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| Key stage 4 Discrete learning units | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Area of Learning | Subject | | Year 1 | | | | | | | | | | Year 2 | | | | | | | | | | | | | KS5 | | | | | | | |
|  |  | | 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 | | | | Creating a Print Media Product | | | Communicate Experiences | | | Exploring Narratives | | | | Exploring Film Genres | | | | Exploring Shakespeare | | | | |  | | | |  | |  | |
|  | | | |  | | |  | | |  | | | |  | | | |  | | | | |  | | | |  | |  | |
| Numeracy, thinking skills and problem solving | Maths | | -------------------------------------------------Handling data------------------------------------------------------  Record information in/as lists, tables, diagrams, charts & graphs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Introduction to whole Numbers  Working with whole numbers  Recognising Time Working with Fractions  Using Money | | | | Working with 2D & 3D Shapes  Using Money  Recognising Time Data Handling  Time  Working with Measures  Using Money | | Working with Angles & Position  Using Money  Recognising Time Data Handling  Using Money  2D and 3D | | | | Introduction to whole Numbers  Working with whole numbers  Recognising Time Working with Fractions  Using Money | | Working with 2D & 3D Shapes  Using Money  Recognising Time Data Handling  Time  Working with Measures  Using Money | | | | | | Working with Angles & Position  Using Money  Recognising Time Data Handling  Using Money  2D and 3D | |  | | | | | | |  | |  | |
| Knowledge and understanding **of the wor**ld  Knowledge and understanding **of the wor**ld | Science | | **Human Body**  What the body is made of  How the body works  How the body fights disease  How the body is coordinated | | | | **Elements, Mixtures and Compounds**  Atoms, elements and compounds. How structure affects properties. Separating mixtures. Metals and alloys. Polymers | | **Investigations**  ***Examples include but are not limited to:***  How do acids react with metals?  Which reaction transfers the most heat energy?  How do you increase the rate of a reaction?  Can we demonstrate the water cycle in a bag?  Does acid rain affect the growth of plants | | | | **Electricity, Magnetism and Waves**  Current. Domestic Electricity. Magnets and electromagnets. Different types of waves. Electromagnetic waves. | | **Environment, Evolution and Inheritance**  The feeding relationships between living organisms  What determines where particular species live. How has life developed on Earth | | | | | | **Investigations**  ***Examples include but are not limited to:***  Which material will keep my cup of tea hot the longest?  Who is the fastest in the class?  Are my reaction times better in the morning? | | |  | | | | | | Electricity, Magnetism and Waves | | Electricity, Magnetism and Waves | |
| Computing | | e-Safety Multimedia | | | | Technology in our Lives Multimedia | | Computer  Science/ e-Safety | | | | e-Safety Multimedia | | Technology in our Lives Multimedia | | | | | | Computer  Science/ e-Safety | |  | | | | | | |  | |  | |
| RE | | The Nature of Faith ***Sikhism/Judaism/Buddhism*** | | | | Relationships and beliefs  ***Christianity/Humanism/ Hinduism*** | | Ethics and Equality Charity  ***Islam/Sikhism/***  ***Humanism*** | | | | The Nature of Faith  ***Christianity/***  ***Humanism/ Hinduism*** | | Relationships and beliefs  ***Sikhism/Judaism/***  ***Buddhism*** | | | | | | Ethics and Equality Charity  ***Islam/Sikhism/***  ***Humanism*** | |  | | | | | | |  | |  | |
| French | | Travel and the Wider World | | | | Education and Work | | Leisure and Entertainment | | | | Leisure and Entertainment | | Health and Sport | | | | | | Home and Local Area | |  | | | | | | |  | |  | |
| Personal, Social and emotional development | Citizenship | | Identity/  Diversity/  Healthy Food | | | | Mental health/  Drugs | | School council/  Money/  Safety | | | | The Law in UK/ Diversity/Prejudice | | Mental Health/ Drugs | | | | | | Safety/abuse/ Change/resilience | |  | | | | | | |  | |  | |
| SRE | | Relationships  Consent  My Body | | | | Relationships/ Reproduction  Sexual health | | Consent/safety  E safety/  Abuse | | | | Puberty/feelings  My body  /public private places | | Relationships/ Reproduction  Sexual health | | | | | | Consent/safety/ E safety/  Abuse | |  | | | | | | |  | |  | |
| Physical Development |  | |  | | | |  | |  | | | |  | |  | | | | | |  | |  | | | | | | |  | |  | |
| Creative development | Music | | Important Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | | | | World Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | | Student lead project  To develop skills in:  - Listening  - Performing  - composing/ improvising | | | | Popular Music To develop skills in:  - Listening  - Performing  - composing/ improvising | | Classical Music  To develop skills in:  - Listening  - Performing  - composing/ improvising | | | | | | Student choice  To develop skills in:  - Listening  - Performing  - composing/ improvising | |  | | | | | | |  | |  | |
| Art | | Ceramics | | Ceramics | | | | Painting and Drawing | | | Graphic  Design | | | Graphic  Design | | | | Painting and Drawing | | | | Printmaking/Textiles | | | | | | Printmaking/Textiles | | | | Painting and Drawing |
| **Objectives:** Exploring Cubist art and artists.  **Skills**: Clay, card and 3d dexterity. Organising Composition. Drawing, collage and painting. | | | | | | **Objectives:** Exploring the outdoors for art ideas.  **Skills**: drawing, painting, Designing. | | | **Objectives:** Exploring Graphic lettering and messages  **Skills**: Quality drawing/colour and design skills | | | | | | | **Objectives:** Exploring the outdoors for art ideas.  **Skills**: drawing, painting, Designing. | | | | | | **Objectives:** Exploring print and textile artists **Skills:** Use of printing/textile processes | | | | | | | | **Objectives:** Exploring the outdoors for art ideas.  **Skills**: drawing, painting, Designing |
| Drama | | Using the Voice in a dramatic context | | | Using Body in a dramatic context | | | Contribute to a dramatic improvisation | | | Contribute to the CREATION of a group Drama presentation (conceptualise/plan | | | | Contribute to the CREATION of a group Drama/Film presentation (rehearse, costume and props) | | | | | Contribute to the CREATION of a group Drama presentation (rehearse and PERFORM to an audience as part of a group | | | | |  | | | |  | |  | |
| 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 Technology | | **Research, investigate, design, plan and Manufacture a textile product in response to a design brief.**  Be able to apply health and safety practices when working within the textiles project  Be able to research information and ideas appropriate to textile design  Engage in a range of textile processes in order to inform final design.  Make choices based on the design brief.  Be able to develop ideas for a textiles outcome using appropriate materials, techniques and processes  Be able to produce and present a textiles outcome in response to a task or theme  Review and evaluate their manufactured product. | | | . **Research, investigate, design, plan and Manufacture a product in response to a design brief.**  Be able to apply health and safety practices.  Know about hazard or risks in the workshop environment.  Know how to research features of a product suitable for design work  Be able to present design ideas.  Be able to a plan for different stages of manufacture.  Be able to choose suitable materials for the chosen product.  Be able to manufacture their chosen design. | | |  | | |  | | | |  | | | | |  | | | | |  | | | |  | | Home Decoration Skills  Painting and decorating skills.  (including wall papering | |
| Physical Development | PE | | Cross Country  Circuit Training | | | Basketball  Tag Rugby | | | Badminton  Athletics | | | Cross Country  Circuit training | | | | Football  Handball | | | | Tennis  Athletics | | | | | | | Gym work/cross country | | Circuit training | | | Dance | |
|  | | Careers and Work related learning | | Name and describe different job roles | | | | Skills and personal qualities for different jobs | | | Writing a CV | | | Communication in the workplace | | | | Develop my leadership and teamwork skills | | | | Completing a job application form | | | | | |  | | |  |  | |