

Selwood Academy

Curriculum Guide

2021-2022

[Vision & Values](#)

[Curriculum Intent](#)

[Materials/ equipment](#)

[Homework arrangements](#)

[Marking and Feedback Guidelines](#)

['Settling-in' Report:](#)

[Termly Reports:](#)

[Art](#)

[Computing](#)

[Drama](#)

[English](#)

[Geography](#)

[History](#)

[Languages](#)

[Maths](#)

[Music](#)

[PASHE](#)

[PE](#)

[Religion & Philosophy](#)

[Science](#)

[Technology](#)

P:\CPD Toolkit\Curriculum



“Let your light shine before others”

Matthew 5 v 16

Vision

We are committed to creating a safe, happy and enriching environment where we all aspire to thrive, achieve and celebrate success together. Our aim is to promote the dignity and well-being of every child and staff member and ensure they flourish in the course of their journey with us.

Values

Our core Christian values of Hope, Wisdom, Community and Joy underpin all that we strive to achieve to enable our ‘light to shine before others’ [Matthew 5 v 16](#)

Curriculum Intent

Pupils' timetables are broadly traditional, with a strong academic focus in order to fulfil our school vision to “let your light shine before others.” As a result, the Arts, personal development, character and cultural education also feature heavily across our curriculum, as does our foundation status.

We take a precise approach to designing our curriculum and each subject designs an experience for pupils that

- is vertically sequenced, reinforcing and building upon prior knowledge.
- it is **logical**, presented in an order that makes sense, getting gradually more challenging and helps students avoid forgetting what they have learnt and goes beyond the requirements of the national curriculum.
- is **knowledge, experience** and **opportunity** rich, building both substantive and disciplinary knowledge, as well as the individual as a whole.
- is **aspirational** whilst still differentiated. It stretches pupils, who regularly think hard around big issues
- develops the **individual** to prepare them to be literate, numerate and successful in the next phase of their education; encouraging curiosity, independence and responsibility.
- is **relevant** to them, as well as the evolving world and workplace
- responds to pupils' concerns.
- will achieve high levels of retained knowledge

These points confirm for us when a subject has got it right and is a key factor in our continuous curriculum review and development.

For individuals where the curriculum does not meet their needs we offer high levels of individualisation and personalisation.

Our core Christian values underpin our curriculum. Our curriculum content, teaching approaches and rewards systems recognise and promote the following core learner characteristics:

| Wisdom | Learner Characteristics | Community | Learner Characteristics |
|--|---|--|--|
| <i>Fostering discipline Developing talents Seeking knowledge</i> | Problem solving Questioning Seeking help Listening Leadership Self-control | <i>Building relationships Developing character, Enabling people to flourish together</i> | Taking part Politeness Empathy Respect for others Supporting others Praising others |
| Hope | Learner Characteristics | Joy | Learner Characteristics |
| <i>Coping wisely with disappointment Opening horizons Seeking healing Repair & renewal</i> | Ambition Optimism Positivity Risk taking Learning from failure | <i>Building resilience Enabling flourishing Developing confidence I can...</i> | Enthusiasm Resilience Self-belief Creativity Pride in achievement |

Materials/ equipment

Part of being well organised means bringing all of the equipment needed for the school day. It is important for pupils to check their timetable and ensure that the correct equipment for the next day is all packed the night before.

- Fountain or handwriting pens (one blue and one black ink) - no biros please
- A pencil, ruler and an eraser.
- A set of colouring pencils.
- Pupils are encouraged to bring containers (preferably not 'one use plastic') of water into lessons and they may drink from these bottles as appropriate.
- Pupils are also encouraged to bring in their own earphones to help support lessons in ICT suites.
- Pupils must bring their Link Book every day.
- Pupils should always keep a reading book in their school bag as we encourage reading at every opportunity.
- Equipment should be taken to and from school in a sensible bag, ideally a rucksack with two shoulder straps so that the load can be spread evenly. We recommend that PE kit is brought in a separate bag.

Pupils require the following PE kit:

- **Footwear:** Pupils will require a pair of sports trainers and studded boots for PE lessons.

Sports trainers should have good grip and be cut below the ankle. High tops, daps, plimsolls or casual wear trainers are not permitted.

Only studded boots or blades can be used on the 3G pitch. The studs/blades must be made of plastic or rubber. No metal or metal tipped studs or blades are permitted.

Studded boots are strongly recommended for all hockey, football and rugby lessons.

- **Socks:** knee length royal blue socks.
- **Shorts:** Royal blue in colour.
- **Shirt:** Royal blue and white, long sleeved rugby style shirt for the autumn and spring terms. A white polo shirt in the summer term.

Personal Protective Equipment (PPE)

- Pupils are strongly advised to wear a mouth guard for hockey and rugby lessons.
- Pupils are strongly advised to wear shin pads for football and hockey lessons.
- All jewellery and piercings need to be removed for health and safety reasons.
- Hair bands must be worn by those who have long hair which has the potential obstruct their vision.

Additional clothing: Due to limited indoor space, the majority of PE lessons are outside. Pupils are encouraged to bring additional layers during the winter months to keep warm. At the discretion of the PE teacher, pupils may wear hats, gloves, jogging or tracksuit bottoms over the top of their shorts (plain navy blue or black). Pupils may wear thermals and lycra base layers in navy blue or black. All additional layers must be worn underneath the academy PE shirt. No hoodies or coats can be worn for health and safety reasons.

Homework arrangements

- No more than 30mins per evening at KS2.
- No more than 1 hr at KS3.
- All homework must have 1 week for completion.
- Maths, English, Science, Humanities and Languages will set regular homework at KS3. Other subjects may set enrichment/extension homework when it supports learning.
- Homework will be set in English and Maths at KS2.
- Should pupils be set more than one homework on one day, it is up to the pupil to organise their times during the week to make sure deadlines are not missed.
- It is at the discretion of the teacher when homework should be set, according to their own work schedule.
- It is at the discretion of the teacher (depending on the nature of the homework) to offer a 'day's grace' if the deadline is missed.
- As usual, teachers will monitor homework completion by their classes. Persistent homework failure will be tracked. Heads of Faculty/CTLs will monitor and support persistent failures to complete homework within their faculty.

Marking and Feedback Guidelines

The following guidance aims to:

- Move pupils' learning forward.
- Give positive and constructive feedback in order to motivate and improve self-esteem, most importantly through regular verbal feedback.
- Inform teachers so that decisions can be made on progress, future planning, aid record keeping and assessment.

Expectations of staff

- Provide feedback to support learning.
- Success criteria will be either provided for the pupils or created by the pupils so they can be referred to and marked against.
- Marking to be carried out in a green pen in a clear, legible hand or mistakes highlighted in green highlighter
- As a guide, up to 5 spellings to be highlighted per piece of work. Misspelt words must be written out 5 times – focus on keywords or common misspelt words.
- Provide regular modelling for pupils to exemplify high standard of work and how to improve their work
- To use the common codes for errors in written work. (see next page)
- Provide dedicated time in lessons for pupils to respond to feedback.

Expectations of pupils

- Written work to be carried out in a black pen in legible, joined handwriting.
- Maths work to be carried out in pencil.
- Drawing to be carried out in pencil.
- Work to be carried out to the pupil's highest standard.
- Self-assessment and editing to be carried out in blue pen.
- Teacher feedback should be responded to.

Monitoring

Marking and feedback will be monitored through:-

- Pupil voice
- Book scrutiny
- Lesson observations and learning walks
- Moderation

| Code | Meaning |
|--------------------------------|--|
| ✓ | Correct answer/good idea |
| <i>Sp</i> (word underlined) | Spelling mistake <i>Correct and copy out three times in the margin</i> |
| ^ | Missing word/s <i>Add in missing word/s</i> |
| // | New paragraph needed <i>Rewrite the last sentence of the paragraph and the first sentence of the new paragraph</i> |
| <i>C</i> | Capital letter needed <i>Rewrite word in margin with the correct capital letter</i> |
| <i>P</i> | Punctuation <i>Add in the correct punctuation</i> |
| ? | Check to make sure it makes sense or can't read <i>Rewrite so it makes sense or can be read</i> |

‘Settling-in’ Report:

Early in the new academic year, an ‘Attitude to Learning’ report is written for each pupil. Teachers give a score of 1-4 to indicate the pupils’ attitude and approach to learning. If a score of 1 or 2 is given, it is necessary to add a comment to help the pupil improve. These scores are also given when end-of-term academic reports are written. Teachers may also add an aspirational or encouraging comment if they feel it helps the pupil.

4. Outstanding attitude to learning

- Always tries to complete work to a high standard
- Always meets deadlines
- Highly motivated and implements targets for improvement
- Contributes fully during learning activities
- Listens carefully
- Asks questions which show a keen level of interest and engagement
- Is an independent learner
- Exceptional behaviour at all times

3. Good attitude to learning

- Regularly tries to complete work to a high standard
- Meets the majority of deadlines
- Motivated and works to implement most targets for improvement
- Often contributes during learning activities
- Majority of the time - listens carefully
- Asks sensible, thoughtful questions when needed
- Regularly engages actively
- Can work independently with encouragement
- Behaviour is always good and rarely off-task

2. Attitude to learning requires improvement

- Sometimes completes work to a high standard
- Sometimes misses deadlines
- Often gives up
- Rarely contributes to learning activities
- Rarely listens carefully
- Sometimes asks sensible, thoughtful questions
- Occasionally lacks motivation
- Sometimes shows initiative but often requires further encouragement
- Occasionally off-task and behaviour can be variable

1. Concerns about attitude to learning

- Lacks motivation and work is mostly completed without care
- Misses deadlines
- Lacks motivation and will avoid challenging activities
- Unwilling to contribute actively in learning activities
- Finds it difficult to listen and repeats mistakes
- Reluctant to ask questions
- Very rarely engaged
- Usually off-task and behaviour can be disruptive to others

Termly Reports:

At the end of each term, each pupil receives an interim academic report. For each subject, this will include:

- Current attainment (see below)
- Predicted attainment (**A:** Above, **O:** Online **B:** Below)
- Attitude to Learning Score (1-4)
- Next step comments
- Tutor comments are included in the end-of-year report at the end of the summer term.

Our Assessment Language

| Curriculum Year | Progress Measure |
|-----------------|------------------|
| 5 | Emerging |
| | Developing |
| | Secure |
| | Mastering |
| 6 | Emerging |
| | Developing |
| | Secure |
| | Mastering |
| 7 | Emerging |
| | Developing |
| | Secure |
| | Mastering |
| 8 | Emerging |
| | Developing |
| | Secure |
| | Mastering |

Pupils begin each year at **Emerging** as they begin learning new concepts and skills.

As learning progresses, each pupil will move from **emerging** to **developing** and then to **secure** within each subject.

Each pupil should aim to be **Secure** by the end of the academic year. This means that they are working at the standard expected for their age.

Once secure in a particular subject, they are then given the opportunity to deepen their understanding of concepts and skills they have learnt (**Mastering**), prior to starting the next phase of learning.

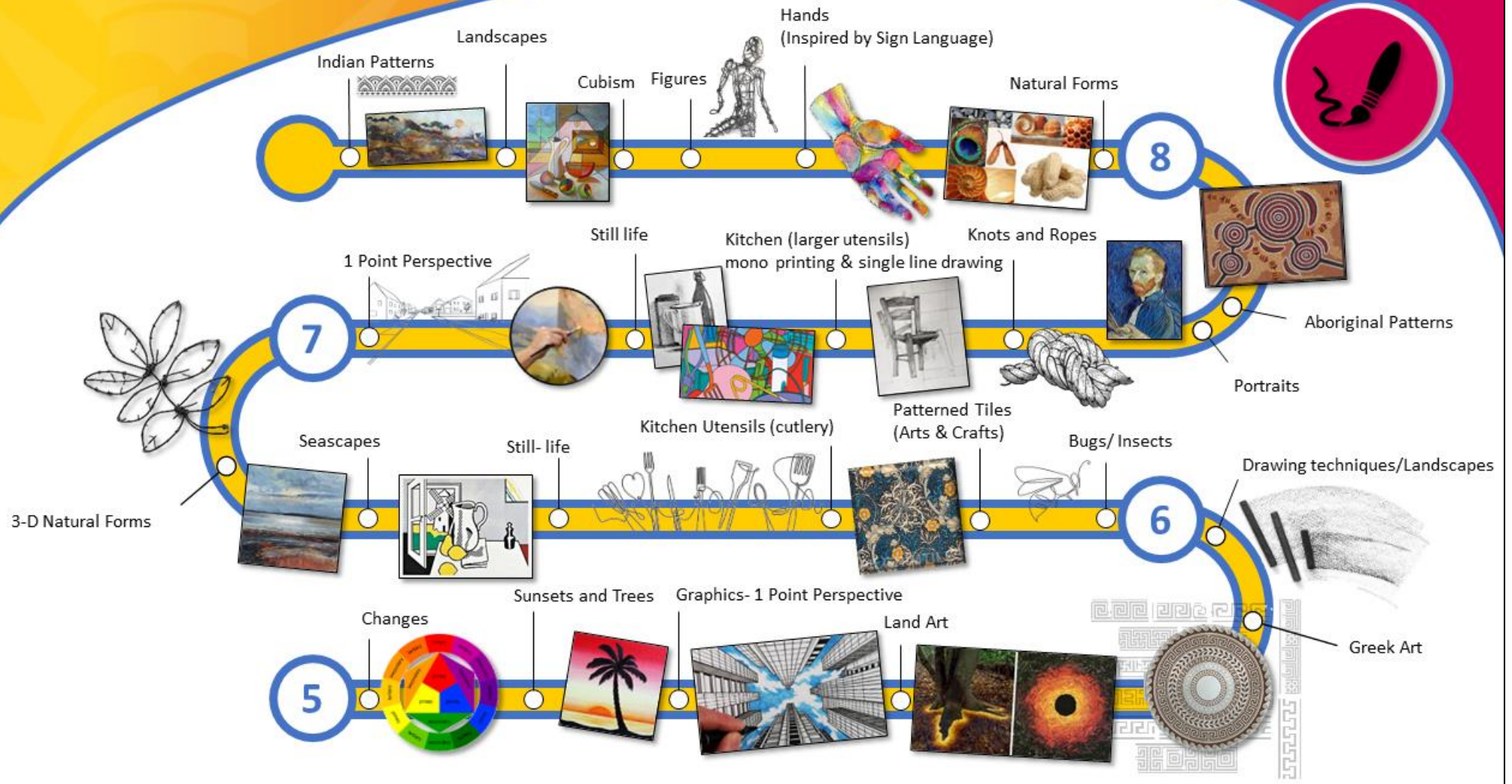
Pupils' progress is assessed against specific subject criteria using this method, giving teachers and pupils a greater opportunity to focus on the skills that need to be developed or strengthened in order to

improve.

It may be necessary to report that a pupil is working at a level *below* their academic year. If this is the case, this indicates that the teacher is differentiating content and adapting teaching methods appropriately to meet the learning needs of the pupil to help them progress.

Selwood Academy

Art



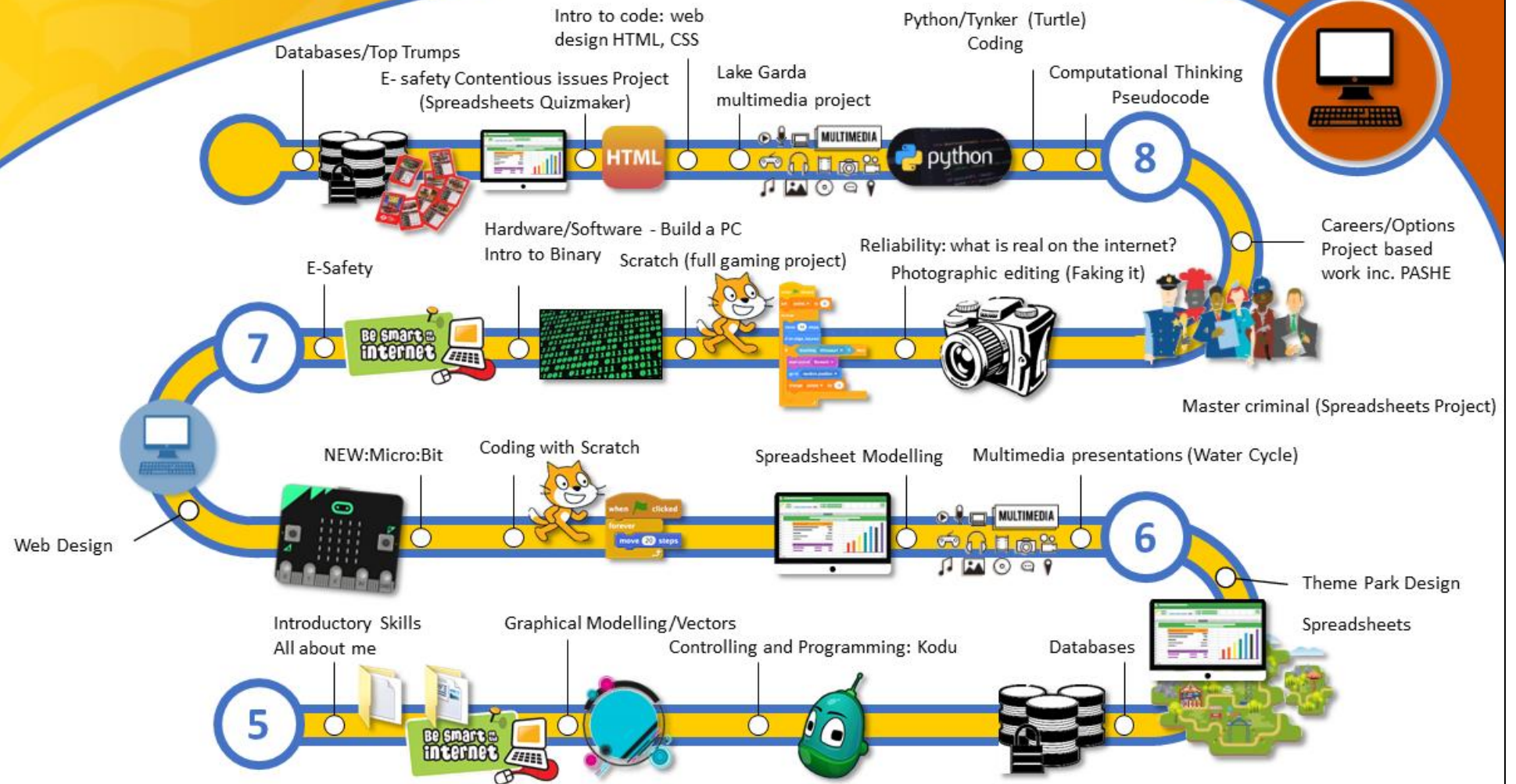
| Art | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------------------|--|---|---|---|---|--|
| Year 5 KS2 | Changes (KS2)NC- 1,2,4,6 | Changes Cont - Sunsets and Trees NC- 1,2, 4, 5,6. | Graphics- 1 Point Perspective NC- 1, 2, 4, 6 | Land Art NC-1, 4, 5, 6 | Greek Art NC- 1,2, 4,5, 6 | Drawing techniques/ Landscapes NC- 1,2, 4, 5,6 |
| Learning Foci: | <ul style="list-style-type: none"> • Colour wheel, Primary, and secondary colours (Paint) • Leaf rubbings/ Frottage/ collage • Autumn Colours(Klimt) | <ul style="list-style-type: none"> • Turner's skies • Colour mixing, painting skills. • Line drawings of trees. • Final picture of sunset painting with silhouette drawings of trees | <ul style="list-style-type: none"> • Shapes • Key-words- Vanishing point, perspective, tone • 1.Point Perspective • Tone- using coloured pencils • Drawing skyscrapers • Graphic flat colour- | <ul style="list-style-type: none"> • Looking at Land artists Andy Goldsworthy and Richard Long • Patterns/ compositions made from natural items • Photography collage • Mark-making • Clay relief tile | <ul style="list-style-type: none"> • Drawing from natural patterns • Designing patterns • Printing x2 colours • Tessellation • Geek pot designs | <ul style="list-style-type: none"> • Charcoal/rubber mark – making • Pencil mark-making • Charcoal /oil pastels Landscapes using mark-making. • Impressionism • Keywords and critical evaluation |
| Year 6 KS2 | Bugs/ Insects NC-1,2, 3, 4, 5. | Patterned Tiles NC-1,2 ,3,4,5,6. | Kitchen Utensils (cutlery) NC-1,2,4, 5 | Still- life NC-1,2,4,5,6 | Seascapes NC-2, 4,5,6 | 3-D Natural Form sculptures NC- 1,4,5,6. |
| Learning Foci: | <ul style="list-style-type: none"> • Line drawings techniques (continuous line- drawing) of bugs and insects • Pen/pencil • 3-D black wire of insect/bug • Mono-printing • Alex Konahin | <ul style="list-style-type: none"> • Arts and Crafts movement • Drawings/studies of flowers, fruit and veg • Shape/tone/pattern/painting/ printing • Selection and repeat pattern leading to • <u>Tile design</u> • Christmas Lantern making. | <ul style="list-style-type: none"> • Continuous line drawings of cutlery/ kitchen utensils • Line, shape/ composition • Positive /negative spaces • Magritte | <ul style="list-style-type: none"> • Drawings of still life-Kitchen items, tonal white shapes • line, shape,tone. composition • Lichtenstein /Giorgio Morandi | <ul style="list-style-type: none"> • Colour wheel/theory • Primary/ secondary and tertiary colours • Colour mixing • Mark making with paint and found objects • Collage • Kurt Jackson • Mixed media | <ul style="list-style-type: none"> • Group work • 3-D sculptures based on natural forms • Sculptural drawings- charcoal and • Soft Tonal pencil drawings • Leading to group pair work 3-D Creation. |
| 7 KS3 | 1.Point Perspective NC KS3- 1, 2, 4, 5, 6,7 | Still-Life NC – 1, 2, 3, 4, 5, 6 | Kitchen items (Utensils and Furniture) NC- 1, 2, 4, 6,7 | Knots and Ropes NC-1, 2, 4, 6. | Portraits NC- 1,2, 4,5,6,7 | Aboriginal Patterns NC-1,2,4,5,6,7 |
| Learning Foci: | <ul style="list-style-type: none"> • 1 Point Perspective • Street scene • Tone/ shading /composition • Look at Impressionist painting styles | <ul style="list-style-type: none"> • Drawing, painting • Shape/composition/ texture • Colour mixing/ • Mark-making • Still-life • Impressionism | <ul style="list-style-type: none"> • Shape • Composition • Stools/ chairs • Negative /positive space • Escher | <ul style="list-style-type: none"> • Tone practise • Drawing to convey 3-D • Tone with Charcoal • Tone with oil pastels | <ul style="list-style-type: none"> • Julian Opie style self-portrait • Shape • proportion • Recording portraits/ | <ul style="list-style-type: none"> • Drawing • Patterns • Colour theory • Mixed media • Cultural and social significance • Symbolism |

| | | | | | | |
|----------------|--|---|---|---|--|---|
| | <ul style="list-style-type: none"> 1 point perspective in Impressionist landscape paintings Mark making in oil pastel/ paint Colour mixing Textures | <ul style="list-style-type: none"> Michael Craig-Martin Analysis <p>Christmas Lantern-making (3-D)</p> | | <ul style="list-style-type: none"> Tone in colour – paint <p>Final composition using pastels or paint</p> | <p>different drawing styles</p> <ul style="list-style-type: none"> Mark – making with paint Van Gogh/Picasso/ style portrait Profiles | <ul style="list-style-type: none"> analysis |
| 8 | Natural Forms NC-1,4,5,6 | Hands NC-1,2,3,4,5,6 | Figures NC-1,2, 3,4,5, 6,7 | Cubism – Still-Life NC-1,2, 4,5,6,7 | Landscape NC-1,2,4,5,6,7 | Indian patterns NC-1,4,5,6,7 |
| Learning Foci: | <ul style="list-style-type: none"> Line Shape Form Mixed media Macro and micro studies Repeat pattern Tessellation /lino cuts Van Gogh / Anita Chowdry | <ul style="list-style-type: none"> Sign language as inspiration Tonal drawings Soft pencils Charcoal and rubber Air- dry clay for models of hands Da Vinci Henry Moore | <ul style="list-style-type: none"> Drawing figures from mini mannequins and life sized models Scale/proportion /tone Giacometti 3-D wire sculptures | <ul style="list-style-type: none"> Overlapping shapes Line /Shapes composition Collage properties Analysis of Cubism | <ul style="list-style-type: none"> Colour mixing Drawing styles Mark-making Mixed media Composition Helen Harris | <ul style="list-style-type: none"> Drawing Patterns Shapes Tessellation Symmetry Printing X3 colour way Culture- Indian patterns |

Computing

Selwood Academy

Computing



| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|---|-------------------------------------|---------------------------------|--------------------------------------|--------------------------------------|-----------|-----------------------------------|
| 5 | Introductory Skills All about me | Graphical Modelling /Vectors | Controlling and Programming: Kodu | Controlling and Programming: Kodu | Databases | Theme Park Design Spreadsheets |

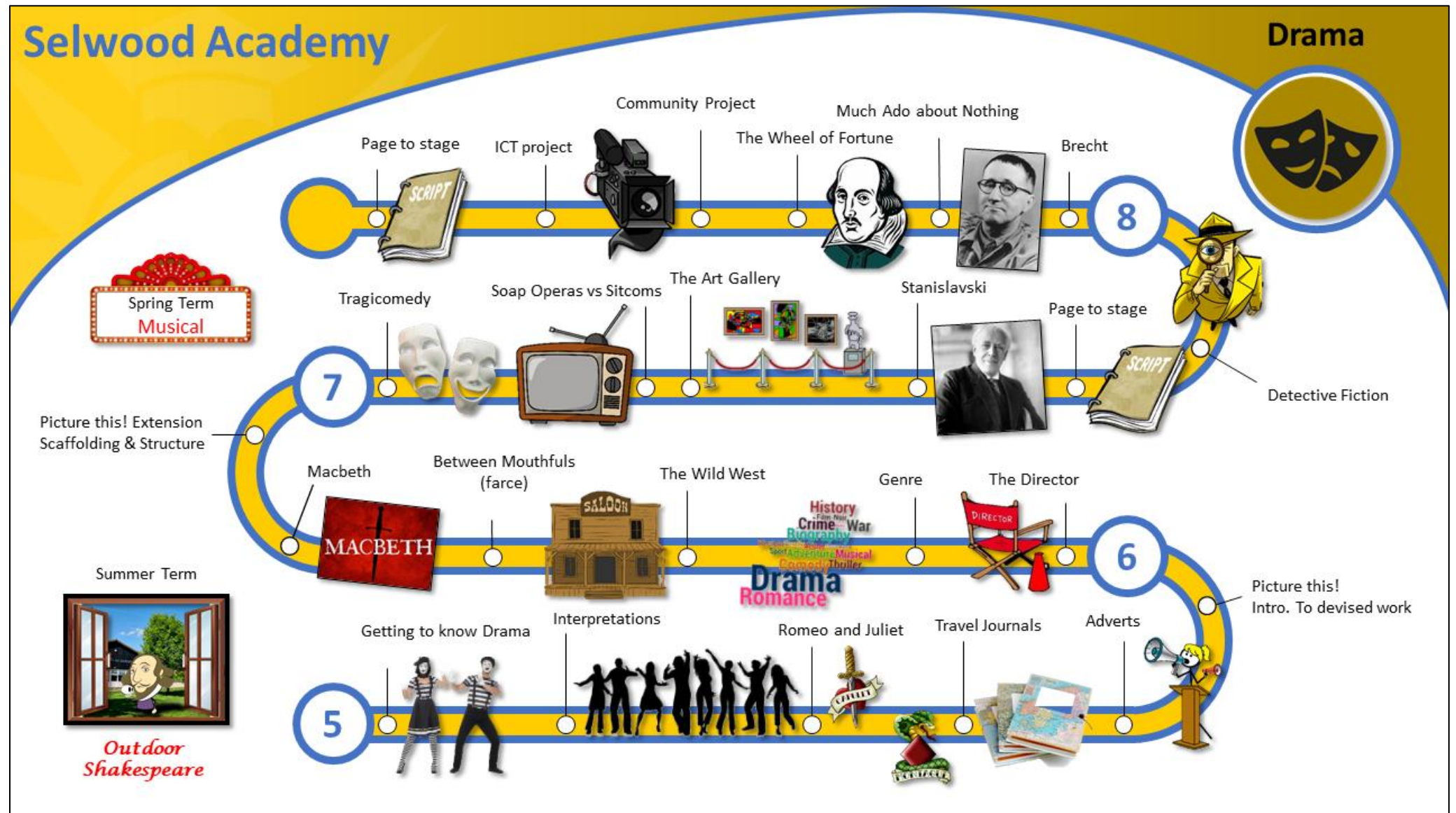
| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------------------|--|--|--|--|---|--|
| Learning Foci: | <ul style="list-style-type: none"> Opening files Saving files Creating folders Keyboard/word doc skills | <ul style="list-style-type: none"> Understand a birds-eye view Using vector graphics Basic feature of a paint program 2D v 3D re scale and measure | <ul style="list-style-type: none"> Understand efficient procedures in programming Design and write programs that accomplish specific goals. | <ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs. Use logical reasoning to correct errors | <ul style="list-style-type: none"> Be able to prioritise and categorize information appropriately Use information from primary and secondary sources and know when to choose the different types Identify the essential data and ICT tools required to solve a problem | <ul style="list-style-type: none"> Creating a logo and research theme park design Understand and make a spreadsheet based on a budget Advertise and create leaflet/brochure using basic DTP Understand Profit v loss |
| 6 | Word Timetable Multimedia presentations (Water Cycle) | Spreadsheet Modelling | Intro Coding with Scratch | Cont: scratch Game Design Control & Monitoring/Flowcharts | NEW:Micro:Bit May include lights led & soundfiles | Web design/ Pivot |
| Learning Foci: | <ul style="list-style-type: none"> Ppt design including image Suitable text re audience Include sound files Make buttons Add hyperlinks and or slide transition | <ul style="list-style-type: none"> Cell reference practice Entering formulae calculating sums =/profit and loss Decoding formulae | <ul style="list-style-type: none"> Insert screenshot re scratch Create basic game (own background as a sprite) Consequences (sprite interaction) loops | <ul style="list-style-type: none"> Control of sprite Add a score/second score for second sprite Use of axis Vertical etc Multiple programmes at same time | <ul style="list-style-type: none"> Introduction to Java script Input Variables Logic Loops create Flashing heart/using Micro bit block in java | <ul style="list-style-type: none"> Create an animation using Pivot Animator Added new frames Imported backgrounds Added sound/gif Suitable audience Suitable story |
| 7 | E-Safety | Hardware/Software - Build a PC Intro to Binary | Scratch (full gaming project) | Reliability what is real on the internet V fakery Intro to Photographic editing (Faking it) | Master criminal (Spreadsheets Project) | Careers/Options Project based work incl PASHE |
| Learning Foci: | <ul style="list-style-type: none"> What is e-safety Password protection Multiple user operator What is a virus? Understanding malware VPN Firewalls Create a mini cyberbullying webpage/Brochure | <ul style="list-style-type: none"> Software v hardware Operating systems Peripherals Inside the CPU Understanding clock speed Binary v Denary | <ul style="list-style-type: none"> Control of sprite re use of "pen" tool (while loop) Sprite to disappear Levels (and for loop) Fire laser ((constant looped movement of said sprite Complete multiple score for multi game play (levels) | <ul style="list-style-type: none"> What is real Faking it examples Fake news websites/portals/urls What can be trusted and how to define/verify information | <ul style="list-style-type: none"> Cell reference practice Entering formulae calculating sums =/profit and loss Decoding formulae Embedding formula re ascending/descending arrays Can you master the mathematical criminal database? | New: TBC (collaboration) DDN/JH |
| 8 | Computational Thinking | Python/Tynker (Turtle) intro to real Coding | Lake Garda multimedia project | Intro to code: web design HTML, CSS | E- safety Contentious issues Project | Database/Top Trumps |

| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------------------|---|---|---|--|--|--|
| | Intro to thinking in Pseudocode | | | | (Spreadsheets Quizmaker) | |
| Learning Foci: | <ul style="list-style-type: none"> Algorithms Decomposition Pattern Recognition Abstraction | <ul style="list-style-type: none"> Python Algorithms For loop Next loop while loop | <ul style="list-style-type: none"> Internet research Using Desktop publisher (logo/corporate identity) Business graphic design | <p>All students to sign into online course:</p> <ul style="list-style-type: none"> What is HTML (mini coding project that explains the link between C++ Java script & HTML and (the very basics of webpages and how to build one) | <ul style="list-style-type: none"> 2 weeks e safety re Sexting and age appropriate protection; Grooming etc Followed by Quizmaker online software re Spreadsheet database quiz design own project | <ul style="list-style-type: none"> Understanding how to build a database Adding a file Creating a field Making a report Templates and assessment Usually based on a Top-Trumps topic |

Drama

Selwood Academy

Drama

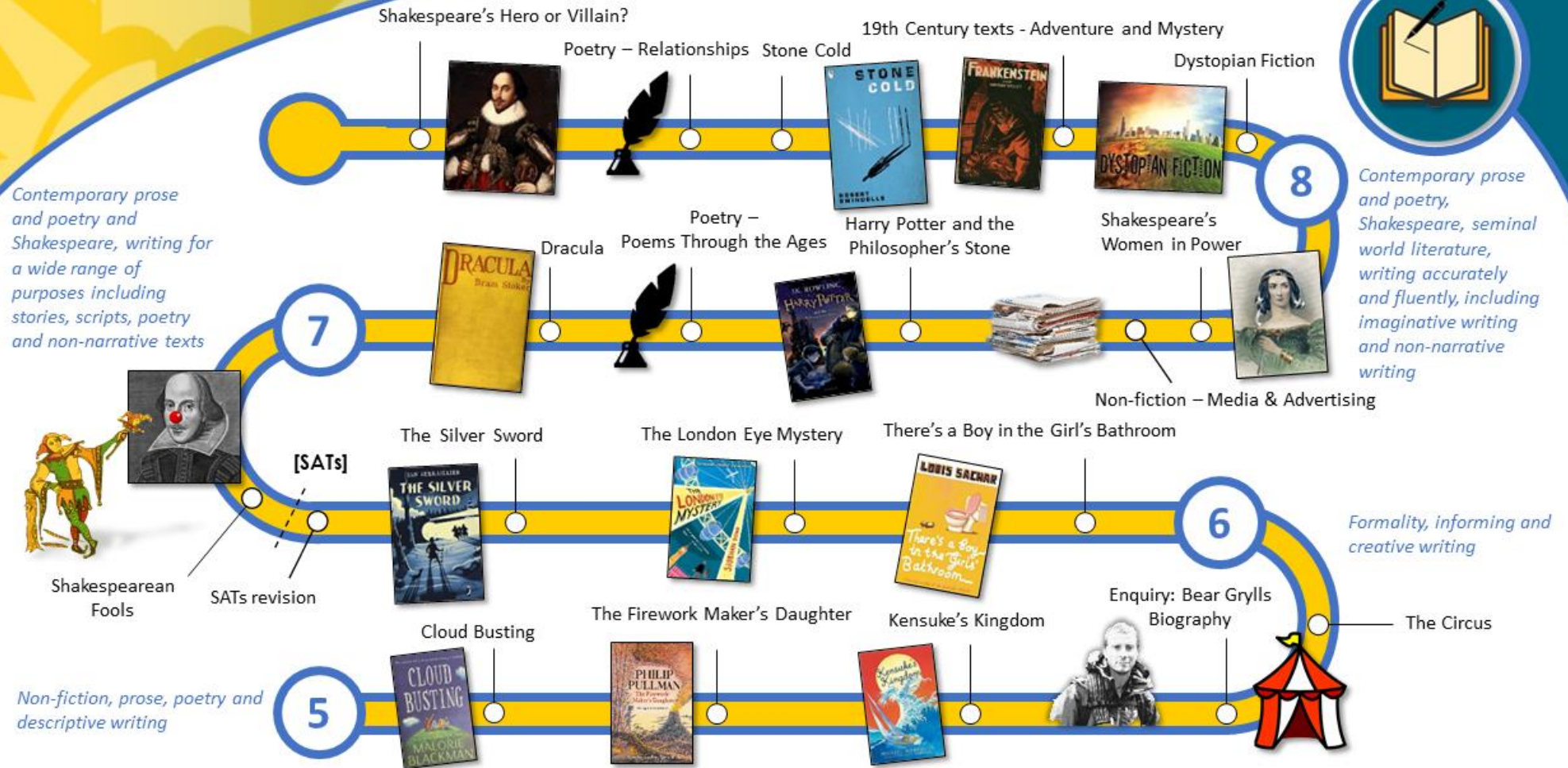


| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|---|-----------------------|-----------------|------------------|-----------------|---------|---------------|
| 5 | Getting to know drama | Interpretations | Romeo and Juliet | Travel Journals | Adverts | Picture this! |

| | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|---|---|--|--|
| Learning Foci: | <ul style="list-style-type: none"> • Introduction to skills • Mime • Tableaux | <ul style="list-style-type: none"> • Development of skills • Mime • Tableaux • Physical Theatre | <ul style="list-style-type: none"> • Exploring Shakespeare • Text • Physical performance • Stage design | <ul style="list-style-type: none"> • Investigation of different countries around the work through drama • Links to Geography | <ul style="list-style-type: none"> • Presentation skills • Use of persuasive language | <ul style="list-style-type: none"> • Introduction to devised work |
| 6 | The Director | Genre | The Wild West | Between Mouthfuls | Macbeth | Picture this extension |
| Learning Foci: | <ul style="list-style-type: none"> • Working together • Team work | <ul style="list-style-type: none"> • General introduction to Genre work | <ul style="list-style-type: none"> • Focused genre work | <ul style="list-style-type: none"> • An introduction to Farce • Timing • Characterisation | <ul style="list-style-type: none"> • Exploring Shakespeare • Text • Atmosphere • Stage/costume design | <ul style="list-style-type: none"> • Further focused exploration of devised work • Scaffolding/structure |
| 7 | Tragicomedy | Soap Operas vs Sitcoms | The Art Gallery | Stanislavski | Page to stage | Detective Fiction |
| Learning Foci: | <ul style="list-style-type: none"> • Waiting for Godot vs Midsummer Night's • Metaphysical • Success and failure | <ul style="list-style-type: none"> • Comparison • Popular culture • Social issues | <ul style="list-style-type: none"> • Recapping and extending devised work • Links to Art/Music | <ul style="list-style-type: none"> • Training techniques for an actor • Action • Super-objectives • Tempo Rhythms | <ul style="list-style-type: none"> • Whole group project • Read through • Audition • Rehearsal • Tech and Dress | <ul style="list-style-type: none"> • Further focused investigation into Genre • Links to History |
| 8 | Brecht | Much Ado about Nothing | The Wheel of Fortune | Community project | ICT project | Page to stage |
| Learning Foci: | <ul style="list-style-type: none"> • Introduction to practitioner • Breaking forth wall • Political theatre • Verfremdung effect • Links to GCSE | <ul style="list-style-type: none"> • Presenting Shakespeare • Monologues • Duologues • Comic garden scene • Links to GCSE | <ul style="list-style-type: none"> • Further exploration of devised work • Links to PASHE (Life choices) • Links to GCSE | <ul style="list-style-type: none"> • Links to PASHE | <ul style="list-style-type: none"> • Developing film techniques | <ul style="list-style-type: none"> • Whole group project • Read through • Audition • Rehearsal • Tech and Dress |

Selwood Academy

English



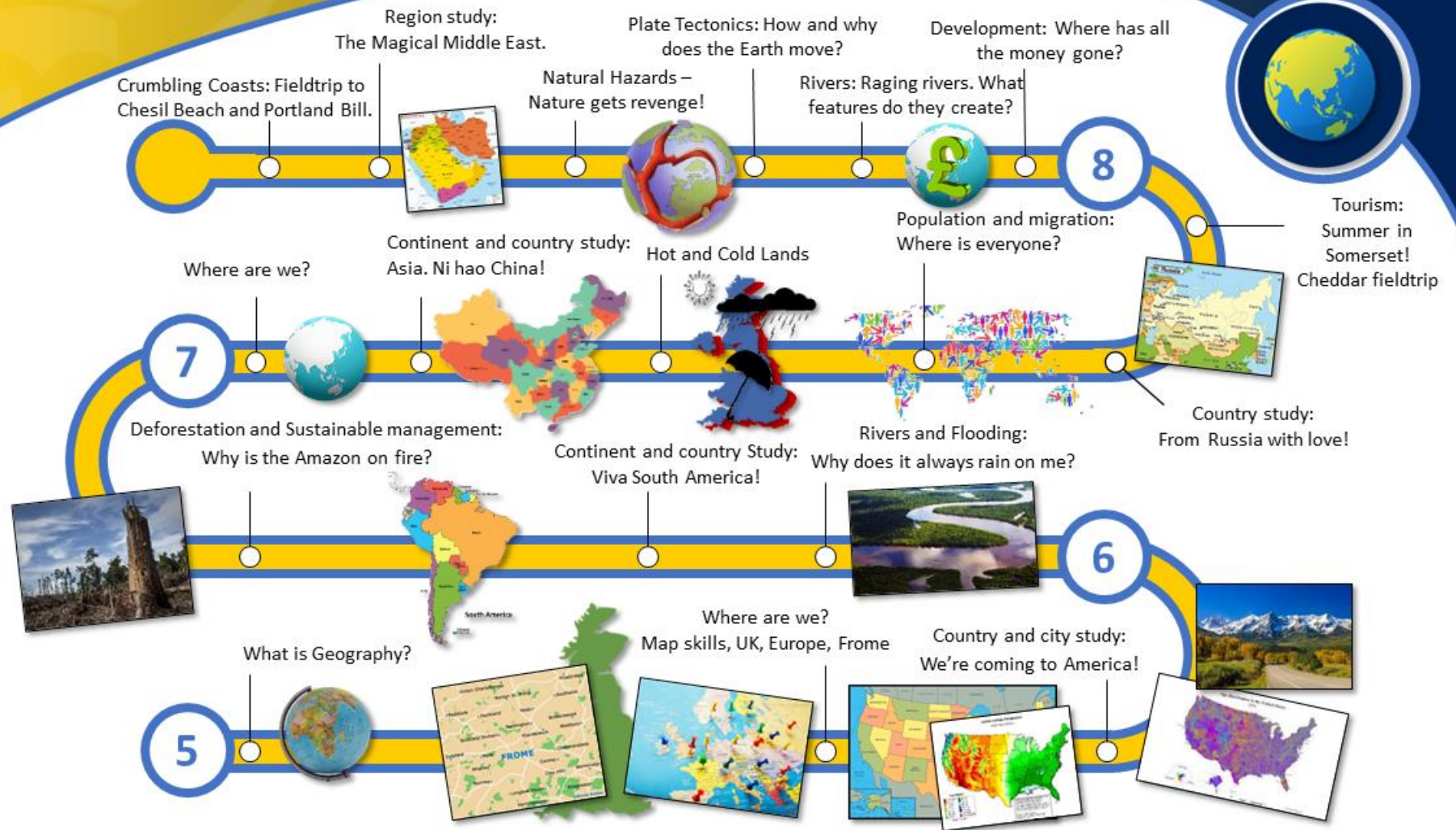
| English | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|--|---|--|--|---|--|--|
| 5 | Cloud busting | Firework maker's daughter | Kensuke's Kingdom | | Non-fiction, Enquiry – Bear Grylls autobiography/biography | The Circus |
| Learning Foci: <i>Non-fiction, prose, poetry and descriptive writing</i> | <ul style="list-style-type: none"> Sentence, punctuation and grammar Handwriting Text Structure and organisation End-point: Writing an informal letter to Davey End-point: To write an Autobiography/ biography. | <ul style="list-style-type: none"> Infer and deduce Composition and effects Drafting and editing End-point: Character description | <ul style="list-style-type: none"> Text structure and organisation Sentence, Structure, grammar and punctuation End-point: Writing a set of instructions | <ul style="list-style-type: none"> Infer and deduce Retrieve and record in-formation Composition and effects Drafting and editing End-point: writing a setting | <ul style="list-style-type: none"> Infer and deduce Predict Comparing texts Composition and effects Handwriting End-point: writing a biography on Bear Grylls | <ul style="list-style-type: none"> Decoding and explaining words Reading for pleasure Retrieve and record information Explain links in the text Text structure and organisation Drafting and editing End-point: Create an advert/poster advertising the circus Write the story to go with the picture book |
| 6 | There's a boy in the girl's bathroom | | The London Eye Mystery | | The Silver Sword | Shakespearean fools |
| Learning Foci: <i>Formality, informing and creative writing</i> | <ul style="list-style-type: none"> Sentence, punctuation and grammar Text Structure and organisation Infer and deduce End-point: To write a formal letter to an important person | <ul style="list-style-type: none"> Summarise Handwriting Text Structure and organisation Retrieve and record in-formation Mid-point: I can create a story map of the main events so far End-point: Writing a diary entry based on a character from our novel | <ul style="list-style-type: none"> Sentence punctuation and grammar Composition and Effects Drafting and editing Retrieve and record information End-point: Writing a short story to create suspense and tension | <ul style="list-style-type: none"> Explain links in the text Decoding and explaining words Retrieve and record in-formation Text Structure and organisation SATs Practice End-point: To write a police report – the disappearance of Salim. | <ul style="list-style-type: none"> SATs Reading for pleasure Predict | <ul style="list-style-type: none"> Comparing texts Comment upon use of language Composition and Effects End-point: Shakespearean jesters - a fact file |
| 7 | Gothic | Poetry – poems through the ages | Harry potter and the Philosopher's stone | | Non-fiction – Media, advertising | Shakespeare's Women in power |
| Learning Foci: <i>Contemporary prose and poetry and Shakespeare, writing for a wide range of purposes including</i> | <ul style="list-style-type: none"> AO1 – identifying meaning with textual detail AO3b – Understanding links, influences and contexts AO6c – effective spelling, punctuation and grammar in written communication | <ul style="list-style-type: none"> AO2 – analysing language, structure and form AO1a – identifying explicit and implicit meaning using textual references AO3a – Comparing writer's ideas and perspectives AO4 – evaluating texts | <ul style="list-style-type: none"> AO5a – varying tone and form dependent on audience, genre and purpose AO5b – effective organisation in written communication AO2 – analysing language, structure and form | <ul style="list-style-type: none"> AO6a – effective vocabulary in written communication AO6b – effective syntax in written communication AO1a: identifying explicit and implicit meaning using textual references | <ul style="list-style-type: none"> AO4 – evaluating texts AO5b – effective organisation in written communication AO6c – effective spelling, punctuation and grammar in written communication | <ul style="list-style-type: none"> AO1a – identifying meaning with textual detail AO1b – Reading to show understanding, engagement and personal response AO2 – analysing language, structure and form |

| English | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|--|--|---|--|--|--|--|
| <i>stories, scripts, poetry and non-narrative texts</i> | <ul style="list-style-type: none"> Mid-point: Write a description of a Gothic setting End-point: Write the opening to a Gothic text | <ul style="list-style-type: none"> Mid-point: Analyse a poem (language, structure and form) End-point: Compare and contrast two poems | <ul style="list-style-type: none"> Mid-point: Non fiction (letter writing) End-point: Non-fiction (Newspaper writing) | <ul style="list-style-type: none"> AO2: analysing language, structure and form Mid-point: Chapter analysis End-point: How does the writer create tension | <ul style="list-style-type: none"> Mid-point: Analyse an advert exploring effect on reader End-point: Create your own advert using persuasive techniques | <ul style="list-style-type: none"> AO5a – varying tone and form dependent on audience, genre and purpose AO5b – effective organisation in written communication AO6a – effective vocabulary in written communication AO6b – effective syntax in written communication AO6c – effective spelling, punctuation and grammar in written communication Mid-point: To write a monologue as one of the female characters/write the missing chapter. END OF YEAR TEST AO1 / AO2 / AO5 / AO6 |
| 8 | Dystopian fiction | 19th Century texts - Adventure and mystery: the adventure begins | Modern novel: Stone Cold | | Poetry – Relationships | Shakespeare's Hero or Villain? |
| Learning Foci: <i>Contemporary prose and poetry and Shakespeare, seminal world literature, writing accurately and fluently, including imaginative writing and non-narrative writing</i> | <ul style="list-style-type: none"> AO3a – Comparing writer's ideas and perspectives AO3b – Understanding links, influences and contexts AO4 – evaluating texts AO5a – varying tone and form dependent on audience, genre and purpose AO5b – effective organisation in written communication AO6a – effective vocabulary in written communication | <ul style="list-style-type: none"> AO2 – analysing language, structure and form AO3a – Comparing writer's ideas and perspectives AO3b – Understanding links, influences and contexts Mid-point: Analysis of an adventure text. End-point: Compare how two authors create suspense and tension. | <ul style="list-style-type: none"> AO1a – identifying explicit and implicit meaning using textual references AO2 – analysing language, structure and form AO6b – effective syntax in written communication AO6c – effective spelling, punctuation and grammar in written communication Mid-point: Write a monologue from the | <ul style="list-style-type: none"> AO1b – reading to show understanding, engagement and personal response, AO3b – understanding links, influences and contexts AO6a – effective vocabulary in written communication Mid-point: Character analysis End-point: Explore how the author presents a character/theme. | <ul style="list-style-type: none"> AO1a – identifying meaning with textual detail AO3a – Comparing writer's ideas and perspectives AO4 – evaluating texts AO6c - Effective spelling, punctuation and grammar in written communication Mid-point: Analysis of a poem, identifying methods End-point: compare and contrast two | <ul style="list-style-type: none"> AO4 – evaluating texts AO3b -- Understanding links, influences and contexts AO1a – identifying meaning with textual detail Mid-point: to what extent do you agree that Caliban, Macbeth, Shylock and Richard III are villains? END OF YEAR TEST AO1 / AO2 / AO5 / AO6 |

| English | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|---------|--|--------|---|--------|---|--------|
| | <ul style="list-style-type: none"> • AO6b – effective syntax in written communication • AO6c – effective spelling, punctuation and grammar in written communication • Mid-point: Design a dystopian world – write a descriptive paragraph about it • End-point: Write a chapter of a dystopian text set in your own world. | | <p>perspective of a character</p> <p>End-point: Persuasive speech writing.</p> | | <p>poems or exam style questions</p> | |

Selwood Academy

Geography



| Geography | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------|--------------------|--------|--|--------|---|--------|
| 5 | What is Geography? | | Where are we? Map skills, UK, Europe, Frome | | Country and city study: We're coming to America! | |

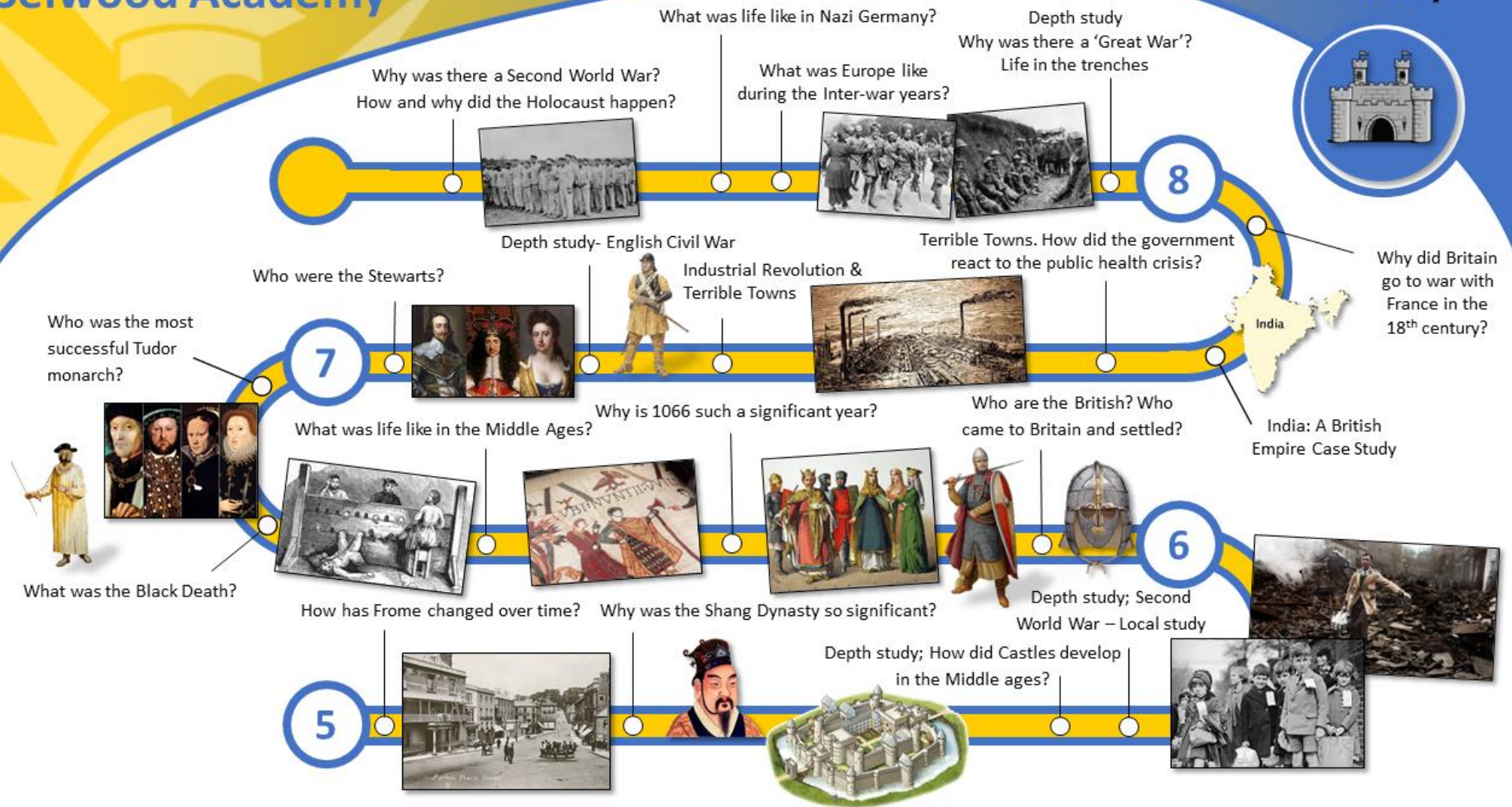
| Geography | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|---|--|---|--|
| Learning Foci: | <p>Introduction to new concept of Geography as a stand-alone subject. Locational knowledge of Continents, Oceans, Equator, Location of countries, capitals, physical, human features, counties, towns, villages.</p> <p>Important first foundation to expand on in future years. Knowledge and skills based module that needs lots of retrieval activities to embed.</p> <p>Pupils complete a continent study as assessment. Secure includes data, maps, place specific detail.</p> | <p>How to read an OS map, use a compass, contour lines, 4/6 Grid references, Continent study: Using maps to locate physical human features of Europe Country study: UK. Maps to locate different Nations, cities etc. Physical/Human features, Frome- where are we? Local OS maps to recap map skills from start of term.</p> <p>Skills and 'sense of place' based module. Pupils use the same skills to look at maps of different places and sizes.</p> <p>Assessment is 'Aliens in Frome!' Pupils write a guide to Frome for the visiting Aliens. Secure includes mapping terminology and place specific detail.</p> | <p>Recap on physical/human world and introduction of 'Environment' as Geography classifications Focus on USA for sense of place and space. Pupils use choropleth maps to form understanding of size, states, and different environments.</p> <p>Regional study of NYC – stereotypes, migration, human features.</p> <p>Year end consolidation of knowledge and skills using a country study.</p> <p>Assessment is Non-fiction piece of writing. Pupils must write a travel blog. Secure will include maps, images facts, place specific Geographical information, descriptions of places studied and focussed on SPaG</p> | | | |
| 6 | Rivers and Flooding: Why does it always rain on me? | Continent and country Study: Viva South America! | | | Deforestation and Sustainable management: Why is the Amazon on fire? | |
| Learning Foci: | <p>The water cycle, river formation and basic features created, impact of flooding on local communities. Emergency management. Learning focussed on physical processes and human exacerbation.</p> <p>Assessment: Geography/Literacy linked with focus on newspaper article discussing flood of local village.</p> <p>Secure includes facts, explanation of geographical processes at work and depth when discussing mitigation.</p> | <p>Knowledge based module with retrieval from year 5. South America, countries, physical/human features, dispelling myths and stereotypes. Brazil as country focus. Physical/Human features, industry, tourism, favelas, Amazon. Compare/contrast with USA from year 5.</p> <p>Knowledge and sense of place. Building on Year 5 skills using choropleth maps to study continent and country. Introduction to ecosystems and tropical biomes.</p> <p>Assessment is Fact file. Secure will have a fact file on Brazil focussing on major cities, different cultures, Amazon rainforest and Climate and include maps, images and explanation on differences within the country.</p> | | | <p>World rainforest deforestation and loss of habitat. Focus on Amazon. Introduction to political decisions by Governments impacting natural world. What is sustainability? How can we manage the planet in a more sustainable way?</p> <p>Environmentally focussed module. Pupils build on term 4 knowledge of Amazon and see how decision making impacts the delicate ecosystem.</p> <p>Assessment: Geography/English: protest speech or letter encouraging empathy and understanding of other cultures. Secure shows knowledge of other cultures, place specific detail and facts, empathetic language and persuasive literary techniques and devices.</p> | |
| 7 | Extreme Environments | Continent and country study: Asia. Ni hao China! | Population and migration: Where is everyone? | Continent study: Africa and Jambo Kenya! | European country study: From Russia with love! | Tourism: Summer in Somerset! Cheddar fieldtrip |
| Learning Foci: | <p>Recap of Year 5/6 and map skills. Focus on Extreme Environments in Antarctica and Sahara and how people live there and conflicts within the area. Pupils look at the human</p> | <p>Locational knowledge of Asian countries and its differing environments and biomes. Main focus is China. Dispelling xenophobic attitudes post COVID. Choropleth maps help</p> | <p>Human geography module focussed on locational knowledge and understanding and interpreting Geographical models eg Demographic Transition Model and Population pyramids.</p> | <p>Continent study of Africa and the horn of Africa. Pupils study place specific facts and develop knowledge of a region in Africa: Horn of Africa. Module dispels myths and preconceptions regarding African countries.</p> | <p>Country and cultural study of Russia. Locational and place knowledge. Physical features and climate. Population structure and location. Rural/Urban areas. Russian conflict with Ukraine. Chernobyl. Russian Natural resources and sustainability.</p> | <p>Honeypot sites. Growth of Tourism in Frome and Somerset. British Tourism inc National parks. Negative impacts of tourism and sustainability. Formation of Cheddar caves. Cheddar as a tourist destination. Fieldtrip to look at impacts of tourism in local area.</p> |

| Geography | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|--|---|---|--|
| | <p>need to explore, they study the climates or differing regions and how humans affect the environment within these regions.</p> <p>First introduction to Geography as stand-alone subject. Knowledge and skills based topic.</p> <p>Assessment is explorer planning to visit Antarctica or Desert and pupils have to plan the trip using maps, kit list, emergency plans, itinerary etc. Secure shows depth of understanding and Geographical knowledge.</p> | <p>embed size and differing environments. Human topics such as migration, rise of Communism, the famine, the one child policy. Chinese future.</p> <p>Assessment is Geography/DT : China in a box. Pupils use a shoe box to create a diorama of an area of China of their choice. Secure is a box showing a detailed environment, facts and something 'extra' that shows independent thinking.</p> | <p>Pupils look at reasons there are high/low birth rates in specific countries and the factors that influence them. They also study migration/refugees/illegal migrants and understand push/pull factors.</p> <p>Assessment is Geography/English focussed. Pupils write a Geographically accurate diary or interview with a migrant. Secure includes emotive language and other English devices as well as Geographical knowledge and explanation.</p> | <p>Kenya is focussed on location, physical human features, other cultures: eg Maasai and tourism and sustainability.</p> <p>Assessment is Geography and English focussed: Pupils design a brochure or itinerary for a weeks trip to Kenya for a family of four focussing on sustainable travel. Secure uses persuasive language must be used and focus must be in educating tourist to be sustainable as much as possible In their travel.</p> | <p>Purpose of this module is to study a HIC in Europe and broaden pupils understanding of another culture, a significantly larger country than the UK and one that has a very different political system and Governance. It allows comparison with its 'enemy' the USA and comparison with another BRICS country: Brazil.</p> <p>Assessment: Geography/English – pupils write an interview with a Pripyat resident. They are residents of Pripyat and must including information on life in communist Russia, cause of Chernobyl disaster, effects on people and the environment (positive as well as negative) and future for Pripyat.</p> | <p>Pupils undertake tour of caves to see physical processes at work. They undertake questionnaires from the public, hypothesise and collect data, and present in a Scientific way in the class.</p> <p>Assessment: Geography/Science/Maths Data from fieldtrip analysed and pupils work in pairs to create an A5 piece of work looking at the impacts of Tourism on Cheddar. Secure is focussed on positive and negatives of Tourism and sustainable tourism. There will be reference to impact on natural environments. Producing graphs, suggesting hypothesis etc</p> |
| 8 | Development: Where has all the money gone? | Rivers: Raging rivers. What features do they create? | Plate Tectonics: How and why does the Earth move? | Natural Hazards – Nature gets revenge! | Region study: The Magical Middle East. | Crumbling Coasts: Fieldtrip to Chesil Beach and Portland Bill. |
| Learning Foci: | <p>Introduction to GCSE terminology. Looking at Empire, how UK became more developed than other countries. Reasons for inequality globally. Corruption and Political mis-management. How development is measured. Focus on India as a country example of inequality and differing rates of development regionally.</p> | <p>Building on Rivers, and flooding in Year 6, and preparing for GCSE. Retrieval of water cycle, and causes of rainfall. River features from source to mouth. Physical processes underway to create these features. Fluvial process at work to erode and deposit. How humans impact the river channel and course. Hard and soft engineering. Evaluation of</p> | <p>First introduction to Plate Tectonic theory in preparation for GCSE. Some knowledge based lesson looking at structure of the earth, plate movement, plate boundaries and associated features, Volcanoes and earthquakes specifically. Pupils look at disaster management and role of Science, NGO's and Governments in predicting and managing eruptions/movement. Importance of geothermal</p> | <p>All lesson are taught via specific case studies in order to give a sense of location, place and world knowledge. Indonesian Tsunami, French Avalanche, Australian Fire, Hurricane Katrina, Tornado Alley, Sahel Drought.</p> <p>These all follow a similar pattern of the cause, effects, mitigation and exacerbation and take two lessons each. Pupils study real life news reports via Youtube and hear first hand accounts as well as the physical Geographical process that take place. They</p> | <p>Locational knowledge of the region. Pupils look at the differing religions in the area and evaluate if they live in harmony. Country studies to explore sense of place, knowledge, comparisons, differing environments and political systems in one region. All places that have featured in the news or on social media. Afghanistan and focus on Malala Yusfzai, Iran, Qatar, Yemen, Dubai.</p> <p>Assessment is Geography/English:</p> | <p>Pupils look at coastal area in South West providing locational and regional knowledge. Pupils study physical processes of general coastal erosion, deposition and associated features. Prior to trip to Dorset pupils choose a question to investigate from a selection that covers physical and human features found specifically in this area. Data is collected via field sketches and secondary data due to time constraints.</p> |

| Geography | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------|--|--|--|---|--|---|
| | <p>UN Global Goals and their importance and what they can teach us about sustainability.</p> <p>Assessment is a choice: Geography/DT – invention to help stop an aspect of climate change/pollution Secure work is a practical invention that clearly shows thought and encompasses the global goals with explanation and detail.</p> <p>Geography/Art – poster to advertise the 17 Global Goals and what people can do to help achieve them. Secure shows independence and depth of understanding.</p> <p>Geography/English – a Greta Thunberg style impassioned speech. Secure uses appropriate literary devices for a speech eg power of three.</p> | <p>effectiveness their effectiveness.</p> <p>Assessment is Geography/DT: pupils build a 3D river channel and add all features from source to mouth. Secure is a model that has all features labelled and clearly identifiable.</p> | <p>energy in sustainable energy production. Many different case studies looked at in differing levels of detail. Main ones are Mount St Helens for lateral blast and link to USA from year 5. Nepal earthquake as management of hazards in remote area and LIC.</p> <p>Assessment: Geography/R&P/PASHE Pupils undertake a 'real time' Decision Making Exercise following an eruption on Montserrat. They use skills such as map reading, data handling, satellite imagery, and in groups have to show empathy, understanding of other cultures and needs and work together to manage the 'crisis'. Assessment is conducted using a score system based on successful decisions. 60% is secure</p> | <p>also re-cap on knowledge of climate, plate tectonics, USA and adapting disaster management to each specific hazard.</p> <p>Assessment is Geography/Drama/English/DT. Pupils are reporting from a disaster zone. They can video themselves reporting including all aspects of cause, effect, mitigation, exacerbation and management.</p> <p>Pupils can also submit this via a written report in 'online news' style.</p> <p>Or build an 'Avalanche Prevention Invention'</p> <p>Secure includes facts, knowledge, place specific detail, mitigation and possible exacerbation of the disaster by others.</p> | <p>Pupils are working for a broad sheet newspaper and must write an interview with either rebel fighters (eg Taliban or Houthi's) or Government leader (eg Hadi in Yemen) or a woman in Afghanistan/Yemen.</p> <p>Secure includes maps, images and reasons for their situation, factual information, opinions, first person writing and Geographical terminology throughout.</p> | <p>Assessment is solely Geography focussed as pupils produce a 'mini' coursework answering their chosen question and including introduction, maps, sketches, images and written descriptions and conclusions.</p> <p>Secure includes sketches of coastal processes, description of key terms, some explanation of processes at work and evidence of thought and structure to make their work as professional as possible.</p> |

Selwood Academy

History



| History | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|--|--|--|---|
| 5 | Frome: A Local study, How has Frome changed over time? | Why was the Shang Dynasty so Significant? | How did Castles develop in the Middle ages? | | Depth study; Second World War. Overview | |
| Learning Foci: | Continuity and Change. A study of how Frome has changed, giving pupil's knowledge and understanding of the area in which they live. | Significance. An Ancient World study outside of Europe. Pupil's study sources of evidence to judge the significance of the Shang Dynasty. | Why were Castles built? Where to build a Castle How to attack a Castle Significance of Castles in England. | Off-site learning Castle visit. Understanding our heritage, why do we have Castles in England and Wales? | Historical Enquiry Main events The Blitz Rationing Evacuation | Understanding of local History during the Second World War. Research their own History find out about family's involvement. |
| 6 | Who are the British? Who came to Britain and settled? | Why is 1066 such a famous year? Why did William win at the Battle of Hastings? | What was life like in the Middle Ages? How did people treat the sick? | What was Black Death? | Who was the most successful Tudor Monarch? | Who was the most successful Tudor Monarch? |
| Learning Foci: | Understanding of our roots. Who are the British? Chronological understanding, sequencing events, who settled in England, who our ancestors were. | Who should be King? Two invasions, Vikings and Normans – Norman conquest. Narrative writing | Links to studies Medicine in through time. Change and continuity. Source analysis | Interpretation of primary and secondary sources on Black Death. Source Analysis | Historical Enquiry of 5 Tudor Monarchs | Extended writing, who was the most Significant Tudor Monarch? Significance |
| 7 | Who were the Stuarts? – Gun Powder Plot | Why did the English fight each other? English Civil Wars – Oliver Cromwell | How did the Industrial Revolution affect the lives of ordinary people? | Terrible Towns. How did the Government react to the Public Health crisis? | Depth Study – Why are there different views about British Rule in India? | Why Did Britain go to war with France in the 18th Century? |
| Learning Foci: | Written answer Interpretation of Sources on James I. Source Analysis Role of Parliament. Change of religion; why is Britain a Protestant Nation? | Essay on the causes of the English Civil War. Causation Changing Democracy – Monarchy and England as a Republic. | What caused the Industrial Revolution? Offsite learning; visit to Victorian Museum of work. | Public health in the 19 th Century. | Study of British Empire Links to Diversity and discrimination. Who came to Britain in the 20 th Century? | What were the consequences of the Treaty of Paris 1763 and the Battle of Trafalgar 1805? |
| 8 | Depth study Why was there a 'Great War' | What was life like for British Soldiers in the trenches? | What was Europe like during the Inter-war years? | What was life like in Nazi Germany? | Why was there a Second World War? | Depth study How and why did the Holocaust happen? |
| Learning Foci: | Remembrance. Why did Britain become involved in the First World War? Written essay, short and long term causes of the war. Causation | What were the experiences of British Soldiers in the Trenches? Interpretation of Primary sources. Source Analysis. Offsite Learning: Battlefields tour, Belgium and France. | Democracy and Dictatorship, what are differences? Communism and Fascism in Europe. Study of different political systems. Why is Britain a Democracy? | Dictatorship and life for ordinary people in Nazi Germany in the 1930's. Intolerance links to racism and discrimination. | Overview of causes for the Second World War. Some of the Major events. Who came to Britain after the war? Links to Diversity and Discrimination. | Links to Judaism, what was life like for Jewish people in Europe before the Nazis? Links to Diversity and Discrimination. Remembrance. Understanding terms Genocide. Holocaust. Offsite Learning; Holocaust museum IWM London. |

Selwood Academy

Languages



Le Weekend dernier
(Last Weekend)

Manger et Boire!
(Food and Drinks!)

Le ménage et les sorties
(Household Chores and Going out)



-Greetings and Farewell -Name Numbers -1-20 -Age -Numbers: units of 10 -Where you live
-Map/ flag/ capital cities/ cities/ rivers/ landmarks -Interesting facts -Snacks
-Ordering food and drinks -Money (Euros)



8

Moi et ma famille
(Self and family)

Chez Moi
(My House)

Ma Journée!
(Daily routine)

On s'amuse!
(Sports and Games!)

7

Mes Loisirs
(My hobbies)

Je me décris
(Describing self)

Où j'habite
(Where I live)

Je me présente
(About me !)



6



Salut!
(Greetings)

La Rentrée!
(Back to school)

J'ai mal!
(I'm hurting!)

Au Café
(At the café)

5



| Languages | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|---|---|--------|---|--|
| 5 | <u>Salut!</u> (Greetings) | <u>La Rentrée!</u> (Back to school) | <u>J'ai mal!</u> (I'm hurting!) | | <u>Au Café</u> (At the café) | |
| Learning Foci: | <ul style="list-style-type: none"> Greetings How are you Name Comment ça s'écrit? Where you live <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Q+A - Nouns - Gender (masculine/ feminine) - Number (singular / regular plural nouns) - Adjectives (word order) - Sentence structure <p><u>Cultural aspects:</u></p> <ul style="list-style-type: none"> - Schools in France (La Rentrée scolaire) - Letter to Santa in French | <ul style="list-style-type: none"> Classroom objects Classroom language Numbers 1-10 Colours | <ul style="list-style-type: none"> Body parts Hair Eyes Pains <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Revision of nouns - Revision of colours - Sentence structure - Adjectival agreement <p><u>Cultural aspects:</u></p> <ul style="list-style-type: none"> - Epiphany in France - Easter in France | | <ul style="list-style-type: none"> Food and Drinks vocab Au café Ice cream/ pizza flavour <p><u>Grammar:</u></p> <p>Nouns</p> <p>Gender (masculine/ feminine)</p> <p>Number (singular / regular plural nouns)</p> <p>Sentence structure</p> <p><u>Cultural aspects:</u></p> <ul style="list-style-type: none"> - Food in France + French territories - Euros | |
| 6 | <u>Je me présente</u> (About me !) | | <u>Où j'habite</u> (Where I live) | | <u>Je me décris</u> (Describing self) | <u>Mes Loisirs</u> (My hobbies) |
| Learning Foci: | <ul style="list-style-type: none"> Greetings Name Alphabet Numbers Age Months Birthday <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Questions and answers - Sentence structure - Negative sentences - Auxiliary verb: Avoir - 1 to 100 <p><u>Cultural aspects:</u></p> <ul style="list-style-type: none"> - Christmas theme | | <ul style="list-style-type: none"> Where you live Countries Nationalities Siblings Animals <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Questions and answers - Nouns - Gender (masculine/ feminine) - Number (singular / regular plural nouns) - Sentence structure - Introductions of pronouns - Revision of auxiliary verb: Avoir - Negative sentences <p><u>Cultural aspects:</u></p> <ul style="list-style-type: none"> - La chandeleur | | <ul style="list-style-type: none"> Physical description Personality/ character Hair and eyes <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Revision T 1 to 3 - Auxiliary verb: Être - Colour - Word order - Pronouns - Negative sentences | <ul style="list-style-type: none"> Hobbies Immediate Future Opinions Reasons Weather <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Verbs - Aller - Working from memory |
| 7 | <u>Moi et ma famille</u> (Self and family) | <u>Chez Moi</u> (My House) | <u>Ma Journée!</u> (Daily routine) | | <u>On s'amuse!</u> (Sports and Games!) | |
| Learning Foci: | <ul style="list-style-type: none"> Name Alphabet Auxiliary verb: avoir Age Auxiliary verb: être Physical description Personality Brothers & sisters | <ul style="list-style-type: none"> Where you live Types of accommodation Location Countries Opinions + reasons Rooms in the house | <ul style="list-style-type: none"> Daily routine vocabulary (before school and after school) Telling the time School subjects Timetable Expressions of likes and dislikes Justifying opinion | | <ul style="list-style-type: none"> Hobbies vocabulary Weather Household chores Immediate Future Making plans <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Revision of nouns/ verbs - Sentence structure | |

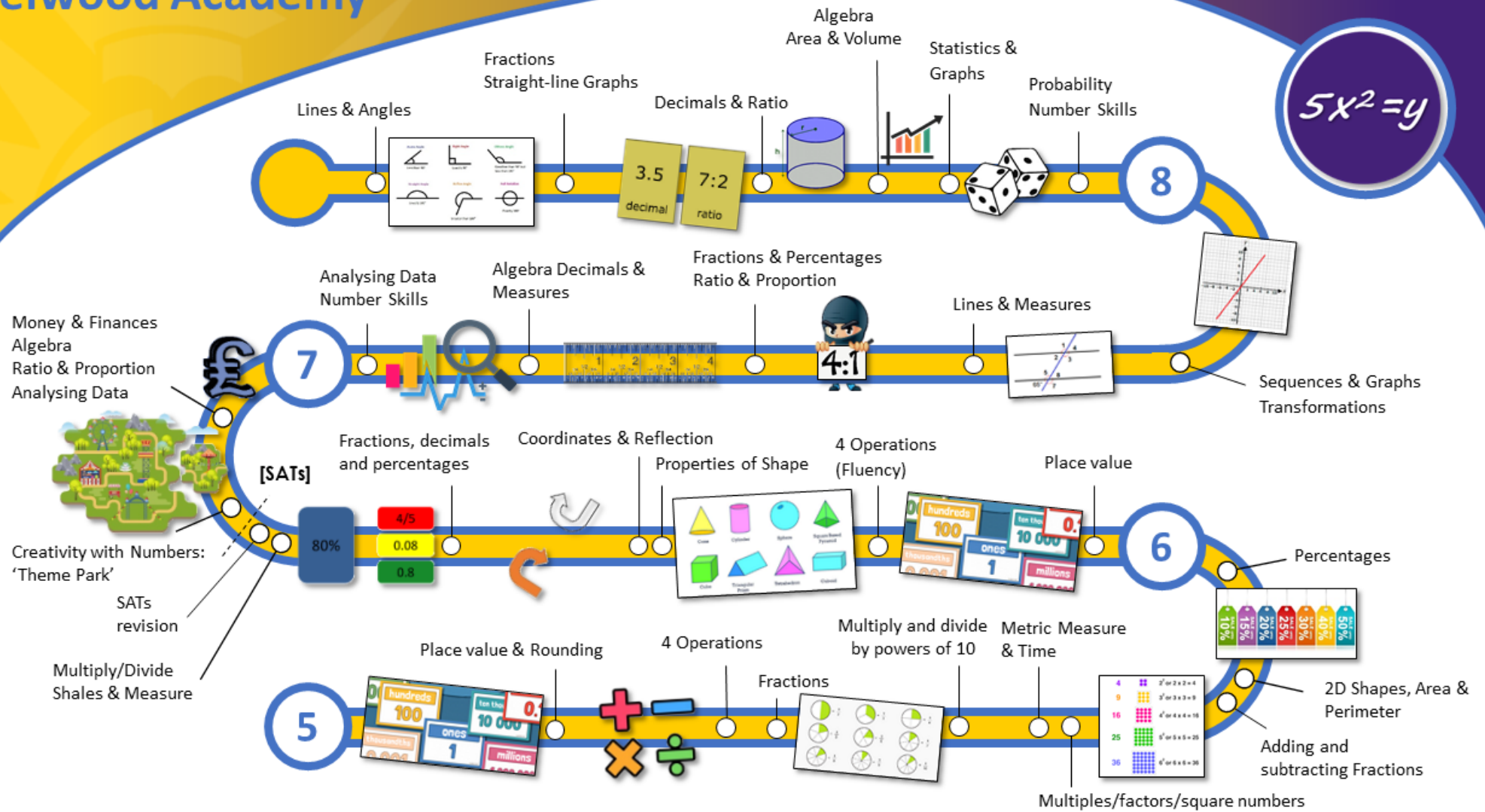
| Languages | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|--|--|--|--------|
| | <ul style="list-style-type: none">Hair & eyes <u>Grammar:</u> <ul style="list-style-type: none">- Revision of nouns- Pronouns- Auxiliary verbs: avoir/être- Questions and answers- Negative sentences- Adjectival agreement using être | <u>Grammar:</u> <ul style="list-style-type: none">- Nouns (gender + number)- Articles- Different words for "in"- Sentence structure- Translation skills- introduction to HLP- introduction to intensifiers- Adjectival agreement (word order) <u>Cultural aspects:</u> <ul style="list-style-type: none">- Places in France- La Francophonie | <u>Grammar:</u> <ul style="list-style-type: none">- Verbs (infinitive + reflexive)- Present tense of ER verbs- Revision of nouns- Higher Level phrases- Intensifiers- Sentence structure <u>Cultural aspects:</u> <ul style="list-style-type: none">- Schools/ educational system in France | | <ul style="list-style-type: none">- Revision of opinions + reasons- Pronouns- Revision of ER verbs in the present tense- Introduction of the Immediate Future. | |
| 8 FRENCH | <u>Le ménage et les sorties</u> (Household Chores and Going out) | | <u>Manger et Boire!</u> (Food and Drinks!) | | <u>Le Weekend dernier</u> (Last Weekend) | |
| Learning Foci: | <ul style="list-style-type: none">Household choresDays of the weekFrequency wordsOpinions + ReasonsImmediate Future tenseMaking and reacting to invitationsMaking excuses <u>Grammar:</u> <ul style="list-style-type: none">- Revision verbs- Revision of Present tense of ER verbs- Pronouns- Modal verbs- Revision of infinitive <u>Cultural aspects:</u> <ul style="list-style-type: none">- La Toussaint | | <ul style="list-style-type: none">Food and Drinks vocabularyDefinite articlePartitive articleQuantities <u>Grammar:</u> <ul style="list-style-type: none">- Revision of nouns/ verbs- Sentence structure- Revision of opinions + reasons- Definite + partitive articles- Present + Past tense <u>Cultural aspects:</u> <ul style="list-style-type: none">- Regional specialties- La chandeleur | | <ul style="list-style-type: none">CountriesHobbiesOpinionsThe Perfect TenseFrequency words3 tenses: Past/ Present & Future <u>Grammar:</u> <ul style="list-style-type: none">- Prepositions- Revision of Past Tense- Revision of nouns- Auxiliary verb: être- Adjectival agreement <u>Cultural aspects:</u> <ul style="list-style-type: none">- Le 14 juillet- Paris | |
| 8 MFL 2 | <u>German</u> | | <u>Spanish / Italian</u> | | <u>Italian / Spanish</u> | |
| Learning Foci: | <ul style="list-style-type: none">Greetings and FarewellNameNumbers 1-20AgeNumbers: units of 10Where you liveMap/ flag/ capital cities/ cities/ rivers/ landmarksInteresting factsSnacksOrdering food and drinksMoney (Euros) | | | | | |
| | <u>Grammar:</u> <ul style="list-style-type: none">- Nouns (gender and number) | | | <u>Cultural aspects:</u> <ul style="list-style-type: none">- Halloween | | |

| Languages | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----------|--|--------|--------|--|--------|--------|
| | <ul style="list-style-type: none">- Thinking about language patterns.- Using a bilingual dictionary- Pronunciation rules | | | <ul style="list-style-type: none">- Christmas- Valentine's Day- Easter- Food: specialities from different countries | | |

Selwood Academy

Maths

$$5x^2 = y$$



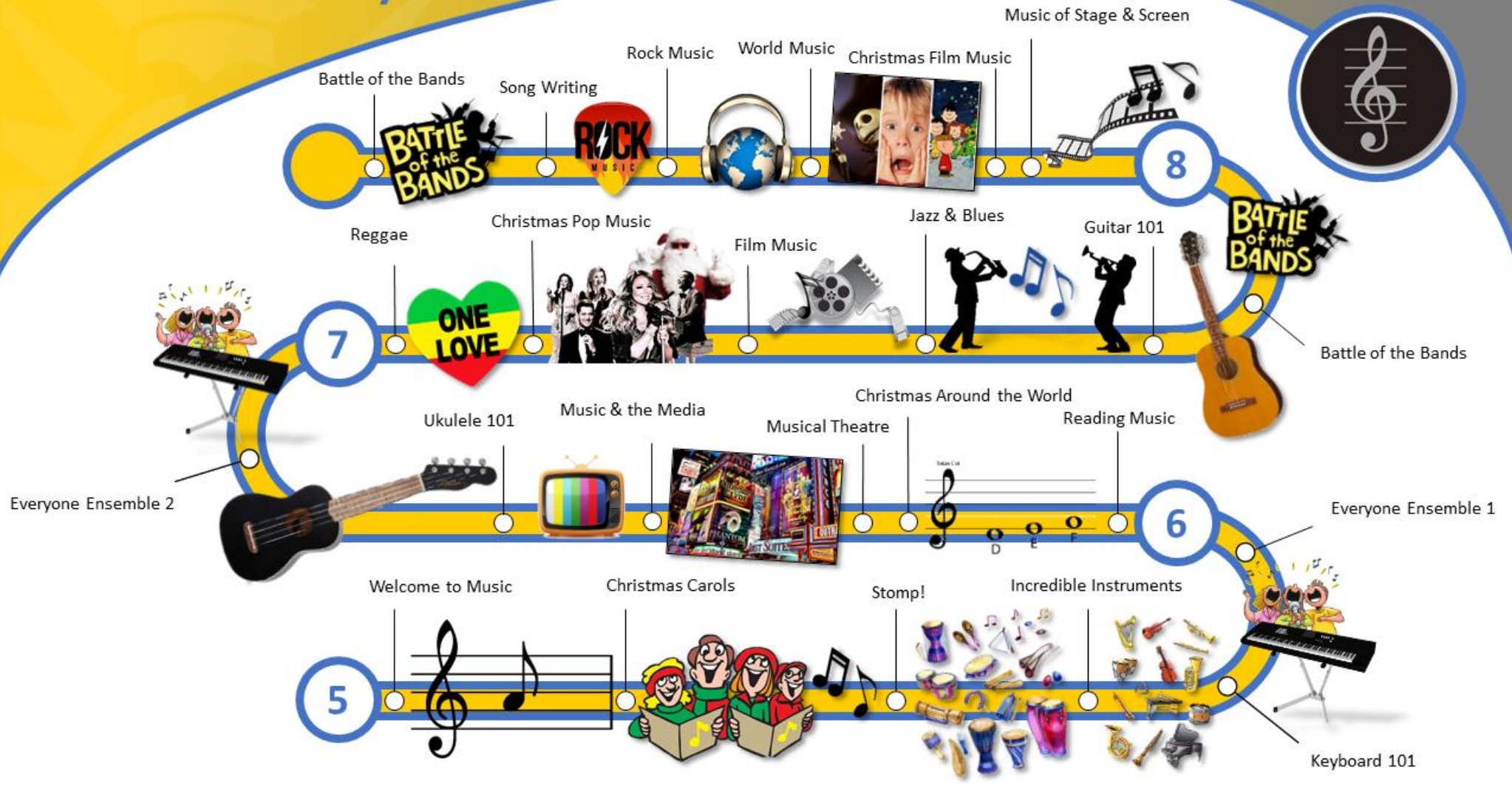
| MATHS | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|---|--|---|--|
| 5 | 1. Transition activities 2. Place Value (includes rounding & decimals) | 4 Operations | 1. Fractions 2. Multiply/Divide by powers of 10 | 1. Multiples/factors/ primes/square numbers 2. Measure | 1. 4 Operations 2. Add/Subtract Fractions | 1. Place Value 2. Percentages 3. Shape & Measure |
| Learning Foci: | 1. Pupils bridge learning between first school and year 5, teachers assess 2. To be fluent with base 10 system, able to apply | To review/practice basic number bonds; to have understanding of operations, and their relationships (esp. inverses); to apply consistent methods in variety of problems | 1. To have conceptual understanding of fractions, esp. equivalent fractions; to be fluent converting between improper/mixed numbers 2. To review and apply place value (inc decimals) | 1. To build on TT and number knowledge; to extend reasoning/prob-solving skills 2. To understand time and metric conversions (start with basics of what measure means/is, using practical resources) | 1. Extend fluency, formalise multi-step methods, extend all with problem-solving including with money/real-life 2. Build on knowledge of equiv fractions to find common denominators, extend as ready | 1. To understand negative numbers in context (esp. re temperature); to know basics of roman numerals 2. To have an intro into % & FDP equivalence 3. To build on knowledge of 2D shape properties: angles, perimeter, area |
| 6 | 1. Place Value 2. Add/Subtract | 1. Multiply/Divide 2. Properties of Shape 3. Position and Direction | 1. Fractions 2. FDP Equivalence | 1. Percentages 2. Multiply/Divide 3. Multiples/Factors/Sq. | 1. Shapes and Measures 2. SATs 3. Theme Park activity | 1. Money & Finances 2. Algebra 3. Ratio & Proportion 4. Analysing Data |
| Learning Foci: | 1. To review and extend to millions; to ensure fluency in powers of 10 2. To review and practice formal methods, esp. decimals & probl-solving | 1. To consolidate preferred method of multip; to ensure fluency in applying methods 2. To build on knowledge and extend to reasoning with 2D shapes; intro to 3D shape and properties 3. To introduce quadrants and coordinates; to practice/extend reflection | 1. To build on knowledge of equivalent fractions, compare and order; to build fluency with 4 operations with fractions 2. To identify and practice recognising FDP equivalents; to extend to reasoning/'explaining' in comparing questions | 1. To be able to find a % of an amount, extending to multiples of 5% & 1% 2. To review methods, esp. division with 2-digit divisor and multiples 3. To build on knowledge of multiples, factors, squares, primes; to focus on distinguishing factors/multiples | 1. To read/interpret scales; to use metric conversions to solve reasoning problems; to review and build on knowledge of area & perimeter; to review time and timetables; to build on knowledge of angles in a triangle and drawing angles 3. Real-life project post-SATs to engage creativity with using numbers | 1. To introduce algebra, why we use it; to understand collecting terms, simplifying exp; extend as ready 2. To solve missing value problems using proportion; to solve problems involving similar shapes; to recognise ratios, simplify them, and divide quantities into a 2-part ratio. 3. To begin KS3 curriculum: to generate, organise, and analyse data |
| 7 | 1. Analysing Data (12-13) 2. Number Skills (16-17) | 1. Continue Number 2. Algebra (15-16) 3. Decimals & Measures (15-16) | 1. Continue Decimals & Measures 2. Assessment week (3) | 1. Fractions & Percentages (15-16) 2. Ratio & Proportion (13-14) | 1. Continue Ratio & Proportion 2. Lines & Measures (14-15) | 1. Sequences & Graphs (11-12) 2. Transformations (9-10) 3. Assessment week (3) |
| Learning Foci: | 1. To Recap from end of previous year as needed 2. To consolidate 4 operations, factors/mult/ primes/squares, negative numbers; to understand | 1. To understand function machines, simplifying expressions, expanding single brackets, substitution, writing expressions and formulae | To understand length/mass/ capacity; to consolidate and extend work with area/perimeter | To compare/order; to simplify fractions; to find fractions of an amount; to understand unit complements; to convert amongst FDP; to find % of | 1. Begin end of last term; to introduce unitary method/direct prop; to write ratios/find missing parts; to conceptually | 2. To calculate term-to-term rules and find missing; to identify pattern sequences; to work with arithmetic, Fibonacci and geometric sequences; to |

| MATHS | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|---|---|--|---|---|
| | how to convert with money and time | 2. To review decimal place value and rounding and to consolidate the four operations with decimals | | an amount; to introduce concept of multiplier; EXTEND with year 8 Unit 10 (and ensure cover well, as not covered later) | relate frxns/ratios and %/proportion 2. To draw angles and triangles; to calculate missing angles in triangles and quadrilaterals; EXTEND with yr 8 Unit 7 | calculate n th term; to plot coordinates from a rule, then plot straight line graphs; to find midpoint of line segment 2. To review congruency/symmetry; to identify and draw reflections, rotations, translations |
| 8 | 1. Probability (11-12) 2. Number (17-18) | 1. Cont. Number 2. Statistics & Graphs (13-14) | 1. Algebra (13-14) 2. Area & Volume (13-14) | 1. Cont. Area & Volume 2. Assessment week (3) 3. Decimals & Ratio (12-13) | 1. Cont. Decimals & Ratio 2. Fractions (10-11) 3. Straight-line Graphs (11-12) | 1. Cont. Straight-line Graphs 2. Lines & Angles (11-12) 3. Assessment week (3) |
| Learning Foci: | 1. To use probability games to review fractions and number skills; to calculate probability including OR problems, experimental and expected outcomes | 1. To review/practice 4 operations; to calculate with negative numbers; to review order of operations, including with powers/roots/fractions; to study divisibility, factors, multiples, factorising 2. To calculate with pie charts; to draw/interpret tables; to use tables/charts to compare data; to draw/analyse stem and leaf diagrams; to draw/interpret scatter graphs; to discuss real life graphs as time allows: conversion graphs, D/T graphs, line graphs | To calculate with powers, to expand double brackets and factorise; to solve one and two-step equations with formal balancing method | To calculate area of triangle, parallelogram, trapezium; to calculate volume of cubes and cuboids; to draw and reason with nets; to calculate surface area of cubes and cuboids; to deepen understanding of metric and metric/imperial conversions | 1. To order decimals; to round to degrees of accuracy including sf; to calculate using place value with decimals in mult/div; to split amount into ratio with money 2. To compare/order; to calculate with 4 operations; to calculate with mixed numbers | 1. To relate direct proportion and graphs; to calculate gradients; to understand equation of straight-line graphs and plotting 2. To solve problems using properties of quadrilaterals; to identify alternate and corresponding angles in parallel lines; to begin to use proofs in solving angle problems; to calculate the sum of interior and exterior angles in a polygon. |

Music

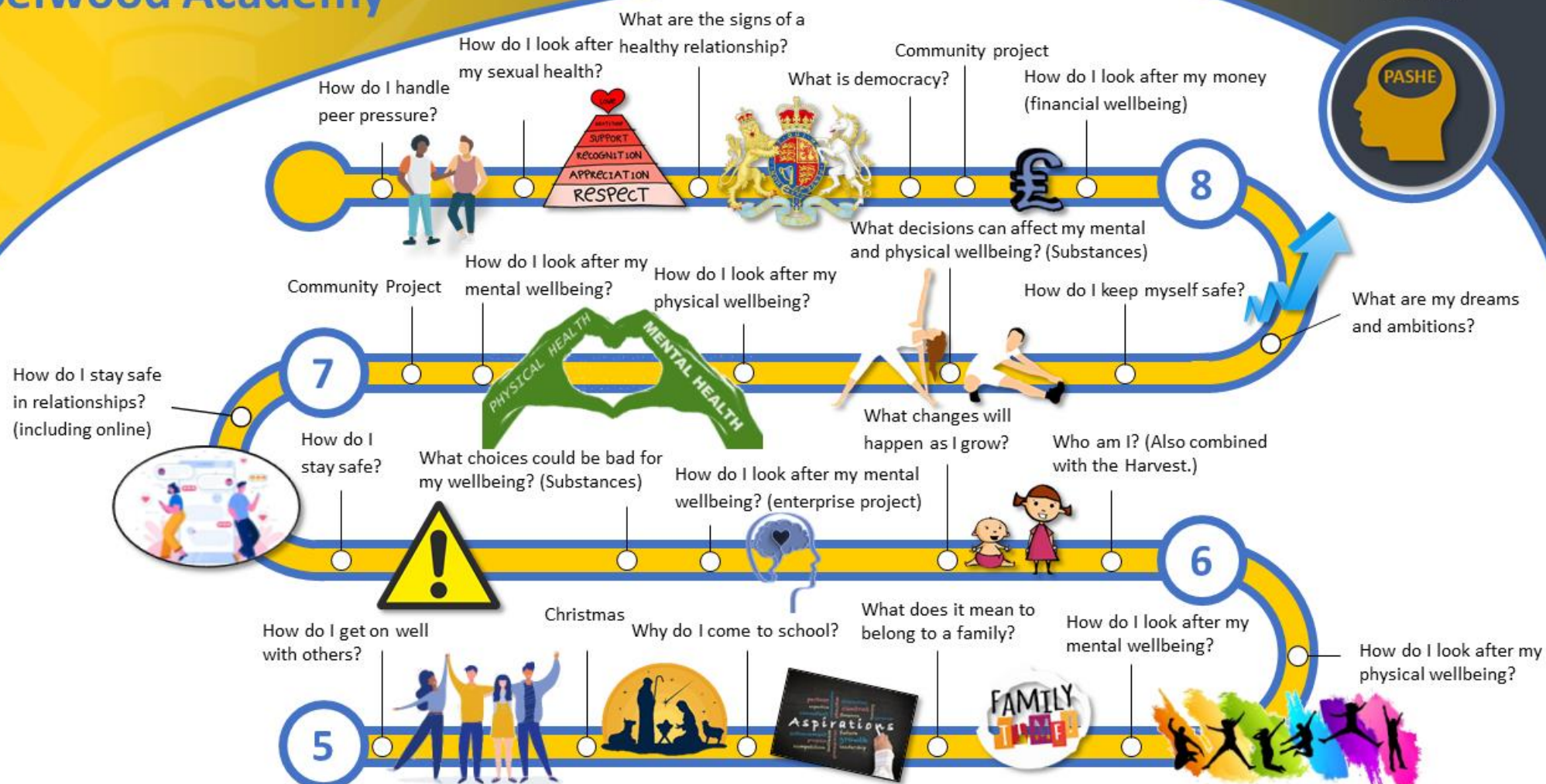
Selwood Academy

Music



| MUSIC | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|---|--|--|---|---|
| 5 | Welcome to Music | Christmas Carols | Stomp! | Incredible Instruments | Keyboard 101 | Everyone Ensemble 1 |
| Learning Foci: | -Learn key musical vocabulary -Create performances in groups based around this vocabulary | -Use boom whackers to perform a Christmas Carol as a class -Understand fundamentals of reading and following sheet music | -Understand note values and how to recognise these -Compose a piece of music in groups using percussion instruments | -Learn about instruments of the orchestra -Practise listening skills and familiarise pupils with key musical terms linked to specific instruments | -Learn the fundamentals of using a piano/ keyboard and create a performance. - Learn and use practical musical vocabulary | - Work as an ensemble to perform a piece of music using keyboards and voice - Practise instrumental and teamwork skills. |
| 6 | Reading Music | Christmas Around the World | Musical Theatre | Music & the Media | Ukulele 101 | Everyone Ensemble 2 |
| Learning Foci: | -Learn how to read music on the stave and different musical symbols -Create short performances using this understanding | -Study facts and key words about Christmas music from a variety of countries -Use keyboards to perform a Christmas song from another country | -Understand vocabulary and practise listening skills based on musical theatre -Perform a piece of music from a musical using keyboard or voice | -Study how music is used in the media and practise analytical skills -Compose music for an advert including background music and a jingle. | -Learn the fundamentals of using a ukulele - Learn fundamentals of reading and following music written for ukulele and perform using this | - Work as an ensemble to perform a piece of music using keyboards, ukuleles and voice - Practise instrumental and teamwork skills. |
| 7 | Reggae | Christmas Pop Music | Film Music | Jazz & Blues | Guitar 101 | Battle of the Bands |
| Learning Foci: | -Study facts and key words about reggae music, focusing on the history of this musical style. -Use voice, keyboards or ukuleles to perform a piece of Reggae music in groups | -Study facts and key words about Christmas music from a variety of countries -Use keyboards to perform a Christmas song from another country | -Understand vocabulary and practise listening skills based on film music -Compose a piece of film music for a short clip using key features | -Study facts and key words about Jazz and Blues music and practise listening skills. -Use keyboards, ukuleles or voice to perform a piece of Blues music and improvise. | -Learn the fundamentals of using an acoustic guitar - Learn fundamentals of reading and following music written for guitar and perform using this | -Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar -Compete in year groups for a performance slot at the summer concert. |
| 8 | Music of Stage & Screen | Christmas Film Music | World Music | Rock Music | Song Writing | Battle of the Bands |
| Learning Foci: | -Solidify understanding of musical vocabulary linked to film and theatre in preparation for GCSE music -Perform a piece of music from stage or screen using voice, keyboard, ukulele or guitar. | -Understand vocabulary and practise listening skills based on film music in preparation for GCSE set works. -Perform a piece of music from a Christmas film. | -Study music from around the world such as African, Indian & Jamaican music -Perform a piece of music in these cultural styles in preparation for GCSE set works. | -Gain understanding of rock music and the key feature of this genre -Perform music by the band 'Queen' in preparation for GCSE set works. | -Understand the key elements of writing your own song in preparation for GCSE Music - Work in ensembles to compose a song in a popular music style | -Select a piece of music to perform in groups using a combination of voice, keyboard, ukulele and guitar -Compete in year groups for a performance slot at the summer concert. |

PASHE



| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|--|--|---|---|
| 5 | Year 5 Autumn 1 – How do I get on well with others? (friendship, bullying discrimination) | Autumn 2 – Christmas (If time Anne Frank) | Spring 1 – Why do I come to school? (Finance/Careers links) | Spring 1 – What does it mean to belong to a family? (Diff types) | Spring 2 – How do I look after my mental wellbeing? (Including body image) | Summer 2 – How do I look after my physical wellbeing? |
| Learning Foci: | <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer</p> | <p>It is a Selwood tradition that Year 5 create a Christmas performance for parents and spend this term preparing. They will also do community work linked to the local hospital e.g. make Christmas cards.</p> <p><i>(I have an Anne Frank project that used to be used in Year 6, we may be able to fit some of this topic into this term if time allows.)</i></p> | <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Covered in Year 7 instead:</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices This will be covered in depth in PASHE and R&P in Year 7 not in KS2.</p> | <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for</p> | <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21.</p> | <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------|---|--------|--------|--|--|--|
| | <p>approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others;</p> | | | <p>one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> | <p>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others © PSHE Association 2020 11</p> <p>H22. to recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (also going to trial covering in R&P, exploring different beliefs as well, due to request of year 6 pupils.)</p> | <p>lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|--|--|---|--|
| | strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | | | | | in and outside school, if they are worried about their health |
| 6 | Autumn 1 – Who am I? (Also combined with the Harvest.) | Autumn 2 – What changes will happen as I grow? | Spring 1 – How do I look after my mental wellbeing? (enterprise project) | Spring 2 – What choices could be bad for my wellbeing? | Summer 1 – How do I stay safe? | Summer 2 – How do I stay safe in relationships? (including online) |
| Learning Foci: | <p>It is a tradition that Year 6 pupils create and perform a Harvest Festival for their parents/carers as well as collecting produce for the local foodbank.</p> <p>Project following Harvest: H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that</p> | <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex. (This will only be covered briefly at this stage.) H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to</p> | <p>Financial objectives: L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe © PSHE Association 2020 20 L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>Wellbeing objectives: H16. about strategies and behaviours that support mental health —</p> | <p>(Substances) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> | <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use</p> | <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------|---|---|--|--------|--|---|
| | <p>everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships © PSHE Association 2020 17</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> | <p>maintain personal hygiene Pupils are often aware that sexual intercourse does not always result in making a baby. (Following consultation, we are going to continue covering contraception in Year 8.</p> <p>H32 is decided on by each school.)</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> | <p>including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> | | <p>of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³</p> | <p>birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|---|---|---|--|--|
| | | | | | | images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |
| 7 | Autumn 1 – Community Project | Autumn 2 – How do I look after my mental wellbeing? | Spring 1 – How do I look after my physical wellbeing? | Spring 2 – What decisions can affect my mental and physical wellbeing? (Substances) | Summer 1 – How do I keep myself safe? | Summer 2 – What are my dreams and ambitions? |
| Learning Foci: | KS2 objectives moved over so that a collaboration between R&P and PASHE can take place: L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices | (Body image included here.) H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health H4. simple strategies to help build resilience to negative opinions, judgements and comments H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H6. how to identify and articulate a range of emotions accurately and | H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety (self-examination to be covered by FCC.) H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H21. how to access health services when appropriate H22. FGM to be covered by FCC. | H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics H24. to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use H27. the personal and social risks and consequences of substance use and misuse including occasional use H28. the law relating to the supply, use and misuse of legal and illegal substances H29. about the concepts of dep | H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling H33. how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity L21. to establish personal values and clear boundaries | L1. study, organisational, research and presentation skills L2. to review their strengths, interests, skills, qualities and values and how to develop them L3. to set realistic yet ambitious targets and goals L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process L8. about routes into work, training and other vocational and academic opportunities, and progression routes L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life L10. to recognise and challenge stereotypes |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------|--------|---|--------|--------|---|---|
| | | <p>sensitively, using appropriate vocabulary</p> <p>H7. the characteristics of mental and emotional health and strategies for managing these</p> <p>H8. the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>H11. the causes and triggers for unhealthy coping strategies (we will cover eating disorders but after consultation FCC will look at self-harm.)</p> <p>or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p> | | | <p>around aspects of life that they want to remain private;</p> <p>strategies to safely manage personal information and images online, including on social media</p> <p>L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>L24. to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p> | <p>and family or cultural expectations that may limit aspirations</p> <p>L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p> <p>L13. about young people's employment rights and responsibilities</p> <p>L14. to manage emotions in relation to future employment</p> |

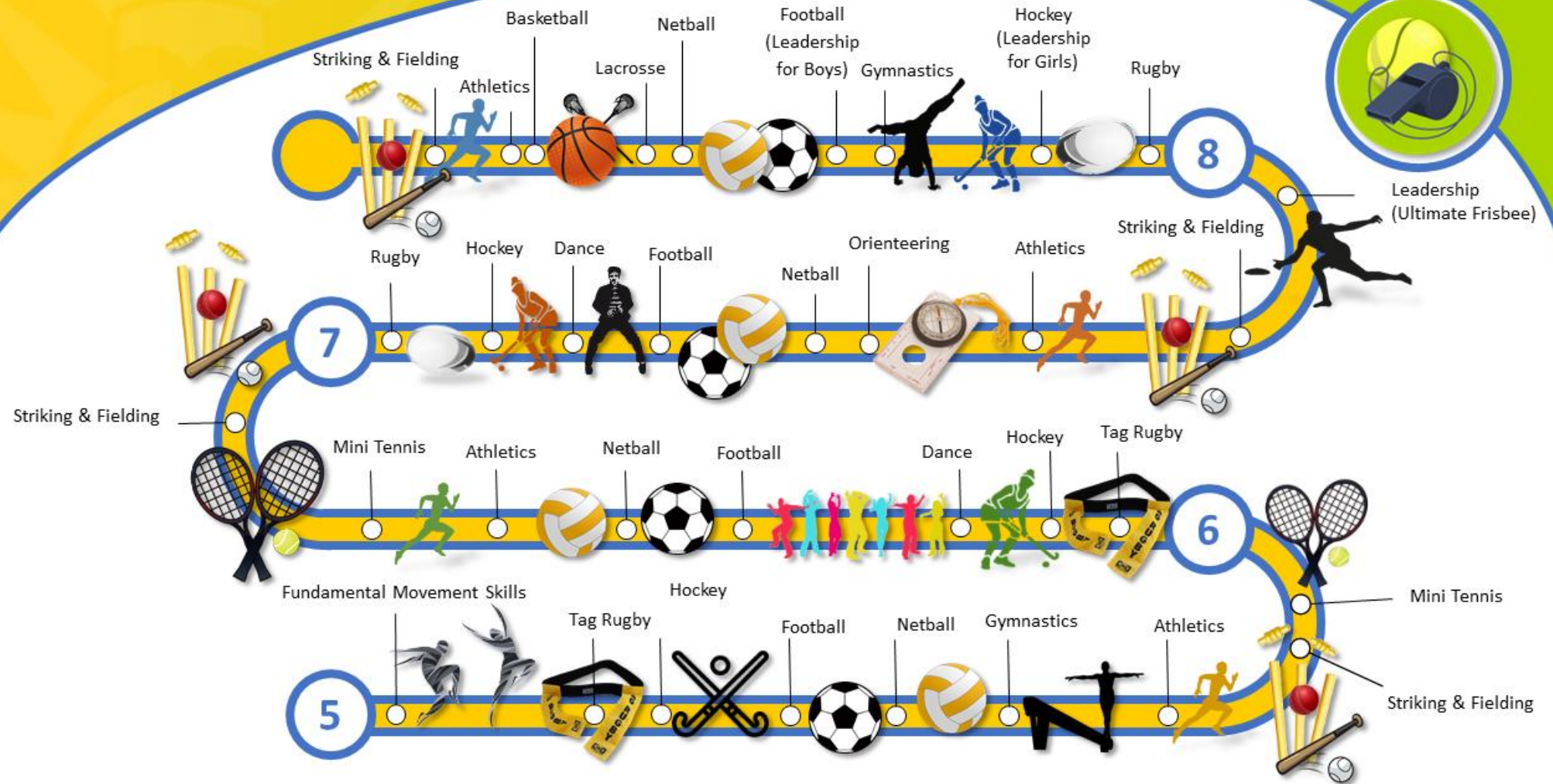
| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|--|---|---|--|
| 8 | Autumn 1 – How do I look after my money (financial wellbeing) | Autumn 2 - Community project | Spring 1 – What is democracy? | Spring 2 – What are the signs of a healthy relationships What are the signs of an abusive relationship? | Summer 1 – How do I look after my sexual health? | Summer 2 – How do I handle peer pressure? |
| Learning Foci: | <p>L15. to assess and manage risk in relation to financial decisions that young people might make</p> <p>L16. about values and attitudes relating to finance, including debt</p> <p>L17. to manage emotions in relation to money</p> <p>L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams</p> | <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (taken from Ks2 so collaboration can happen between PASHE, Drama and R&P.)</p> | <p>This will reinforce objectives covered last term and allow pupils to explore British values in depth.</p> <p>What are the British values?</p> <p>Why are they important for the members of our society?</p> <p>What is the importance of democracy?</p> <p>How is democracy carried out in the UK?</p> | <p>R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>R2. indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>R4. the difference between biological sex, gender identity and sexual orientation (to be covered briefly and in more detail in FCC.)</p> <p>R5. to recognise that sexual attraction and sexuality are diverse</p> <p>R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>R8. that the portrayal of sex in the media and social media (including pornography) can affect</p> | <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>H35. about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>H36. that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p> <p>R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')</p> <p>R33. the risks related to unprotected sex</p> <p>R34. Pregnancy to be covered by FCC in detail.</p> <p>R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</p> | <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> <p>R25. about the law relating to sexual consent</p> <p>R26. how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p>R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> <p>R28. to gauge readiness for sexual intimacy</p> <p>R29. the impact of sharing sexual images of others without consent</p> <p>R30. how to manage any request or pressure to share an image of themselves or others, and how to get help</p> <p>R31. that intimate relationships should be pleasurable</p> <p>R37. the characteristics of abusive behaviours, such as sexual harassment, sexual and emotional abuse, violence and</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------|--------|--------|--------|--|--------|--|
| | | | | <p>people's expectations of relationships and sex</p> <p>R9. to clarify and develop personal values in friendships, love and sexual relationships</p> <p>R10. the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R15. to further develop and rehearse the skills of team working</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help</p> <p>R18. to manage the strong feelings that relationships can cause (including sexual attraction)</p> | | <p>exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others (Grooming to be covered in detail by FCC.)</p> <p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. Gang culture covered by FCC.</p> <p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely,</p> |

| PASHE | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-------|--------|--------|--------|---|--------|--|
| | | | | <p>R19. to develop conflict management skills and strategies to reconcile after disagreements</p> <p>R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations</p> <p>R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships</p> <p>R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p> <p>R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p> | | including online (FCC to cover homophobia, biphobia, transphobia in detail.) |

Selwood Academy

PE



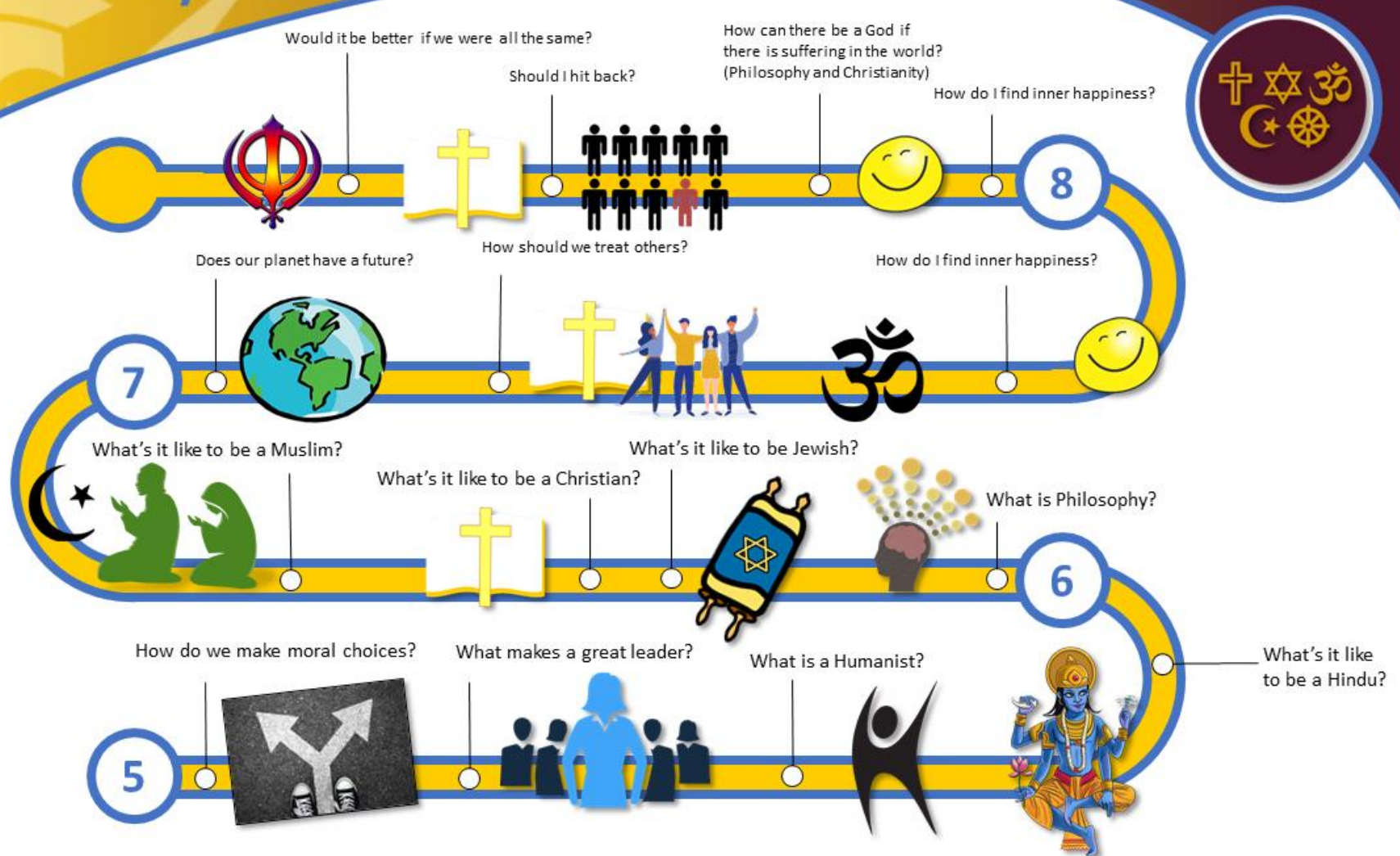
| PE | AUTUMN TERM | | | SPRING TERM | | | SUMMER TERM | | |
|----------------|---|---|---|--|--|--|--|---|--|
| 5 | Swimming lessons are scheduled throughout year 5 | | | | | | | | |
| | Fundamental Movement Skills | Tag Rugby | Hockey | Football | Netball | Gymnastics | Athletics | Striking & Fielding | Mini Tennis |
| Learning Foci: | Develop the fundamental movement skills: -balance -agility -coordination Understand these underpin all sports & physical activity. Develop resilience and independence in their physical learning. | Develop knowledge, skills & understanding of tag rugby including: -basic rules -passing & receiving - tackling -basic attacking & defending strategies -running effectively with the ball. -Scoring a try Conclusion: play in a 4-team tag rugby festival. | Develop knowledge, skills & understanding of quick sticks hockey, including -basic rules -holding and using the stick safely -passing & receiving - tackling -basic attacking & defending strategies -dribbling effectively with the ball. shooting Conclusion: play in a 4-team hockey festival. | Develop knowledge, skills & understanding of football, including -basic rules -passing & receiving - tackling -basic attacking & defending strategies -dribbling effectively with the ball. -shooting Conclusion: The unit will finish by playing a 4-team football festival. | Develop knowledge, skills & understanding of netball, including: -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies Conclusion: The unit will finish by playing a 4-team netball festival. | Develop knowledge, skills & understanding of gymnastics, including: -set up & use equipment safely -explore different levels & methods of travel - memorise & perform the set shapes routine -perform basic balances & rolls - understand the importance of body tension & quality of movement Conclusion: Choreograph & perform a short, small group routine to the class. | Develop knowledge, skills & understanding in: -running -jumping -throwing Learn how to: -start and time a race - measure a throw or jump Conclusion: Record a personal best in: -75m sprint -600m run -vortex howler throw -standing long jump | Develop knowledge, skills & understanding of cricket/rounders including: -basic rules -catching & throwing -batting -bowling -long barrier -basic batting and fielding strategies Conclusion: playing a rounders and cricket match. | Develop knowledge, skills & understanding of tennis, including: -setting up the net -basic rules -the 'ready' position -footwork -holding the racket correctly -basic ground strokes -underarm serving - how to score a game Conclusion: playing a ladder tennis tournament. |
| | 6 | Tag Rugby | Hockey | Dance | Football | Netball | | Athletics | Mini Tennis |

| PE | AUTUMN TERM | | | SPRING TERM | | SUMMER TERM | | |
|----------------|--|---|--|--|---|---|---|---|
| Learning Foci: | Develop knowledge, skills and understanding of tag rugby including: -basic rules -passing & receiving -tackling -basic attacking & defending strategies -running effectively with the ball. Scoring a try Conclusion: play in a 4-team tag rugby festival. | Develop knowledge, skills and understanding of quick sticks hockey, including -basic rules -holding and using the stick safely -passing & receiving -tackling -basic attacking & defending strategies -dribbling effectively with the ball. shooting Conclusion: play in a 4-team hockey festival. | Develop knowledge, skills and understanding of dance, including: -explore different levels & methods of travel - memorise and perform a planned routine -move the body to music with timing & rhythm Conclusion: Choreograph and perform a short, small group routine to the class to a theme/music | Develop knowledge, skills and understanding of football, including -basic rules -passing & receiving -tackling -basic attacking & defending strategies -dribbling effectively with the ball. -shooting Conclusion: The unit will finish by playing a 4-team football festival. | Develop knowledge, skills and understanding of netball, including: -basic rules and court markings -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies Conclusion: The unit will finish by playing a 4-team netball festival. | Develop knowledge, skills and understanding in -running -jumping -throwing Learn how to: -start and time a race - measure a throw or jump Conclusion: Record a personal best in: -75m sprint -600m run -vortex howler throw -standing long jump | Develop knowledge, skills and understanding of tennis, including: -setting up the net -basic rules -the 'ready' position -footwork -holding the racket correctly -basic ground strokes -underarm serving - how to score a game Conclusion: playing a ladder tennis competition. | Develop knowledge, skills & understanding of cricket/rounders including: -basic rules -catching & throwing -batting -bowling -long barrier -basic batting and fielding strategies Conclusion: playing a rounders and cricket matches. |

| PE | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|----|-------------|-------------|-------------|
|----|-------------|-------------|-------------|

| 7 | Rugby | Hockey | Dance | Netball (girls) | Football (boys) | Orienteering | Athletics | Striking & Fielding | Leadership (U. Frisbee) |
|----------------|---|--|---|---|--|---|--|---|---|
| Learning Foci: | <p>Develop knowledge, skills & understanding of contact rugby including:</p> <ul style="list-style-type: none"> -basic rules -passing & receiving at pace -basic attacking & defending strategies -running effectively with the ball -tackling -rucking -mauling -scrummaging -kicking & high ball catching <p>Conclusion: play in a 3-team rugby tournament.</p> | <p>Develop knowledge, skills & understanding of 11 aside hockey, including:</p> <ul style="list-style-type: none"> -rules -passing & receiving on the move -attacking & defending strategies -dribbling at pace with the ball. -shooting -short & long corners <p>Conclusion: play in a 4-team hockey tournament.</p> | <p>Develop knowledge, skills & understanding of dance, including:</p> <ul style="list-style-type: none"> -explore different levels & methods of travel - memorise & perform a planned routine -learn & apply the terms mirroring, canon & unison -move the body to music with timing & rhythm -use creativity to move the body in imaginative ways <p>Conclusion: Choreograph & perform a group routine to the class to a theme/music</p> | <p>Develop knowledge, skills & understanding of netball, including:</p> <ul style="list-style-type: none"> -advance rules -passing & receiving on the move -advance footwork techniques -marking -shooting -advanced attacking & defending strategies -dribbling at pace -shooting <p>Conclusion: The unit will finish by playing a 4-team netball tournament.</p> | <p>Develop knowledge, skills & understanding of football, including:</p> <ul style="list-style-type: none"> -advanced rules -throw ins -passing & receiving on the move -tackling -advanced attacking & defending strategies -dribbling at pace -shooting <p>Conclusion: The unit will finish by playing a 4-team football tournament.</p> | <p>Develop knowledge, skills & understanding of orienteering, including:</p> <ul style="list-style-type: none"> -the safety rules & boundaries -the difference between a map and a picture -orientate and navigate using a map -manage work & time complete a course efficiently -understand and use 4 & 6 figure grid references -plan their own orienteering course. <p>Conclusion Complete the assessment orienteering course accurately/efficiently.</p> | <p>Develop knowledge, skills & understanding in athletic events, including:</p> <ul style="list-style-type: none"> -Differences between track & field events -handling & using throwing implements safely -pacing & running tactics -performing a sprint start -observing & evaluating to improve performance -the 3 throwing techniques (push, pull & sling) -performing standing throws in shot put, javelin & discus -performing high jump & long jump with short run-ups. <p>Conclusion: Record a personal best in:</p> <ul style="list-style-type: none"> -100,200 & 400m sprints -800 & 1500m middle runs -javelin, discus & shot -long & high jump | <p>Develop knowledge, skills & understanding of cricket/rounders including:</p> <ul style="list-style-type: none"> -advanced rules -advanced catching & throwing techniques -batting (placing the ball) -bowling with a run up -long barrier -batting and fielding strategies -backing up & walking in -fielding positions <p>Conclusion: playing a rounders and/or cricket match.</p> | <p>Develop knowledge, skills & understanding of leadership & team work including;</p> <ul style="list-style-type: none"> -characteristics of a good leader/coach/official & team captain -planning & leading warm ups & drills -officiating & scoring matches -organising a tournament - writing news reports -being an effective team member -making others feel valued. <p>Conclusion Pupils will plan, score, officiate & participate in an ultimate frisbee tournament.</p> |
| 8 | Rugby | Hockey (leadership for girls) | Gymnastics | Football (leadership for boys) | Netball (girls) | Lacrosse (boys) | Basketball | Athletics | Striking & Fielding |

| | | | | | | | | | |
|----------------|---|--|--|--|---|---|---|--|---|
| Learning Foci: | <p>Develop knowledge, skills & understanding of contact rugby including:</p> <ul style="list-style-type: none"> -basic rules -passing & receiving at pace -basic attacking & defending strategies -running effectively with the ball. -rucking -mauling -scrummaging -kicking & high ball catching <p>Conclusion: play in a 3-team rugby tournament.</p> | <p>Develop knowledge, skills & understanding of leadership including:</p> <ul style="list-style-type: none"> -improving the performance of peers -planning & leading warm ups & drills -officiating & scoring matches -organising a tournament -being an effective team member -making others feel valued -adapting activities to meet the needs of peers <p>Conclusion Pupils will plan, score, officiate & participate in a hockey tournament.</p> | <p>Develop knowledge, skills & understanding of gymnastics, including:</p> <ul style="list-style-type: none"> -set up & use large equipment safely -explore different levels & methods of travel including over large apparatus -explore vaulting/ flight & associated phases -perform advanced balances and rolls <p>Conclusion: Choreograph and perform a small group routine to the class.</p> | <p>Develop knowledge, skills & understanding of leadership including:</p> <ul style="list-style-type: none"> -improving the performance of peers -planning & leading warm ups & drills -officiating & scoring matches -organising a tournament -being an effective team member -making others feel valued -adapting activities to meet the needs of peers <p>Conclusion Pupils will plan, score, officiate & participate in a football tournament.</p> | <p>Develop knowledge, skills & understanding of netball, including:</p> <ul style="list-style-type: none"> -advance rules -passing & receiving on the move -advance footwork techniques -marking -shooting -advanced attacking & defending strategies - positional requirements <p>Conclusion: The unit will finish by playing a 4-team netball tournament.</p> | <p>Develop knowledge, skills & understanding of lacrosse including:</p> <ul style="list-style-type: none"> -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies -running with the ball <p>Conclusion: The unit will finish by playing a 4-team lacrosse tournament.</p> | <p>Develop knowledge, skills & understanding of basketball, including:</p> <ul style="list-style-type: none"> -basic rules -passing & receiving -footwork -marking -shooting -basic attacking & defending strategies -dribbling the ball <p>Conclusion: The unit will finish by playing a 4-team basketball tournament.</p> | <p>Develop knowledge, skills & understanding in athletic events, including:</p> <ul style="list-style-type: none"> -handling & using throwing implements safely -pacing & running tactics -performing a sprint start -observing & evaluating to improve performance -performing throws with run up/cross over/glide as appropriate -performing high jump & long jump with full run-ups. -know how to mark out/establish a run up. <p>Conclusion: Record a personal best in: -100,200 & 400m sprints -800 & 1500m middle runs -javelin, discus & shot -long & high jump</p> | <p>Develop knowledge, skills & understanding of cricket/rounders including:</p> <ul style="list-style-type: none"> -advanced rules -advanced catching & throwing techniques -batting (placing the ball) -bowling with a run up -long barrier -batting and fielding strategies -backing up & walking in -fielding positions <p>Conclusion: playing a rounders and/or cricket match.</p> |
|----------------|---|--|--|--|---|---|---|--|---|



| R&P | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|--|---|---|---|--|
| 5 | How do I make the right decision? | How do I make the right decision? | What makes a great leader? | What makes a great leader? | What is a Humanist? | What's it like to be a Hindu? |
| Learning Foci: | <p>(Focus Christianity)</p> <p>>I know what the term moral dilemma means.</p> <p>>I understand that the decision I make, when faced with a moral dilemma, will lead to a consequence.</p> <p>>I know the moral dilemma that Adam and Eve faced and I know the consequences of their actions.</p> <p>>I can suggest an important lesson this teaches someone reading their story.</p> <p>>I know that Christians believe God gave Moses the ten commandments.</p> <p>>I know why God gave these to Moses.</p> <p>>I can say which you think is the most important commandment and why.</p> | <p>(Focus Christianity)</p> <p>>I know Jesus' golden rule and what he means when he uses the word love (agape).</p> <p>>I know what Jesus' story of The Lost Son might teach about agape</p> <p>>I can suggest what a Christian would do when faced with a certain moral dilemmas.</p> <p>>I can suggest the rule they would follow when making this decision</p> <p>>I can suggest why it may be difficult to follow these rules</p> <p>>I can suggest why a Christian may follow these rules even if difficult</p> | <p>(Focus Christianity)</p> <p>>I know that Christians believe Jesus is God in human form (the incarnation of God.)</p> <p>> I know what the term miracle means.</p> <p>> I can retell stories from the bible in which Jesus works a miracle (the feeding of the 5000, the calming of the storm.)</p> <p>> I can find evidence to suggest this story shows Jesus was a good leader.</p> <p>> I can find evidence in the bible to show Jesus is a caring leader.</p> | <p>(Focus Christianity)</p> <p>> I can retell the story of Jesus and the tax collector (Zacchaeus.)</p> <p>>I can find evidence to suggest this story shows Jesus was a good leader.</p> <p>> I can explain how this story shows that Jesus believes that people can change for the better.</p> <p>> I can say whether I think the following things make a good leader and why: a) stays calm under pressure b) works miracles c) is caring.</p> <p>>I can compare another great leader with Jesus (focus John Wesley.)</p> | <p>(Focus Humanism)</p> <p>>I know what the terms "theist" "atheist" and "agonistic" mean.</p> <p>> I know what the terms "religious" "secular" and "material world" mean.</p> <p>> I know that Humanists don't believe in anything that is supernatural.</p> <p>> I can explain that the difference between Humanism and a religion.</p> <p>> I know that Humanists rely on science and reason to find truth.</p> <p>> I know how Humanists make decisions between what is right or wrong.</p> <p>> I can suggest what a Humanist would do when faced with a moral dilemma and why.</p> <p>> I know what Humanists believe about life after death and explain why Humanists value life.</p> <p>>I can suggest why someone may believe in the afterlife.</p> <p>>I can compare Humanist and religious ceremonies such as funerals.</p> | <p>(Focus Hinduism)</p> <p>>I know Hinduism describes a religion which began in India.</p> <p>>I can describe their belief in God as one being called Brahman who exists everywhere in everything.</p> <p>> I know why Aum is an important symbol in Hinduism.</p> <p>> I can explain their belief in the many sides of Brahman, known as gods/goddesses or deities.</p> <p>> I can suggest why someone may pray to certain deities based on their powers.</p> <p>> I can describe how Hindus pray using a form of worship called puja.</p> <p>> I can explain why Hindus do certain things when praying and why it's considered important.</p> <p>>I know what the "atman" means.</p> <p>> I can explain the greeting "Namaste" used by Hindus.</p> <p>> I can explain the dharma, karma, reincarnation and moksha.</p> <p>> I can suggest why someone may disagree with the belief in reincarnation.</p> |
| 6 | What is Philosophy? What's it like to be a Hindu? | What's it like to be Jewish? | What's it like to be a Christian? | What's it like to be a Christian? | What's it like to be a Muslim? | What's it like to be a Muslim? |
| Learning Foci: | <p>(Focus: Hinduism and briefly Humanism.)</p> <p>>I know that the term "Hinduism" is a Western term for a religion which began in India.</p> | <p>(Focus: Judaism.)</p> <p>>I know who began the religion called Judaism.</p> <p>> I know the story of Abraham, Sarah and Isaac.</p> | <p>(Focus: Christianity)</p> <p>Cross-curricular PASHE/Charity/Wellbeing project.)</p> <p>>I know what the word "nativity" means and that there are two versions in</p> | <p>(Focus: Christianity)</p> <p>Cross-curricular PASHE/Charity/Wellbeing project.)</p> <p>>I know what the term atonement means.</p> | <p>(Focus Islam)</p> <p>>I know the meaning of important key words linked to Islam.</p> <p>> I can retell the story of the Muhammad receiving</p> | <p>(Focus Islam)</p> <p>>I can describe the first and second pillar of Islam.</p> <p>> I can explain how these pillars help Muslims to "surrender to Allah's straight path."</p> |

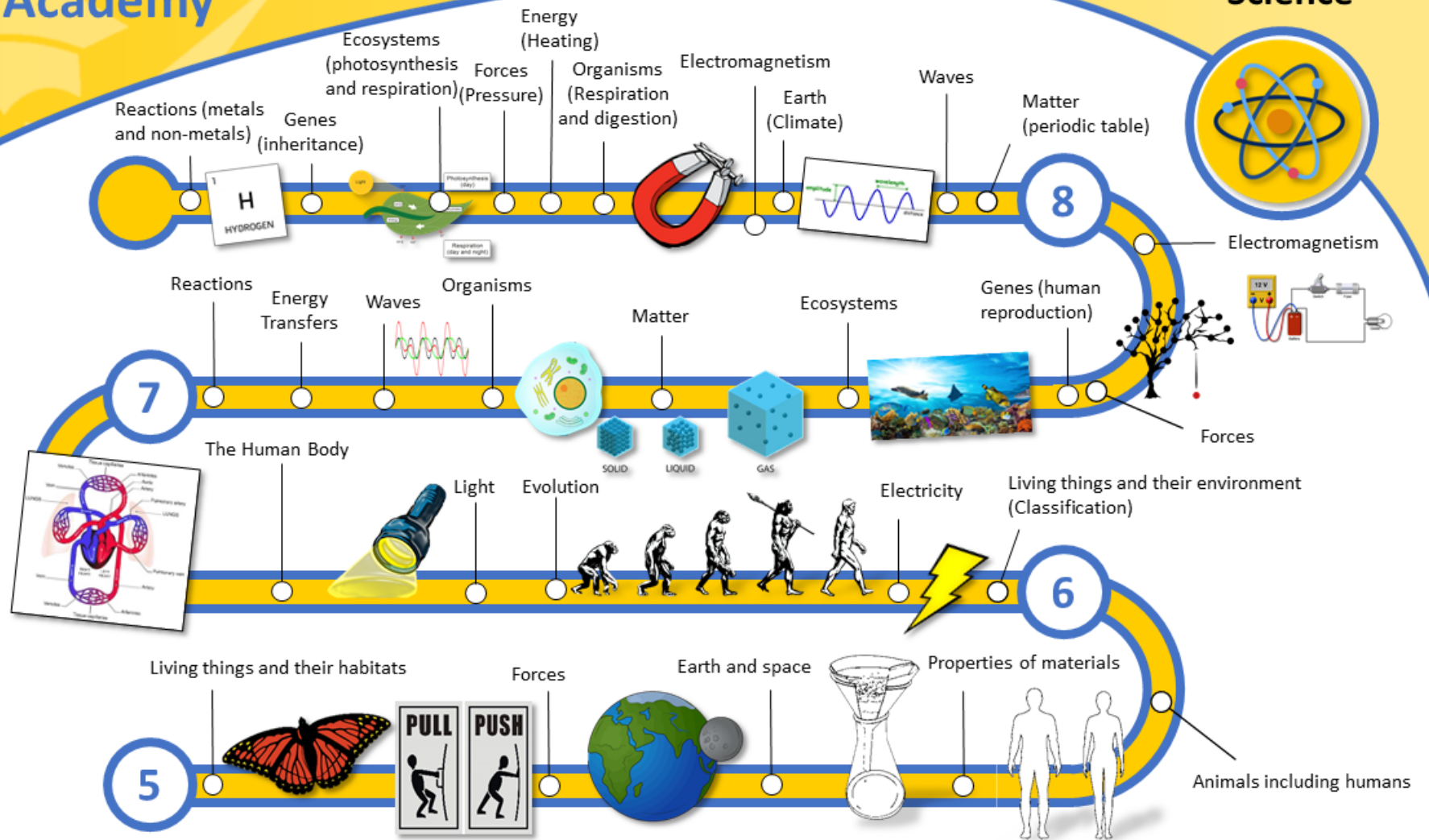
| R&P | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|--|---|--|---|--|
| | <p>> I know that followers prefer the term "Sanatan Dharma", which mean 'eternal truths'</p> <p>> I can explain what "eternal truths" means.</p> <p>> I know what the following words mean: "truth" "proof" "evidence" "philosophical questions" "philosophy"</p> <p>> I can identify the seven features of a religion.</p> <p>> I can recall key facts about Hinduism from year 5.</p> <p>> I can describe the Hindu belief in avatars (God in human forms.)</p> <p>> I can explain why Brahman (God) may choose to come to the earth in human form.</p> <p>> I can give examples of important avatars such as Rama and Krishna.</p> <p>> I can describe a Hindu festival called Diwali and explain important symbols in the festival.</p> <p>> I can describe the Hindu festival Holi and messages it contains for Hindus.</p> <p>> I know the term Humanism and can recall it's main features.</p> <p>> I can explain how Humanism is different to a religion.</p> | <p>> I can select evidence in this story to show God (G-d) is only one, and omnibenevolent.</p> <p>> I can find evidence in this story to show God (G-d) is omnipotent, omnipresent and omniscient.</p> <p>> I know why this story, and the story of Moses, may encourage Jews not to draw God (G-d.)</p> <p>> I can describe the Passover Festival and explain why it began and the symbols contained within the ritual.</p> <p>> I know why the Torah is important, how it is treated and that it is important because it's the second covenant.</p> <p>> I can describe the bar/bat mitzvah and its connection to the Torah.</p> <p>> I know how Jewish and Christian beliefs about Jesus differ.</p> <p>> I can recognise other important festivals such as Shabbat and Hanukkah based on homework research tasks.</p> | <p>the gospels Matthew and Luke.</p> <p>> I can select evidence from the stories which suggest Jesus was the incarnation of God and came for everyone.</p> <p>> I can identify evidence from the New Testament which shows Jesus was omnipotent, omniscient and loving.</p> <p>> I know what the term beatitudes means and identify who Jesus said would be blessed from a range of suggestions.</p> <p>> I can select one of the blessed actions and suggest how I, or someone I know, has done this in everyday life.</p> <p>> I can select one of the blessed actions and explain, in some detail, how a Christian charity is influenced by this.</p> | <p>> I can describe how humans are believed to be affected by Adam and Eve's disobedience.</p> <p>> I can describe what the Jews used to do in order to atone for their sins.</p> <p>> I can explain why Christians believe Jesus is a saviour, dying for our sins.</p> <p>> I can suggest the effect this belief has on Christians and give a real example.</p> | <p>messages from Allah, through the angel Gabriel.</p> <p>> I can explain why the Qur'an is important for Muslims and why it is called the "straight path."</p> <p>> I can explain the deeper meaning of "Islam" and "Muslim."</p> <p>> I know the story of Bilal and what his life teaches Muslims.</p> | <p>> I can suggest the challenges a British Muslim faces when praying (second pillar.)</p> <p>> I can describe the third, fourth and fifth pillar of Islam.</p> <p>> I can explain how these pillars help them to be khalifah.</p> <p>> I know which prophets and which texts the Qur'an instructs Muslims to respect.</p> <p>> I can compare my own views with Christian and Islamic views on the identity of Jesus using reasons to support my views.</p> |
| 7 | Does our planet have a future? | Does our planet have a future? | How should we treat others? | How should we treat others? | How do I find inner happiness? | How do I find inner happiness? |
| Learning Foci: | <p>(Focus Christianity) (Cross-curricular PASHE project.)</p> <p>> I can describe why Christian care about the future of our environment</p> | <p>(Focus Humanism) (Cross-curricular PASHE project.)</p> <p>> I know key terms which link to Humanism.</p> | <p>How can Christianity help us decide? (Easter Service created in this term)</p> <p>> I am able to recall the terms "moral dilemma"</p> | <p>How can Christianity help us decide? (Easter service created in this term.)</p> <p>> I can explain the terms "saviour" "sacrifice" and</p> | <p>(Focus Buddhism/(Christianity briefly) (Cross-curricular PASHE project.)</p> | <p>(Focus Buddhism)</p> <p>> I know the differences and similarities between The Eightfold Path and The Five Precepts.</p> |

| R&P | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|---|--|---|---|--|
| | <p>(What is the role played by the Bible, Christian Church, Holy Spirit and personal conscience?)</p> <p>>I know the difference between a creationist and a theistic evolutionist.</p> <p>>I can identify some of the important messages that could be contained in the story of creation.</p> <p>>I can explain the term stewardship.</p> <p>>I understand and can explain extracts from the bible that encourage stewardship.</p> <p>>I can list ways our Christian school tries to help the environment.</p> <p>>I identify Christian communities who live in an environmentally-friendly way.</p> <p>>I explain how they help the environment, the effect this may have on the world and the influence it could have on other Christians.</p> | <p>> I can describe how the roots of Humanism can be found in the teachings of the ancient world.</p> <p>> I can recall, from previous knowledge, Humanist beliefs about a) truth b) morality c) the value of life</p> <p>> I can suggest why Humanists believe it is important to protect the natural environment.</p> <p>>I can explain Humanist perspectives on the treatment of animals and how this links to the environment.</p> <p>> I can explain how Humanists see how more rational attitudes to wealth, consumption and birth control as routes to conserving the environment.</p> <p>>I can describe the work of a Humanist charity that works to protect the environment and consider if this inspires me.</p> | <p>"decision" and "consequence."</p> <p>>I can describe how certain stories from the Old Testament may influence the way a Christian treats others.</p> <p>>Understand the different ways Christian understand that God created humans in His image and the effect this will have on the way they treat themselves and others.</p> <p>>I can describe how the two accounts of Jesus' birth may influence the way Christians treat others e.g. evidence that Jesus came for everyone. >I also know how these stories are interpreted differently.</p> <p>>I can describe the term agape and create examples of someone demonstrating this in a school setting.</p> <p>> Understand how many Christians apply the command to love situationally; which involves assessing how love can be best served and applying the principle of the lesser of two evils, in difficult ethical dilemmas.</p> <p>>I can explain the terms "saviour" "sacrifice" and "atonement" and create examples these being demonstrated in different settings.</p> | <p>"atonement" and create examples these being demonstrated in different settings.</p> <p>>I can explain the different views held by Christians about the crucifixion of Jesus, namely, Salvation through Works and Salvation through Grace.</p> <p>>I can suggest the positive influence these beliefs may have on a Christian's lives.</p> <p>>I can explain why Christians may disagree with each other's perspective.</p> <p>>I know that many Christians believe in a combination of both.</p> <p>>I know and understand what Jesus said about life after death (Luke 20.27-40); that there is an after-life but is very different to our existence on earth.</p> <p>Understand what different Christians believe about 'heaven', 'hell' and 'purgatory'.</p> | <p>>I can explain how Christianity can enhance the wellbeing of its believers.</p> <p>Describe and reflect on the ways that they believe this relationship is deepened through worship, prayer, reading the Bible, reflection and service.</p> <p>>I can recall the history of Methodism and know their perspective on the consumption of alcohol and its link to wellbeing.</p> <p>> I can re-tell the main stages of Siddhartha Gautama's life.</p> <p>>I can explain some of the things Buddha's life teaches others about inner happiness.</p> <p>>I can describe the four noble truths of Buddhism and that this is dharma.</p> <p>>I can explain the how the teaching of impermanence links the second noble truth.</p> <p>>I can explain how mandalas are used to teach Buddhists about impermanence.</p> | <p>>I can describe at least two guidelines from The Eightfold Path and two from The Five Precepts.</p> <p>>I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.</p> <p>>I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.</p> <p>>I know what the term bhikku means and briefly describe their history.</p> <p>>I can remember some of the vows make by Bhikkus, suggest some of the ones most difficult to follow and how the bhikku community will help.</p> |
| 8 | How do I find inner happiness? | How can there be a God if there is suffering in the world? | Should I hit back? | | Would it be better if we were all the same? | |
| Learning Foci: | <p><u>(Focus Buddhism)</u></p> <p>>I can explain how mandalas are used to</p> | <p><u>(Philosophy and Christianity)</u></p> <p>>I know what the following terms mean: philosophy,</p> | <p><u>(Focus Christianity)</u></p> <p><u>(Cross-curricular PASHE project.)</u></p> | <p><u>(Focus Christianity)</u></p> <p><u>(Cross-curricular PASHE project.)</u></p> | <p><u>(Focus Sikhism)</u></p> <p>>I know what the term "Guru" means.</p> | <p><u>Would it be better if we were all the same?</u></p> <p><u>(Focus Sikhism)</u></p> |

| R&P | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|-----|--|---|---|--|--|--|
| | <p>teach Buddhists about impermanence</p> <p>>I know the differences and similarities between The Eightfold Path and The Five Precepts.</p> <p>>I can describe at least two guidelines from The Eightfold Path and two from The Five Precepts and how they could be applied dot real life situations.</p> <p>>I know the difference between a Lay Buddhist community and a Bhikkhu Buddhist community.</p> <p>>I can suggest which guidelines may be difficult to follow and how the lay community (sangha) can support a Buddhist in following them.</p> <p>>I know what the term bhikku means and briefly describe their history.</p> <p>>I can remember some of the vows made by Bhikkus, suggest some of the ones most difficult to follow and how the bhikku community will help.</p> | <p>debate, argument, counter-argument, supporting argument.</p> <p>>I can form an arguments and counter-arguments when debating the existence of God.</p> <p>>I can explain some of the main views people have held though out history including monotheism, polytheism, deism and pantheism.</p> <p>>I can explain the First Cause Argument and the Design argument.</p> <p>>I can form arguments to support, and counter-arguments to dispute these theories.</p> <p>>I can describe two theodicies which attempt to explain why an all-loving/powerful God would create evil.</p> <p>>I can describe the argument from religious experience.</p> | <p>>I know what the words injustice, prejudice, discrimination.</p> <p>>I can identify different types of discrimination such as racism, sexism, anti-Semitism and Islamophobia.</p> <p>>I know what the following words mean: passive, aggressive, assertive.</p> <p>>I know what Quaker Christians believe about violence.</p> <p>>I can explain different Christian perspectives on responding to injustice, including the Quaker perspective.</p> <p>>I can use evidence from the bible to support their views.</p> <p>>I can explain the Just War Theory.</p> | <p>>I can describe examples of injustice in the past and present including the persecution of Christians.</p> <p>>To explore current world events suing the resource OPEN DOORS.</p> <p>>I can apply this information to my own life and real ethical situations that I may face.</p> | <p>>I can retell the story of Guru Nanak including where he lived, his religious environment, childhood stories of when he was brave and his meeting with God.</p> <p>>I can explain how he changed "after meeting God." What he believed he had to do (his mission) and how he had to live (sewa.)</p> <p>>I can explain why his teachings on equality would have been a challenging message in India at that time.</p> <p>>I can describe the setting up of Kartarpur and the langar and how it links to Sikh beliefs of equality.</p> | <p>>I know the key features of life of Guru Arjan Dev, including: the building of the Golden Temple of Amritsar; the opening of the leprosy centre and why he was martyred.</p> <p>>I know the key feature of the life of Guru Gobind Singh and the events of the First Vaisakhi including: the formation of the Panj Pyares and the Khalsa; Amrit ceremony; Dress code and Naming (Singh/Kaur)</p> <p>>I can explain the formation of the Guru Granth Sahib and that Sikhs main beleifs are found in the Mul Mantra (the opening section of the morning prayer japji.)</p> <p>>"Sikh children should be allowed to wear the 5 Ks to school in Britain." I can state my view about this using the method PEEL.</p> |

Selwood Academy

Science

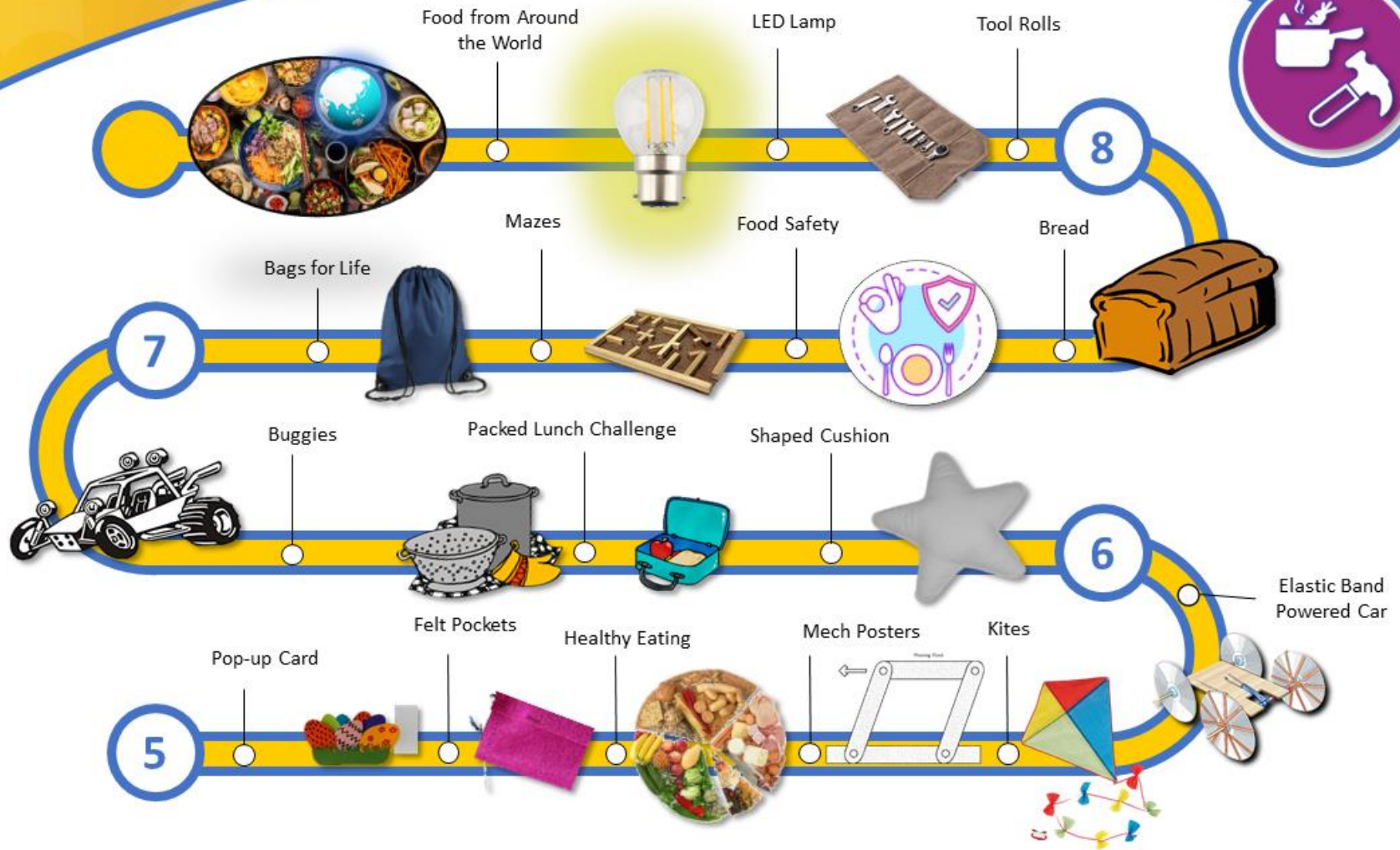


57

| Science | TERM 1 | | TERM 2 | | TERM 3 | | TERM 4 | | TERM 5 | | TERM 6 | | | | | | | | | |
|----------------|---|--|---|--|--|--|--|--|---|--|---|--|----------------------------------|--|--------------------------------|--|---------------------------|--|---------------------------------------|--|
| 5 | Living things and their habitats | | Forces | | Earth and space | | Properties of materials | | Properties of materials | | Animals including humans | | | | | | | | | |
| Learning Foci: | <ul style="list-style-type: none">life cycles of a mammal, an amphibian, an insect and a birdreproduction in some plants and animals. | | <ul style="list-style-type: none">the force of gravity acting between the Earth and the falling objectidentify the effects of air resistance, water resistance and friction, that act between moving surfacesmechanical devices such as gears, pulleys, levers and springs, allow a smaller force to have a greater effect. | | <ul style="list-style-type: none">describe the movement of the Earth.describe the movement of the Moon relative to the Earthdescribe the Sun, Earth and Moon as approximately spherical bodiesuse the idea of the Earth's rotation to explain day and night | | <ul style="list-style-type: none">compare and group together everyday materials on the basis of their propertiesdecide how mixtures might be separated, including through filtering, sieving and evaporatingthe particular uses of everyday materials, including metals, wood and plastic. | | <ul style="list-style-type: none">describe how to recover a substance from a solutionreversible changesirreversible changes. | | <ul style="list-style-type: none">changes as humans develop to old age.process of reproduction in humans | | | | | | | | | |
| 6 | Living things and their environment | | Electricity | | Evolution | | light | | Animals including humans | | | | | | | | | | | |
| Learning Foci: | <ul style="list-style-type: none">classification of micro-organisms, plants and animalsgive reasons for classifying plants and animals based on specific characteristics | | <ul style="list-style-type: none">associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuitcompare and give reasons for variations in how components function,use recognised symbols when representing a simple circuit in a diagram | | <ul style="list-style-type: none">recognise that living things produce offspring of the same kindrecognize that living things have changed over timeidentify how animals are adapted to suit their environment | | <ul style="list-style-type: none">Recognise that light appears to travel in straight linesobjects are seen because they give out or reflect light into the eyelight travels from light sources to our eyes or from light sources to objects and then to our eyes shadows | | <ul style="list-style-type: none">identify and name the main parts of the human circulatory system,recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functiondescribe the ways in which nutrients and water are transported | | | | | | | | | | | |
| 7 | Reactions | | Energy | | Waves | | Organisms | | Matter | | Ecosystems | | Genes | | Forces | | Electro-magnetism | | | |
| Learning Foci: | Metals and non-metals and acids and alkalis | | Energy costs and transfers | | Sound and light | | Movement and cells | | Particle model and separating mixtures | | Interdependence and plants | | Variation and human reproduction | | Speed and Gravity | | Voltage and resistance | | | |
| 8 | Matter | | Waves | | Earth | | Electro-magnetism | | Organisms | | Energy | | Forces | | Ecosystems | | Genes | | Reactions | |
| Learning Foci: | Elements and the periodic table | | Wave effects and properties | | Climate and Earth's resources | | Electromagnets and magnets | | Breathing and digestion | | Work and heating | | Contact force and pressure | | Photosynthesis and respiration | | Evolution and inheritance | | Chemical energy and types of reaction | |

Selwood Academy

Technology



| Technology | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|---|---|--|--|---|--|
| 5 | Pop-up Card | Felt Pockets | Healthy Eating | Mech Posters | Kites | Elastic vehicle |
| Learning foci: | Discuss card images and pop-up with peers Use the views of other to improve design work. Students can: Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome. | Joining fabrics using a variety of stitches securely. Students can: Students can select tools and equipment suitable for the task . They can measure, mark out, cut and shape materials and components with some accuracy . | The importance of a healthy and varied diet to make a healthy snack. Students can: Understand a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate Use a range of techniques such as peeling, chopping, slicing and grating. | Understand linkages and levers to make a mechanical moving image. Students can: Use a wider range of materials and components, including construction materials and mechanical components. Assemble, join and combine materials and components with some accuracy. | Use research to inform creative, functional kite design. Students can: Model their ideas using prototypes and pattern pieces Use annotated sketches and exploded diagrams to develop and communicate their ideas. | Sketches, plans and models for an elastic band vehicle. Students can: Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work. |
| 6 | Torches | Juggling Balls | | Snack Bar | Bridges/Marble run | Cam toys |
| Learning foci: | Use specialist tools to cut and join components for torch. Students can: Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome. | Investigate and analyse existing juggling balls. Students can: Analyse how much products cost to make. How innovative products are. How sustainable the materials in products are and what impact products have beyond their intended purpose. | Evaluate ideas and products against criteria that is given Students can: Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work | Understand seasonality and growth of ingredients. Students can: Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking | Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights. Students can: Understand how to make strong, stiff shell structures | Understand how to use cams to create movement in a toy. Students can: Make a mechanical movement using a cam to change direction of the toy. |
| 7 | Tool Rolls | | Mobile Phone Holder | Packed Lunch Challenge | | Food Safety |
| Learning foci: | Use specialist tools to cut and join components for torch. Students can: Share and clarify ideas through discussion . They can develop and communicate their ideas to improve the outcome. | Investigate and analyse existing juggling balls. Students can: Analyse how much products cost to make. How innovative products are. How sustainable the materials in products are and what impact products have beyond their intended purpose. | Evaluate ideas and products against criteria that is given Students can: Identify the strengths and areas for development in their ideas and products and consider the views of others, including intended users, to improve their work | Understand seasonality and growth of ingredients. Students can: Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking | Understand how to strengthen, stiffen and reinforce a bridge structure to hold weights. Students can: Understand how to make strong, stiff shell structures | Understand how to use cams to create movement in a toy. Students can: Make a mechanical movement using a cam to change direction of the toy. |
| 8 | Kit bags | | Mazes | | Airline Project | Bread |

| Technology | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 |
|----------------|--|---|---|---|--------|--------|
| Learning Foci: | <ul style="list-style-type: none">· Joining materials, stitching and fastenings. (specialist tools)· Variety of approaches to create ideas. <p>Students can: Use a broad range of material joining techniques including stitching. Select appropriately from specialist tools, techniques, processes, equipment and machinery.</p> | <ul style="list-style-type: none">· Sketch, plan and CAD model using 2D draw· Analyse the work of professional designers. <p>Students can: Use 2D and begin to use 3D CAD packages to model their ideas Know about an increasing range of designers, engineers, technologists and manufacturers and be able to relate their products to their own designing and making.</p> | <ul style="list-style-type: none">· Understand the principles of health and nutrition.· Cook variety of savoury dishes.· Competent in a range of techniques <p>Students can: Use taste, texture and smell to decide how to season dishes and combine ingredients Adapt and use their own recipes Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet .</p> | <ul style="list-style-type: none">· Understand how wheat is farmed and processed. <p>Students can: Understand that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade • That people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion.</p> | | |