Victory Park Academy

LEAP CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC	**TOPIC**	**TOPIC**	**TOPIC**	**TOPIC**	**TOPIC**
English	We aim to provide our pupils with many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts are used to start this process to enable pupils to use other similar writing as models for their own. Writing utilises the adaptive model from Jan Considine where lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.					
	Reading Novels Reading novel- Kensuke's Kingdom- Jan Considine writing- narrative text Opportunities for pupils to do extended writing on this text Reading skills: VIPERS- vocabulary, infer, predict, explain, retrieve, summarise	**Non-Fiction** Non-fiction writing - Supersize Me documentary used as a vehicle to reinforce and consolidate KS2 grammar and punctuation skills including simple, compound and complex sentences; fronted adverbials, relative clauses and parenthesis. Non-fiction reading texts based on pupil development aspect- healthy living (including, healthy eating, smoking, vaping_ Reading Novel- The Nowhere Emporium narrative based on this narrative text. Opportunities for pupils to do extended writing on this text.	**Non-Fiction** Non-fiction reading - equality and diversity including debate about racism in football; Non-fiction writing- Biography about David Attenborough Opportunities for pupils to extend their writing; reinforce and consolidate previous sentence level skills using wildlife documentary clips. Fiction reading- vipers questions based on the text The Arrival- by Shaun Tan Fiction writing based on the book The Arrival. Opportunities for pupils to extend their writing.	**Non-Fiction** Non-fiction texts looking at CV's and covering letters for the pupil development topic of careers guidance. Non-fiction writing: The topic of Mount Everest will provide an opportunity to refine and consolidate skills of paragraphing for cohesions within and across their paragraphs. Focus on a formal writing style in order to write a covering letter. Pupils will create their own covering letter and CV. Fiction reading and writing- Gothic novel- A Monster Calls Opportunities for pupils to extend their writing.	**Non-Fiction** Non-fiction texts will be based on British values including democracy, The Houses of Parliament and crime and punishment; The children will have an opportunity to debate about carrying knives. Fiction Text: Holes using VIPERS questions. Fiction writing opportunities will encourage blending description, action, speech and how the character feels (DASH) to add impact to the overall piece of writing as well as writing cohesively throughout a fictional text. Writing narrative texts including The Assassin; The Crash which will build tension in their writing.	**Literature Plays** Intro to Shakespeare/ Macbeth and Hamlet Reading skills: literary devices; interpreting quotations; understanding plot and character; PEE Written: empathic writing (as character) literacy building Reading texts will be based on narrative poems including The Highwayman and The Raven
Maths	The aim of this curriculum is to build confidence and resilience by introducing a mastery approach to teaching maths where a CPA (concrete, pictorial, abstract) approach is at the heart of this spiral curriculum. It is founded in learning theories of Piaget, Dienes, Bruner, Skemp and Vygotsky. We build upon the depth of understanding and fluency where learning is presented in small step, logical sequences. We are following the Maths No Problem programme and the White Rose Maths KS3 support programme. We seek to deepen the understanding gained in KS2 and provide a stepping stone to the GCSE curriculum but also lessons can be adapted and modified to suit different cohorts, allowing us to move fluidly back and forth between bolstering basic skills which are missing or weaker than they should be (for example, concepts of place value), while at the same time ensuring exposure to the breadth of the KS3 curriculum which would be expected for a student embarking on a GCSE course in Year 10. Reading opportunities exist in every lesson particularly through the worded problems.					
	Multiplication and Division- Pupils will refine their knowledge of place	**Further multiplication and division-** x 0 and 1, multiply 3-digit numbers together, short	**Fractions**- simplifying, comparing and ordering proper/ improper/ mixed	**Converting units of measurement;** Revision 2 assessment	**Algebra-** pupils will learn some of the conventions of algebra in the	**Position and movement**- work with polygons on coordinate grids. Review assessment

	value, working with numbers between 1 000 000 and 10 000 000. Calculations- addition and subtraction- including renaming, mental strategies and solving word problems; Review assessment **Calculations**: Multiplication and Division- multiplying by 6, 7, 9, 11, 12 Solving multi-step word problems; Review assessment	multiplication; divide using 2 methods including remainders. They will learn to solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do. Review assessment **4 operations on whole numbers**- pupils will be exploring the four operations in combination and in isolation. The unit begins with lessons on creating and solving expressions involving brackets, exponents, multiplication, division, addition and subtraction. Pupils are then multiplying 3-digit and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods. After this, they are estimating the product of multiplication sentences before moving on to division. Pupils are dividing 3-digit and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division. Pupils then begin solving more complex word problems involving multiple operations, including multiplication and division, with bar models being a main heuristic in addition to other pictorial methods. Pupils are then challenged by finding common multiples and common factors before ending the unit exploring prime numbers Review assessment	numbers; adding and subtracting, multiplying and dividing Revision 1 assessment **Decimals-** reading and writing fractions as decimals; multiplying and dividing decimals with and without renaming; dividing decimals by 2-digit whole numbers	**calculating percentages of numbers** and quantities; ratio- using both pictorial and abstract multiplication and division to support their learning while simplifying and comparing ratios; review assessment	context of patterns and real-life problems. Review assessment **Area and perimeter-** how to calculate the area of rectangles, triangles and parallelograms; revision 3 **volume-** understanding of volume as it relates to cubes and cuboids. Review assessment **Geometry-** investigating angles on their own, in word problems and in shapes. Review assessment	**Graphs and averages-** present and interpret information in different ways. It begins with lessons exploring the mean, but also briefly looking at other ways of showing averages. Review assessment Revision 4 End of year review
P. E	**Basketball** Introductions to basketball Dribbles lay-ups jump shots defensive work	**Badminton** Introductions to badminton Serves Smash overhead clear drop shot	**Short Tennis** Introductions to short tennis Serves overhead smash volleys	**Cricket** Introductions to cricket Bowling Batting Catching Throwing	**Football** Introductions to football Defending Attacking Passing Shooting	**Athletics** Introductions to athletics Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved) 100m (timed 1st and last)

	offensive team work Match	target hitting doubles Match singles/doubles	forehands backhands Match singles/doubles	Fielding positions Games of cricket	All techniques Match	
Science	The aim of the science curriculum is to encourage curiosity about science and the natural world. To support students to obtain knowledge, understanding and skills to solve problems and make informed decisions in scientific contexts. To encourage students to advance in scientific inquiry, to plan and carry out practical tasks using a variety of different apparatus and draw relevant conclusions. To present scientific ideas, arguments and practical experiences accurately in a variety of ways. To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, KS3 Science Study Guide for each module.Assessment of this unit will be through the completion of the following throughout the module: Verbal conversation; Peer/ Self assessments; Completion of worksheets; Written feedback; End of unit assessment; Booklet for each module					
	Unit: **Introduction to Science & Biology** This unit aims to give students an introduction to the science laboratory and practical investigation skills. In this unit students will: become familiar with hazard symbols and ways to work safely in a science laboratory; learn to identify and use laboratory equipment; carry out investigations within a biology, a chemistry and a physics context. This unit then moves on to give KS3 students an overview of the organisation of living things. In this unit students will: Plant & Animal Cells Bacterial Cells Specialised Cells Levels of organisation The Skeleton The muscles	Unit: **Energy** This unit aims to give students an introduction to Energy and how it can be described as being in different stores 'and how Energy can be transferred from one store to another. In this unit students will: Look at energy in food; Thermal Energy; Insulation; Energy Stores; Renewable and non-renewable energy and Energy from fuel	Unit: **States of Matter** The first part of this unit aims to give pupils an understanding of; the particulate nature of matter the difference in arrangements of particles in solids, liquids and gases based on the particle model how matter can change from one state to another the movement of particles in terms of diffusion. The second half of this unit focuses on mixtures solubility and how mixtures can be separated using a variety of techniques including filtration, evaporation, distillation and chromatography.	Unit: **Forces** This unit aims to introduce students to forces by including hands-on investigations in each lesson. There is a focus on evaluating the investigations throughout the unit. Initially, students are guided step-by-step through writing an evaluation, then scaffolding is gradually reduced in subsequent lessons. Students are supported to rearrange equations and there are several opportunities to practice calculations through the unit.	Unit: **Space** This unit's aim is to give pupils a basic overview of Earth and its place in our Solar System. In this unit students will learn about the following: Spherical Bodies Space and the solar system Geocentric Versus Heliocentric Night and Day Investigating gravity and mass Movement of the Moon Mars Rover Colonising Mars Orbits	Unit: **Scientists & Inventors** This 'Scientists and Inventors' unit will teach students about famous scientists and inventors linked to the science curriculum. They will learn about; the life and work of Stephen Hawking, and carry out an investigation into Hawking's theories on black holes. Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and classification of these creatures. the effects of cholesterol on the heart and blood vessels in the footsteps of Marie Maynard Daly. Alexander Fleming and his discovery of penicillin, and will interpret data in a scatter graph They will look at the evidence for human evolution, and will learn about Mary Leakey and her role in finding significant fossil evidence, and what her fossils prove about evolution. explore the circulatory system and find out about the medical, and social, advancements made by Dr Daniel Hale Williams. the life and work of Steve Jobs, and his development of new electronics and technologies

Occupational Studies	**Work Area** Be able to demonstrate good practice in preparing and maintaining the work area Be able to assist the preparation of a surface for painting Be able to demonstrate good practice in preparing and maintaining the work area Be able to use and maintain tools and equipment appropriately Be able to assist the preparation of a surface for painting Be able to paint an area Be able to clean work area and equipment Why – To give the pupils an introduction into working as part of a team and how to use tools safely. Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Management of Tools** Be able to use and maintain tools and equipment appropriately Be able to assist the preparation of a surface for painting Be able to paint an area Be able to clean work area and equipment Know the personal protective equipment (PPE) used in basic bricklaying processes/ Be able to apply safe working practices to produce half-brick walling. Be able to work responsibly with others Be able to seek and respond to guidance when working as part of a team. Why – So the pupils can continue to build on skills learnt in previous unit and develop their understanding of safe work practices. Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Know the personal protective equipment** (PPE) used in basic bricklaying processes/ Be able to apply safe working practices to produce half-brick walling Be able to work responsibly with others Be able to seek and respond to guidance when working as part of a team Why – Pupils will now have a good understanding of how to stay safe in the workshop so will begin to use more challenging equipment. Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Carpentry Tools** Know about hand tools used in carpentry Be able to use face and edge marks Be able to saw to a line Be able to plane timber Be able to use a chisel Why – Pupils will have developed lots of skills and a strong understanding of working with tools and as part of a team. Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.Assessment – On going in workbooks and dated when achieved assessment criteria.	**Plants** Be able to propagate plants Be able to grow and care for plants grown from seed Know how to control weeds Why – This is the best time of year for pupils to work on the horticulture because of weather and sowing times. Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Assessment** Completing any outstanding theory or practical work required to achieve certification To help the pupils complete the units so they can gain qualification.
Art	**Graffiti Art** Creating work on the style of graffiti artists. Research a different artist each week such as Banksy and Kenny Scharf to understand their style and use it to develop your own ideas. Pupils will experiment with various materials to express their ideas. Why – To help the pupils recognise there are different ways of creating art and styles. Reading – reading texts associated with graffiti art and using subject keywords from sheet.	**Basic Skills** Experiment with different materials. Practising creating work using the 8 basic technical terms – line, form, shape, tone, value, pattern, texture and colour. Why – To give the pupils an introduction into the basic concepts of art. Reading – reading texts associated with important works of art that use the basic technical terms and using subject keywords from sheet.	**Changing Styles** Creating work in the style of famous artists and art movements. Research a different artist / art movement each week to understand their style and use it to develop your own ideas. Dali / Warhol / Picasso / Van Gogh Surrealism / Pop Art / Cubism / Impressionism. Why – To help the pupils develop their ideas further.	**Portraits** Pupils learn how to draw a human face to the correct proportions. Pupils then research different types of portraiture throughout history to influence their ideas. Pupils will get to make a mask influenced by African and Oceanic designs. Create distorted portraits and create a face from magazine cuttings. Why – To help the pupils improve their observational drawing skills.	**Human Figure** Pupils understand how to draw the human figure in proportion and make a model using modroc. Why – To help the pupils develop their ideas and create work in different materials. Reading – reading texts associated with the human figure art that use the basic technical terms and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.	**Mosaic** Understand how to design a mosaic from the initial drawing to the completed finish piece. Why – To help the pupils develop their ideas and create work in different materials. Reading – reading texts associated with mosaics that use the basic technical terms and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.

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PHSE	Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module. Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module					
	Personal identity and self esteem The aim of this unit is to provide learners with the skills and knowledge to be able to understand what is meant by personal identity and a positive sense of self Understand the concept of personal identity. Understand the relationship between self-esteem, confidence and personal identity Understand different gender identities and the personal impact of gender identity.	**Recognising and dealing with bullying** The aim of this unit is to provide learners with the knowledge to know to know what is meant by bullying and the different forms of bullying and also why people bully others. Understand what is meant by 'bullying' Be able to recognise the effects of bullying and strategies for dealing with bullying Know where to access help and support.	**Beliefs & values** The aim of this unit is to provide learners with the knowledge to be able to understand what is meant by the term beliefs and values. Understand what is meant by the term beliefs. Understand what is meant by the term values Understand how beliefs and values can influence attitudes, opinions and behaviour.	**Understanding relationships** The aim of this unit is to provide learners with the knowledge to know what a relationship is and also how relationships make contributions to our lives. Understand what is meant by 'a relationship' Understand personal and social relationships Know how to behave appropriately in different relationships .	**Isolation and loneliness** The aim of this unit is to provide learners with the knowledge to understand what is meant by isolation and loneliness and some of the causes and consequences of isolation and loneliness. Understand what is meant by isolation and loneliness Understand the causes and consequences of isolation and loneliness Know about support services for isolation and loneliness	**Personal Development** The aim of this term is to give pupils the chance to catch up on any missed learning opportunities, and to complete units working towards their level 1 Award in personal wellbeing. Pupils will consolidate their learning from previous units focusing on next steps. Pupils will complete focused lessons on the latest news stories focused around previous topic subject material
Food Tech	**Nutritional analysis and food labels** Food labels; Using food labels to make healthier choices; Allergen labels Comparing food label; High, medium, low; Portion size; Modifying recipes. Using food labels to decide if our practical dishes meet Eatwell and nutritional guidelines for our age.	**Health and Safety in Food preparation- (practical based)** Use of date marks and food labels; Allergen and food intolerance awareness; Knife skills; Handling raw meat; Hot water; Hob; Oven Principles of food hygiene and safety focusing on knife skills, handling and cooking raw meat, the kettle (hot water), the hob, draining and the grill.	**Healthy Eating** The Eatwell Guide, its food groups and the concepts it delivers; Applying the Eatwell Guide; The importance of being well hydrated; Nutrition in our food; Adapting dishes to make them healthier; Applying the Eatwell guide to own practical dishes	**Healthy Eating** Energy; Energy balance;Energy and nutrients (including fibre); Nutritional needs throughout life. Nutrition in our food Energy in our food; Appropriate dishes for different ages	**Where does food come from?** Food Seasonality and the origin of food: Cereal; Dairy; Eggs; Fish and shellfish; Fruit and vegetables; Meat; Potatoes; Poultry; Rice sugar ; Practical dish involving each commodity	**Nutritional analysis and food labels** Food labels ; Using food labels to make healthier choices ; Allergen labels; Comparing food labels; High, medium, low; Portion size; Modifying recipes. Using food labels to decide if our practical dishes meet eatwell and nutritional guidelines for our age.
Princes Trust	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets, KS3 Science Study Guide for each module. Assessment of this unit will be through the completion of the following throughout the module: Verbal conversation; Peer/ Self assessments; Completion of worksheets; Written feedback; End of unit assessment; Booklet for each module					

	Aspirations The aim of this unit is to support learners to believe they can achieve their goals. The unit guides the learner to recognise what is meant by personal strengths and supports them to work towards a goal, understanding how their motivation affects them. Learners will experience the value of acknowledging achievement and take part in an activity which celebrates their effort. Following a positive experience in developing their aspirations, the learner will look to the future and plan short- and long-term aspirations. It is not necessary to achieve the personal goal that has been set to pass the unit, it is sufficient to show commitment to working towards the goal. **Career Planning Q** With high demand for jobs, learners need to be aware of where to search for suitable roles and how to best present themselves through their CVs, applications or at an interview. This unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt.	**Customer Experience** The unit explores customer experience. Learners will discover what customer experience means and what high quality customer experience looks like. They will also take a look at customer needs and how businesses can meet them, as well as how to deliver good customer service. **Wellbeing Q** By undertaking this unit, learners will become more aware of their own wellbeing. They will build their understanding by exploring practical techniques and strategies that promote good wellbeing. Learners will look at their self-esteem and confidence, emotional and physical wellbeing and how to manage situations that may cause stress.	**Budgeting** This unit takes a look at how to budget for personal and business finances. There are activities that look at how to track incoming and outgoing money and others that get young people to consider how to effectively manage and save their own or business money. **Breaking Habits A** This unit takes a look at habits: what they are, how they are formed and what young people can do to overcome them. It will help learners understand themselves more and decide which habits of theirs need to be broken.	**Wellbeing- Healthy Eating Q** This unit enables learners to explore and understand the benefits of a balanced diet as part of a healthy lifestyle. It also encourages learners to develop independent living skills that they can take into the future. **Beating Peer Pressure and Building Relationships** In this unit, young people learn about the different ways they can build positive relationships with others and explores what peer pressure is and how it can be managed.	**Personal Development Q** The aim of this unit is for learners to assess their strengths and weaknesses and to set manageable, achievable goals for work and/or their personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. **Personal Resilience** The aim of this unit is for learners to experience an appropriate challenge which enables them to explore their personal resilience and observe how their emotions are affected. The learner will increase their resilience by trying a helpful habit to develop their ability to cope with the challenge. By developing their awareness of their personal resilience and strategies to cope with adversity, learners should feel more confident to face future challenges.	**Noticing Nature A** This unit takes a look at the connection between nature and wellbeing. The sessions are designed to be taught outside in a quiet, green space. Learners engage with nature and discuss how it makes them feel. **Sustainability Q** The aim of this unit is for learners to develop an understanding of the basic principles of sustainability. The unit aims to introduce learners to key issues in the natural world and encourage them to consider their role as an individual in making sustainable choices. Learners will undertake a project which promotes sustainability; examples could include (but are not limited to) food and drink, renewable energy, recycling, travel and traffic, purchases and waste and buildings.