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| APPENDIX 4 Discrete learning units – KEY STAGE 3 | | | | | | | | | | | | | | | | | |
| Area of Learning | Subject | Year 1 | | | | | Year 2 | | | | | | Year 3 | | | | |
|  |  | Autumn | Spring | | Summer | | Autumn | Spring | | Summer | | | Autumn | | Spring | | Summer |
| Communication, Language and Literacy | English | Continuous cross curricula work + individual reading, group reading, comprehension, personalised spelling, handwriting, grammar, opportunities for writing (journals, emails, posters etc.) opportunities for verbal communication (news, explanations, telling stories, descriptions, following and giving instructions, singing) | | | | | | | | | | | | | | | |
| Audio Visual Texts  \*To explore the characters that occur in audio visual texts ( Films)  \*To explore settings that appear in visual texts (films) and write a dialogue between two main characters | Exploring Advertising  \*To be able to outline purposes of advertising  \*To be able to outline types of advertising  \*To be able to outline advertising techniques used in print and television adverts  \*To be able to Identify purposes of advertising  \*Pupils understand key language features of print media | | Communicate Experiences  \*To be able to communicate about an event or experience  \*To be able to express different points of view on a topic/events  \*Pupils are able understand different points of view | | Exploring Narratives  \*To know key elements of narratives    \*To understand how narratives appeal to an audience  \*To know events that occur in narrative | Exploring Shakespeare  \*To identify main events that occur in a play by Shakespeare  \*To be able to make simple references to an event in a play by Shakespeare  \*To be able to name the main characters in a play by Shakespeare  \*To be able to describe how a character in a play by Shakespeare behaves | | | | Communicate Experiences  \*To be able to communicate about an event or experience  \*To be able to express different points of view on a topic/events  \*Pupils are able understand different points of view | Creating Narratives  \*Create a storyline to interest an audience/reader  \*Use language to engage an audience/reader  \*Describe characters using adjectives and adverbs  \*Describe a setting using adjectives and adverbs  \*Plan a narrative that has a beginning, middle and ending  \*Sequence ideas clearly to help an audience/reader  \*Create a narrative with a consistent point of view | | Exploring Poetry  \*To be able to interpret the subject matter of a poem  \*To know the features of a poem  \*To be able to respond to the language used by a poets | | **Communicate Experiences**  \*To be able to communicate about an event or experience  \*To be able to express different points of view on a topic/events  \*Pupils are able understand different points of view |
|  |  | |  | |  |  | | | |  |  | |  | |  |
| Numeracy, thinking skills and problem solving | Maths | ------------------------------Handling Data will run across all strands------------------------------ | | | | | | | | | | | | | | | |
| Understanding Whole Numbers  Data Handling  TimeProblem Solving &  Reasoning  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | | Addition & Subtraction  Fractions  Problem Solving &  Reasoning  Multiplication & Division  Patterns & Shapes  Angles, Position & Direction | | Understanding Whole Numbers  Data Handling Problem Solving &  Reasoning  Time  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | | Addition & Subtraction  Fractions  Problem Solving &  Reasoning  Multiplication & Division  Patterns & Shapes  Angles, Position & Direction | | | Understanding Whole Numbers  Data Handling  Time Problem Solving &  Reasoning  Patterns & Shapes  Place value, comparing & ordering | Money  Measures  Time Addition & Subtraction  Multiplication & Division | | | Addition & Subtraction  Fractions  Problem Solving &  Reasoning Multiplication & Division  Patterns & Shapes  Angles, Position & Direction |
| Knowledge and understanding of the world | Science | **Materials**  Properties and uses of materials, a life skills practical project | **Light and Sound**  Sources of light, shadows, how sounds are created and changed  Keeping your eyes and ears safe | | **Living things and their habitats**  Parts of the body and their function, reproduction, adaptations and habitats | | **Forces**  Push, pull, twist, floating and sinking, friction, speed, magnets | **Plants**  Life cycle of a plant, parts of a plant and their function, what a plant needs to grow | | **Space**  Seasonal change, the interaction of the sun, moon, earth, the solar system | | | **Animals**  Types of animals, life cycles, parts of the body | **States of Matter**  Heating and cooling, mixing and separating, solids, liquids and gases | | |  |
| Computing | e-Safety Technology in our Lives | Multimedia | | Computer  Science | | e-Safety Technology in our Lives | Multimedia | | Computer  Science | | | e-Safety Technology in our Lives | Multimedia | | | Computer  Science |
| Humanities | Africa and great civilizations  **Content/key objectives**:    To know about the African countries and major landmarks.  To know about the habitat in African desserts and Savanah’s.  To know about the Egyptian society.  **Skills:** Naming, recognition, association, explaining and research | Asia, great civilizations, Maps  **Content/key objectives:**  To know about the Asian countries and landmarks.  To know about the first contact of the UK with India.  To know about the Chinese dynasties.  To explore different types of maps.  **Skills:** Naming, recognition, association, explaining and research, | | Medieval Britain  **Content/key objectives:**  To know about the Medieval Society Pyramid structure.  To know about the structure of castle towns in Medieval times.  To know about the Battle of Hastings.  To know about the Black Death.  To know about the Magna Carta.  **Skills:** Naming, recognition, association, explaining and research, | | Polar Regions, Europe and great civilizations  **Content/ key objectives**:  To know about the habitat in Polar Regions.  To know who the Inuit/Eskimo people are and their life.  To know about the European countries, landmarks and habitat.  To know about some important ancient Greek figures.  **Skills:** Naming, recognition association, explaining and research | America and great civilizations  **Content/key objectives:**  To know about the American countries, landmarks and habitat.  To know about the discovery of America.  To know about the Mayans society and beliefs.  **Skills:** Naming, recognition association, explaining and research | | Prehistory  **Content/key objectives:**  To know about the stone age and how people lived.  To know about the bronze age and how people lived.  To know about the iron age and how people lived.  **Skills:** Naming, recognition, association, explaining and research | | | Technology, War  **Content/key objectives**:  To know about machines and inventions that changed our lives.  To know why WWI started.  To know some facts that led to WWII.  To know about the Holocaust.  **Skills:** Naming, recognition, association, explaining and research | Volcanoes, Earthquakes and great civilizations  **Content/key objectives**:  To know about the structure of a volcano.  To know about the structure of the Earth.  To know what earthquakes are and what happens when there is an earthquake.  To know what life was like in the Roman town of Pompei when Vesuvius erupted.  **Skills:** Naming, recognition, association, explaining and research | | | Weather/ Recycling  **Content/key objectives:**  To know different types of weather.  To know what is climate change.  To know what is recycling and how it works.  To know ways we can help the Earth.  **Skills:** Naming, recognition, association, explaining and research |
| French | Personal ID  Paris | Transport and Travel  Language Awareness | | NA | | Personal ID  Family  Food and Drink | Sport  Cafe | | NA | | | Personal ID  Weather  Clothes | School  House | | | NA |
| Careers and Work Related learning | My ROA and transition review | Jobs people do in our communities | | All about me | | My ROA and transition review | Jobs in our school | | People who help us | | | My ROA and transition review | Health related jobs | | | Key skills for different jobs |
| RE | Festivals  Hindu Diwali Christian Christmas | Spirituality in sound and music  Places of Worship  Judaism – Synagogue  Islam – Mosque  Buddhism - Temple | | Creation Stories  Inuit  Aboriginal  Big Bang  Religion and care for the earth  Environmental damage  Role of Charity | | Judaism (Rosh Hashanah)  Humanism Festivals  Islam – Eid | Islam, Belief and Practice  Islam, Belief and Practice | | Creation Stories  Christian  Hindu  Big Bang Rites of passage  Bar Mitzvah  Hajj | | | Welcome /Birth rites. How are babies welcomed into a religion? Festivals  Hinduism – Holika | Festivals  Christianity - Easter  Religious Books  Christian – Bible  Islam – Quran  Sikhism – Guru Grant Sahib | | | Creation Stories  Abrahamic  Chinese  Big Bang Beliefs regarding death |
| Personal, Social and emotional development | Citizenship | Identity Diversity  Celebrations | Healthy Food/  Exercise/  Hygiene | | Personal safety  Illness/Medecine/Emergency Services | | Rules  Identity Diversity  Bullying | Mental health/  Drugs/  Alcohol/  The Law | | First Aid  Safety  Internet safety | | | Rules  Voting  Local government  Central government | Healthy Living Drugs  Alcohol  The Law  Keeping safe | | | Respect  Stereotypes  Rights  Fair/unfair |
|  | SRE | Family/Relationships My body/  Puberty | Puberty Public/Private/  Behaviour | | Reproduction Consent  Good touch/bad touch | | Relationships/puberty /hygiene/  Public private | Puberty Public/Private behaviour/  Safe choices | | Consent/  Pregnancy/  contraception | | | My body/hygiene  Appropriate behaviour | Relationships  Reproduction  Pregnancy  Contraception | | | Consent  Assetiveness  The Law  E-Safety |
| Physical Development |  |  |  | |  | |  |  | |  | | |  |  | | |  |
|  | Music | Folk Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | Blues/Jazz  To develop skills in:  - Listening  - Performing  - composing/ improvising | | School Show/Group Composition  To develop skills in:  - Listening  - Performing  - composing/ improvising | | Indie/Band Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | Classical Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | | School Show/Group Composition  To develop skills in:  - Listening  - Performing  - composing/ improvising | | | Retro Pop music  To develop skills in:  - Listening  - Performing  - composing/ improvising | World Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | | | School Show/Group Composition  To develop skills in:  - Listening  - Performing  - composing/ improvising |
| Art | Land and  Cityscapes | | Land and  Cityscapes | | Land and  Cityscapes | Colour and shapes | | Colour and shapes | | Colour and shapes | | Narrative pictures | | Narrative pictures | Narrative pictures | |
| **Objectives**: Exploring perspective, back ground/foreground and the natural/urban environment  **Skills**: Looking, drawing, painting, organising materials and images | | | | | **Objectives** :Exploring shapes and colours and their effects of each other  **Skills**: drawing/printing/painting, clay/plaster modelling and organising composition. | | | | | | **Objectives**: Exploring stories found in art history paintings.  **Skills**: drawing, painting, looking, modelling, photography and composition skills. | | | | |
| Drama | Short stories (comic book?) | Film (silent movie) | | Shakespeare | | Physical theatre | Improvisation | | Poetry | | | Short stories (comedy) | Exploring Film genres | | | Poetry |
| Technology | Food Tech | Cleaning: washing up, drying up & cleaning surfaces  Basic recipes –using a hob; heat management | Ingredients and nutrition: what is healthy food?  Knowing your way around the kitchen: storing equipment & ingredients | | Basic recipes – using oven/grill; heat management & understanding different cooking methods  Ingredients and nutrition: what are nutrients?  Weighing and measuring | | Cleaning: using appropriate cleaning products  Basic recipes - oven, grill and hob: multiple cooking methods | Basic recipes Weighing and measuring: amounts for recipes  Introducing new ingredients & understanding flavours | | Hygiene and safety: bacterial growth.  Ingredients and nutrition: what makes a healthy meal?  Basic recipes | | | Food labelling and safe storage  Basic recipes – hob, oven, grill & microwave | Identifying ingredients  Basic recipes – hob, oven, grill & microwave  Weighing and measuring: ratios | | | Basic recipes – hob, oven, grill & microwave  Introducing new ingredients; taste testing  Adapting recipes |
| Design Tech | **‘All about me’ Cushion Covers**  Engage in a range of textile processes in order to design and manufacture a textile product for an end user  sewing and embroidery  applique  embellishment techniques  upcycling  development of Sewing machine skills  CAD/CAM  Photographing and Evaluating |  | |  | | **Moving Mechanics**  Engage in a range of traditional woodworking and computer aided design process to design and manufacture a moveable product  Woodworking process  CAD/CAM  Disassembly and assembly of products  Marking out and cutting using Coping saw, Tenon saw and Hegner saw  Finishing skills using PVA glue and wood filler, hand file, Glass paper and Sanding machine  Photographing and Evaluation |  | |  | | | **Art Deco Jewellery**  Engage in a range of CAD/CAM and Metal working processes to create a piece of jewellery with a specific design brief.  Designing and Developing ideas including drawing in 3D and Isometric drawing with annotation  Using CAD/CAM to design a mould for casting metal  Engaging in the process of Casting metal  Finishing skills using Diamond files and Wet and Dry paper  Designing packaging using CAD CAM graphics  Photographing and Evaluation |  | | |  |
| Physical Development | PE | Cross Country | Basketball | | Circuit training | | Cross country | Football | | Dance | | | Cross country | Tennis | | | Cricket/rounders |