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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 NumbersWorking with whole numbersRecognising Time Working with FractionsUsing Money | Working with 2D & 3D ShapesUsing MoneyRecognising Time Data HandlingTimeWorking with MeasuresUsing Money | Working with Angles & PositionUsing MoneyRecognising Time Data HandlingUsing Money2D and 3D | Introduction to whole NumbersWorking with whole numbersRecognising Time Working with FractionsUsing Money | Working with 2D & 3D ShapesUsing MoneyRecognising Time Data HandlingTimeWorking with MeasuresUsing Money | Working with Angles & PositionUsing MoneyRecognising Time Data HandlingUsing Money2D and 3D |  |  |  |
| Knowledge and understanding **of the wor**ldKnowledge and understanding **of the wor**ld | Science | **Human Body**What the body is made of How the body worksHow the body fights diseaseHow 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 organismsWhat 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 | ComputerScience/ e-Safety | e-Safety Multimedia | Technology in our Lives Multimedia | ComputerScience/ 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 | RelationshipsConsentMy Body | Relationships/ ReproductionSexual health | Consent/safety E safety/Abuse | Puberty/feelingsMy body/public private places | Relationships/ ReproductionSexual health | Consent/safety/ E safety/Abuse |  |  |  |
| Physical Development  |  |  |  |  |  |  |  |  |  |  |
| Creative development  | Music | Important MusicTo develop skills in:- Listening - Performing- composing/ improvising | World MusicTo develop skills in:- Listening - Performing- composing/ improvising | Student lead projectTo develop skills in:- Listening - Performing- composing/ improvising | Popular Music To develop skills in:- Listening - Performing- composing/ improvising | Classical MusicTo develop skills in:- Listening - Performing- composing/ improvising | Student choiceTo develop skills in:- Listening - Performing- composing/ improvising |  |  |  |
| Art  | Ceramics  | Ceramics | Painting and Drawing | GraphicDesign | GraphicDesign  | 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 surfacesBasic 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 methodsIngredients and nutrition: what are nutrients?Weighing and measuring | Cleaning: using appropriate cleaning productsBasic recipes - oven, grill and hob: multiple cooking methods | Basic recipes Weighing and measuring: amounts for recipesIntroducing new ingredients & understanding flavours | Hygiene and safety: bacterial growth.Ingredients and nutrition: what makes a healthy meal?Basic recipes | Food labelling and safe storageBasic recipes – hob, oven, grill & microwave | Identifying ingredientsBasic recipes – hob, oven, grill & microwaveWeighing and measuring: ratios | Basic recipes – hob, oven, grill & microwaveIntroducing new ingredients; taste testingAdapting 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 projectBe able to research information and ideas appropriate to textile designEngage 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 processesBe able to produce and present a textiles outcome in response to a task or themeReview 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 workBe 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 SkillsPainting and decorating skills.(including wall papering |
| Physical Development  | PE | Cross Country | Netball/basketball | Cricket/rounders | Circuit training | Dance | Cricket /rounders | 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 |  |  |  |