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.	expert in their techniques and apply them in competitive situations. **Netball (1)** Pupils will consolidate their understanding of the principles of attack and defence. They will consistently apply a range of effective passes, in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession quickly. **Tag-Rugby (2)** Pupils will consolidate their understanding of attacking and defending. Pupils will create tactics for both attack and defence and apply them into game situations, adapting	expert in their techniques and apply them in competitive situations. **Survival** Outdoor team games, map reading and orientation at Penenden Heath. Building on trust and developing skills to solve problems, either individually or as a group. **Tennis/Pickleball** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to socre a point. Pupils will create, apply and evaluate tactics in singles and doubles games. **Dodgeball**

	order to socre a point. Pupils will create, apply and evaluate tactics in singles and doubles games.				them when necessary.	To build on and embed skills learnt in year 7. Becoming more competent, confident and expert in their techniques. In competitive games pupils will use a range of tactics and strategies to overcome their opposing teams.
Class Based Life Skills	**Aspire Topic: Public Services** Pupils will learn about jobs/careers linked to Public Services.	**Aspire Topic: Public Services** Pupils will learn about jobs/careers linked to Public Services.	**Aspire Topic: Catering/Hospitality** Pupils will learn about jobs/careers linked to Catering and Hospitality.	**Aspire Topic: Catering/Hospitality** Pupils will learn about jobs/careers linked to Catering and Hospitality.	**Aspire Topic: Trades** Pupils will learn about jobs/careers linked to Trades.	**Aspire Topic: Trades** Pupils will learn about jobs/careers linked to Trades.
Mixed Class Life Skills	Halloween Party to include: Writing invites Budgeting Shopping Food Prep Allotment IMPACTs Garden	Christmas to include: Sewing- decorations/buttons Understanding money- profit and loss. Packages for those less fortunate – writing letters/emails.	Understanding seasonal food and where it comes from e.g. eggs. Writing and sending cards. Spring Cleaning Allotment IMPACTs Garden	Rainforest Café preparations to include: Understanding diets and food allergies Food Hygiene/Kitchen Safety Budgeting/Shopping Allotment IMPACTs Garden	Garden preparation to include: Understanding Hay fever/Sun Safety/Bites and Stings. Importance of hydration Allotment IMPACTs Garden	Summer to include: First Aid Kits Water Safety Packing for a holiday. Allotment IMPACTS Garden

		Allotment IMPACTs Garden				
Enrichment Opportunities	Visit from ST Johns Ambulance (or Ambulance Technician) Visit from Community Officer Catch 22 Provider Visit (Year 10) Allotment	Visit to Kent Life Visit from NHS Worker Magistrate Workshop Fearless Workshop Zara Lawrence: Careers & Enterprise Company (Year 10) Allotment	Visit to Natural History Museum Visit to a Restaurant/Café Careers Evening STEM day workshops (Year 10) Lynn Walters Mid Kent College (Year 10) Allotment	Visit to Himalayan Gardens Sevenoaks Reform, Restore, Respect Assembly Allotment	Visit to Royal Observatory Greenwich Visits from Various Tradespeople Santander Workshop IAG Careers Interviews External Work Experience Placements (Year 10/11) Allotment	Visit to Wildwood Visits from Various Tradespeople Allotment

Bower Grove School
Together we Inspire & Achieve

Squirrels Long Term Curriculum Plan 2023/2024

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

Topic Heading	Term 1 Magic and Mystery Traditional Tales	Term 2 Historical Events in the UK Remembrance	Term 3 Ancient Civilisations The Prehistoric World	Term 4 The Rainforest	Term 5 Travel and Transport Over the Land	Term 6 Living Things Minibeasts
Curriculum Intent "The Why"	**Key Questions:** **What is magical and mysterious about characters in Traditional Tales?** Pupils will investigate the magic included in Fairy Tales such as Hansel and Gretel and The Elves and the Shoemaker. The tales will take them around the Europe, widening their knowledge of other countries. They will design and build gingerbread houses, create shadow puppets as part of Science and explore the theme of temptation.	**Key Questions:** **What is Remembrance?** **Why does it take place every year?** **What was WW1?** Pupils will investigate the significance of the poppies and why we wear them to remember. As part of this they will learn about elements of WW1 and create poppy paintings through different sensory opportunities. Within Science they will explore sound and how we hear.	**Key Questions:** **What do we mean by the Prehistoric Age?** **Who created cave paintings and why?** **What prehistoric animals were there, and do we have anything like them today?** Pupils will be learning about the Stone Age as well as investigating fossils. This will link with the Science topic of Rocks and Soils. Our artwork will focus on cave	**Key Questions:** **Where in the world are the Rainforests?** **What are some of the plants and animals that can be found there?** Pupils will have the opportunity to investigate where the rainforests are and why they are important to the world. They will look at the structure of the rainforest and the plants and creatures that exist there.	**Key Question:** **What different modes of transport can take people over land?** **How has transport changed over time?** Pupils will have the opportunity to investigate different modes of land transport and how these have changed over time. They will design and create their own vehicle based on what they have learnt and look at	**Key Questions:** **What is the different between an invertebrate and vertebrate?** **How can these be categorised?** **Where can we find particular creatures and why?** This is a Science based topic allowing the pupils to learn about the different minibeasts and their habitats. They will classify different creatures and participate in

	The unit will culminate in a Halloween Party that the pupils will plan and develop in their Life Skill sessions.	The pupils will also have the opportunity to look at the work of the British Legion and hopefully plant poppy seeds as part of the Life Skills sessions. .	paintings and the stories they told. This will include a trip to a museum where they will be able to see dinosaur exhibits and fossils.	As part of Art they will create collages of the rainforest and they will learn about ways we can save the rainforest as part of environmental issues in PD.	friction and forces in Science. As part of P.D they will consolidate their understanding of road and rail safety. As an enrichment opportunity a train journey will be planned.	bug hunts and pond dipping. They will have the opportunity to look at different minibeasts from around the world as a link back to our Rainforest topic. As part of D.T we will build minibeast habitats for the IMPACT's garden area.
Core Text	**Literature:** **Hansel and Gretel** **A Bedtime Full of Stories by Angela Mcallister.** **Class Reader:** The Day I fell into a Fairy Tale by Ben Miller.	**Literature:** **Where the Poppies Now Grow by Hilary Robinson.** **Class Reader**: War Game by Michael Foreman.	**Literature:** **Stone Age Boy by Satoshi Kitamura.** **Class Reader:** The Wild Way Home by Sophie Kirtley.	**Literature:** **The Great Kapok Tree** **By Lynne Cherry.** **Class Reader:** My Name is River by Emma Rea	**Literature:** **Grandad's Camper by Harry Woodgate.** **Class Reader** The Highland Falcon Thief by MG Leonard	**Literature:** **Bog Baby by Jeanne Willis** **Class Reader**: Harry the Poisonous Centipede by Lynne Reid Banks

English/ Literacy **Yr2/3 Focus**	Making predictions Sequencing events Rhyming words Sharing opinions Settings /Character Writing a diary entry Using 'and' Using capital letters, full stops and question marks Comprehension questions Developing spoken language skills Explore and play with language Composing a poem Pencil control	Capital letters, full stops Time connectives Understanding story structure Nouns Adjectives Sequencing of events Imperative verbs Following and Writing instructions. Setting description Character description Developing a recall and retrieval skills. Writing a list Letter formation	Sequencing texts Prepositions Writing short narratives Simple inference Retell key stories Understanding new vocabulary Retrieval and basic inference. The alphabet and alphabetical order Labelling a picture – nouns and adjectives Handwriting	Basic punctuation to include question marks and exclamation marks. Fiction and non-fiction Non-Chronological reports. Noun phrases Simple conjunctions Exploring suffixes Sequence simple sentences Simple prediction Handwriting	Non -fiction News reports Time connectives Prefix un- Using question words Use key vocabulary within writing Sequencing events Developing comprehension skills. Handwriting skills	Creating characters Writing simple sentences to form narratives. Using a range of basic punctuation. Developing comprehension skills. Handwriting skills
Maths **Yr2/3 Focus**	**Place Value/Addition and Subtraction** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.	**Addition and Subtraction/ Position and Direction** Addition / Subtraction Add and subtract across 10 – Add across a 10 – Subtract across a 10 – Subtract from a 10 – Subtract 1-digit number from a 2-digit number (across a 10)	**Multiplication and Division** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10	**Money and Statistics** **Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of	**Fractions** Recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity	**Time (Covering Year 1 & 2 stages)** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday,

	- Recognise tens and ones – Use a place value chart – Partition numbers to 100 – Flexibly partition numbers to 100 – Write numbers in expanded form Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10 – 10s on the number line to 100 – 10s and 1s on the number line to 100 – Estimate numbers on the number line **Start Addition & Subtraction** Secure fluency in addition and subtraction facts within 10, through continued practice.	Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a twodigit number. - Add across a 10 – Subtract across a 10 – Subtract from a 10 – Subtract 1-digit number from a 2-digit number (across a 10) – 10 more, 10 less – Add and subtract 10s Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. – Add two 2-digit numbers (not across a 10) – Add two 2-digit numbers (across a 10)	multiplication tables. – Introduce the multiplication symbol – Multiplication sentences – The 2 times-table – The 10 times-table – The 5 times-table – The 5 and 10 times-tables Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). - Make equal groups – Make equal groups – grouping – Make equal groups – sharing	coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". Calculate complements to 100 - Subtract money – Find change Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and	Recognise the equivalence of 2/4 and ½ Write simple fractions for example ½ of 6 = 3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). – Fractions and scales - Equivalent fractions on a number line – Equivalent fractions as bar models	tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a

	- Bonds to 10 – Add by making 10 – Add to the next 10 – Subtract from a 10	– Subtract two 2-digit numbers (not across a 10) – Subtract two 2-digit numbers (across a 10) – Mixed addition and subtraction **Position & Direction** Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	– Divide by 2 – Divide by 10 – Divide by 5	how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. – Add money – Subtract money – Find change **Statistics** Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about		clock face to show these times Know the number of minutes in an hour and the number of hours in a day Compare, describe and solve practical problems for time Measure and begin to record the time (hours, minutes, seconds)

				totalling and comparing categorical data Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.		
Science	**Light** Recognise that they need light in order to see things and that the dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and there are ways to protect their eyes.	**Sound** Know sound travels in sound waves Explore the fact that sound is made via vibrations. The basic structure of the ear and how we hear. Explore different sounds, volume, pitch etc **Working Scientifically** Ask relevant questions	**Rocks and Soils** Comparing and grouping different kinds of rocks. Describe in simple terms how fossils are formed. Recognise soil is made from rocks and organic matter. **Working Scientifically** Ask relevant questions	**Plants** Identify and describe the functions of different parts of a plant. Explore the requirements of plants for life and growth. Investigate ways in which water is transported within plants.	**Forces** Compare how things move on different surfaces. Notice that some forces need contact between 2 objects but magnetic forces can act at a distance. Observe how magnets attract and repel.	**Living things and their habitats** Understand what is meant by invertebrates and vertebrates. Explore the habitats of different creatures, thinking about why they live there. Know the names of different minibeasts and

	Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the ways the size of a shadow changes. **Working Scientifically** Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.	Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.	Explore the part that flowers play in the life cycle of flowering plants. **Working Scientifically** Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	Compare and group together a variety of everyday materials on the basis of whether magnets are attracted to it. **Working Scientifically** Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways.	their distinguishing features. **Working Scientifically** Ask relevant questions Set up simple practical enquiries. Make systematic and careful observations and take careful measurements. Gather, record, classify and present data in a variety of ways. Record simple findings using simple scientific language, drawings and labelled diagrams.
Computing	Provided by subject specialists	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist	Provided by subject specialist
Topic Global Learning	**Geography Focus** **Geography – Europe**	**History Focus** **History – WW1 and Remembrance**	**History Focus**	**Geography/STEM Focus**	**Geography Focus**	**STEM Focus**

(*History, Geography, Modern Foreign Languages*) **Art** **DT**	Serbia, Germany, Poland, France **Art –** Looking at the work of European Artists. **DT –** Make an elf cushion Magic carpets Shoe design Finger Knitting Gingerbread Houses	The Life of Walter Tull Remembering Walter Life on the Front Line Animals in War Women on the Home Front Remembrance **Art –** Poppy Focused Artwork using a range of different medium. Georgia O'Keefe	**History – The Stone Age to the Iron Age** What is Prehistory? How did Hunter Gatherers survive? What do sources tell us? What was Skara Brae? The Bronze Age – how it replaced stone. The Iron Age **Art** – Stone Age Cave Paintings **DT** -Making an iron age roundhouse.	**Geography – Rainforests** Discover where rainforests are in the world. Explore what it is like in the rainforest and the four layers of vegetation. Discover the climate of the rainforest Discover the rainforest tribes Explore how rainforests are under threat. **Art –** Henry Rousseau Rainforest Collage **DT** – Make moving pictures	**Geography/History – Transport.** How has transport changed? History of Cars George Stephenson and Trains Road and Rail development. **DT** – designing and creating a model car.	**Geography/Science Focus- Field Study of Minibeasts** Lifecycles Habitats Sorting Minibeasts Designing a new minibeast **Art:** Henry Matisse **DT –** Moving Minibeasts
PD **NC Year 2**	**Personal Development** Temptations	**Relationships** Remembering	**Personal Development** Personal hygiene	**Environmental** Protecting the Earth – things we can do in school	**Keeping Safe** Road and Rail Safety	**Environmental** Looking after the planet. Recycling/Limiting use of plastic
World Beliefs	Rosh Hashanah (Judaism)	Divali (Hinduism and Sikhism)	Epiphany (Christianity)	Holi (Hinduism) Passover (Judaism)	Hajj Day (Islam) Eid-al-Adha (Islam)	Al-Hijra (Islam) Shavuot (Judaism)

	Yom Kippur (Judaism) Sukkot (Judaism) Dussehra (Hinduism)	Christmas (Christianity) St Andrew's Day (30th Nov)	Shrove Tuesday (Christianity) (13th Feb) Chinese New Year (10th Feb)	Easter (Christianity) St David's Day (1st Mar) St George's Day (23rd Apr) Ramadan (Islam) St Patrick's Day (17th Mar)	Wesak (Buddism)	
Life Skills	Basic French Lessons Halloween Party to include: Writing invites Budgeting Shopping Food Prep Allotment IMPACTs Garden	Charities and Fundraising Christmas to include: Sewing-decorations/buttons Understanding money-profit and loss. Packages for those less fortunate – writing letters/emails. Allotment IMPACTs Garden	Protecting the past Understanding diets and food allergies Understanding seasonal food and where it comes from e.g. eggs. Spring Cleaning Allotment IMPACTs Garden	Fairtrade Rainforest Café preparations to include: Food Hygiene/Kitchen Safety Budgeting/Shopping Writing and sending Easter Cards. Allotment IMPACTs Garden	Catching a bus or train/Rail and Road safety Garden preparation to include: Understanding Hayfever/Sun Safety/Bites and Stings. Importance of hydration Allotment IMPACTs Garden	Litter picking/ Taking pride in our environment. Summer to include: First Aid Kits Water Safety Packing for a holiday. Allotment IMPACTS Garden
Target Teaching-	**C and I** – Colourful Semantics **SEMH** – Understanding Emotions **Physical and Sensory** = Movement linked to topic	**C and I –** Semantic Links **SEMH –** Regulation strategies **Physical and Sensory –** Fine Motor Skills	**C and I –** Team building/Lego Therapy **SEMH –** Mindfulness and Meditation **Physical and Sensory –**	**C and I** – Word Classes **SEMH** – We are unique **Physical and Sensory –** Exploration of the senses	**C and I –** Communication through symbols/signs **SEMH** -Friendship **Physical and Sensory –**	**C and I –** Speaking and Listening to others (Those who are less familiar) **SEMH** – Looking after our Mental Health

			Yoga/Balance		Gross Motor Activities/Games	**Physical and Sensory –** Coping in uncomfortable situations e.g., heat, exhaustion, feeling unwell
PE	Provided by subject specialists.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.
Music	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.	Provided by subject specialist.
Enrichment Opportunities	Nature Study linked to topic Cooking sessions and food from around Europe	British Legion Nature Study linked to seasons. Cooking/ Food Tasting	Trip to a museum. Nature Lessons Cooking/Food tasting	Rainforest Cafe Nature Lessons Cooking/Food Tasting	Train/Bus Journey Nature Lessons Cooking/ Food Tasting	Wildwood/Tyland Barn Nature Lessons Cooking/Food Tasting