LEAP CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment Maths opportunities	Autumn 1 **TOPIC**	Autumn 2 **TOPIC**	Spring 1 **TOPIC**	Spring 2 **TOPIC**	Summer 1 **TOPIC**	Summer 2 **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 Statistics- population- prisoners of war/ Japanese Units of time/ distance/ direction/ map reading (to travel around the world)	**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. Maths- statistics obesity (population USA); Health statistics- weight etc Size differences in McDonalds drinks(ounces); burgers etc over time. Units of measure Statistics- vaping UK	**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. Statistics of population with various disabilities- ADHD, ASD, dyslexia, What is a disability? etc Time- Chronological order	**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. Numeracy-Use mathematical questioning to help expand answers - How could you sort these…….? How many ways can you find to ……. ? What happens when we …….. ? How many different ……. can be found?	**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. Numeracy-Use mathematical questioning to help expand answers - How could you sort these…….? How many ways can you find to ……. ? What happens when we …….. ?	**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 Numeracy-Use mathematical questioning to help expand answers - How could you sort these…….? How many ways can you find to ……. ? What happens when we …….. ? How many different ……. can be found? What is the same/different? Can you group these ……. in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why?

				What is the same/different? Can you group these ……. in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why? Is there a way to record what you've found that might help us see more patterns? What would happen if….?	How many different ……. can be found? What is the same/different? Can you group these ……. in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why? Is there a way to record what you've found that might help us see more patterns? What would happen if….?	Is there a way to record what you've found that might help us see more patterns? What would happen if….?
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. Numeracy- Check calculations using approximation/estimation/ time and distance						
	Multiplication and Division- Pupils will refine their knowledge of place 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	**Further multiplication and division-** x 0 and 1, multiply 3-digit numbers together, short 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	**Fractions**- simplifying, comparing and ordering proper/ improper/ mixed 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	**Converting units of measurement;** Revision 2 assessment **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	**Algebra-** pupils will learn some of the conventions of algebra in the 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	**Position and movement**- work with polygons on coordinate grids. 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

		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				
P. E	**Basketball** Introductions to basketball Numeracy- scoring of points; timings of game; time penalties; distance from hoop. Dribbles lay-ups jump shots defensive work offensive team work Match	**Badminton** Introductions to badminton Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash overhead clear drop shot target hitting doubles Match singles/doubles	**Short Tennis** Introductions to short tennis Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves overhead smash volleys forehands backhands Match singles/doubles	**Cricket** Introductions to cricket Numeracy- scoring of points; timings of game; distance between wickets; width either side of wickets Bowling Batting Catching Throwing Fielding positions Games of cricket	**Football** Introductions to football Numeracy- scoring of points; timings of game; added time; points in the league; reading Defending Attacking Passing Shooting All techniques Match	**Athletics** Introductions to athletics Numeracy-Distance in each sport Measuring; Time Keeping; Scoring Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved) 100m (timed 1st and last)
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:	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:	Unit: **States of Matter** The first part of this unit aims to give pupils an understanding of; the particulate nature of matter	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	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:	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

	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 Taking measurements- units of measure/ time	Look at energy in food; Thermal Energy; Insulation; Energy Stores; Renewable and non-renewable energy and Energy from fuel Taking measurements- units of measure/ time	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. Water Cycle Taking measurements- units of measure/ time	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. Taking measurements- units of measure/ time	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	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 Taking measurements- units of measure/ time
Occupational Studies	Numeracy Opportunities: Labelling, diagrams, recording results (tables/graphs), Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data					
	Displaying Travel and Tourism Information 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.	**Health and Fitness** 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.	**Planning for and taking part in a visit** Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Assist in Sports Coaching** 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.	**How the body works** Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.	**Indoor Team Games** Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria.
Art	**Graffiti Art**	**Basic Skills**	**Changing Styles**	**Portraits**	**Human Figure**	**Mosaic**

	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. Assessment – Continual assessment of work produced by pupils. **Students to use spacing and different shape and colour**	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. Assessment – Continual assessment of work produced by pupils.	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. Reading – reading texts associated with important works of art that use the basic technical terms and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. **Students to use spacing and different shape and colour**	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. Reading – reading texts associated with portraiture that use the basic technical terms and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. **Students to use spacing and different shape and colour**	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. **Students to use spacing and different shape and colour**	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. **Students to use spacing and different shape and colour**
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 **Week 1** - Welcome to Personal Development, including identifying elements that **shape personal identity** **Week 2 -** Factors that contribute to a positive sense of self **Week 3** – self-esteem and confidence **Week 4** - The relationship between personal identity and self-esteem **Week 5** - Building confidence and self-esteem **Week 6** – Assertiveness **Week 7 –** Different gender identities	**Recognising and dealing with bullying** **Week 1 –** What is bullying? **Week 2** – forms of bullying **Week 3 –** effects of bullying on the victim **Week 4** – Intervention strategies that may help the victim **Week 5** – strategies that may help the bully. **Week 6** – sources of help and support available Students will display this information in different tables.	**Beliefs & values** **Week 1 –** Introduction to what is meant by beliefs with examples of some beliefs of other people/groups **Week 2** - what **is meant by values** **Week 3 –** Look at our own values & British values **Week 4** – Look at the values held by other people/groups	**Understanding relationships** **Week 1 -** meaning of the term 'relationship' and the importance of relationships **Week 2** - different types of relationships and the term "consent" in a relationship **Week 3 -** characteristics of personal and social relationships and what is meant by a healthy relationship **Week 4** - the importance of knowing and respecting boundaries within a relationship	**Families and parenting, healthy relationships, conflict resolution, and relationship changes** **Week 1-** about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering/ about positive relationships in the home and ways to reduce homelessness amongst young people **Week 2** - about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies	**Intimate relationships** **Week 1-** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography **Week 2-** about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex **Week 3-** about facts and misconceptions relating to consent **Week 4-** about the continuous right to withdraw consent and capacity to consent **Week 5-** about STIs, effective use of condoms and negotiating safer

	Students will fill in different tables to show the information that they have found.		**Week 5 -** how values and beliefs have an influence on attitude and behaviour **Week 6** - how accepting others' beliefs and values can contribute to a diverse society Students will display this information in different tables.	**Week 5** - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship **Week 6** - possible causes of conflict within a relationship and how these might be overcome Students will display this information in different tables. .	**Week 3** – how to manage relationship and family changes, including relationship breakdown, separation and divorce /how to access support services **Isolation and loneliness** **Week 4** - What is loneliness and isolation- different ways in which people experience loneliness and isolation **Week 5** - the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation **Week 6** - ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation Students will research different phone numbers and ways to contact services if they are struggling with isolation and loneliness.	sex / about the consequences of unprotected sex, including pregnancy **Week 6-** how the portrayal of relationships in the media and pornography might affect expectations **Week 7-** how to assess and manage risks of sending, sharing or passing on sexual images /how to secure personal information online Students will consolidate knowledge on all pervious units filling in different tables and adding statistics where needed.
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. Being able to read a food label, understanding measurements, working out how many calories are in a portion	**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. Being able to read a food labels, how to read best before and use by dates.	**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. Understanding how much energy is in our food 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 Weighing, measuring, estimating	**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. Weighing, measuring, estimating
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.Students will use prediction methods and evidence to prove aspiration goals. **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. Students will look at different figures of customer satisfaction and analysis how this can be improved. **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. Students will predict and assess targets that they have set themselves and provide explanation of how they can improved. **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. Students will research facts and figures within their sustainability project.