

STAG CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment Numeracy	Autumn 1 TOPIC	Autumn 2 TOPIC	Spring 1 TOPIC	Spring 2 TOPIC	Summer 1 TOPIC	Summer 2 TOPIC
English	<p>The aims of the English 12 week programme is to provide short schemes of work which mirror mainstream curriculum and enable pupils to read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p>					
	<p>Creative Writing - Escape from Krasnir -This scheme of work aims to improve students' writing skills, with a focus on developing narratives. They will focus on narrative hooks and structure as well as creating characters and setting. Finally, the scheme requires students to write their own narrative text. It is designed to make students enthusiastic about reading and introduces them to a range of fiction and media texts as stimulus. Creative writing story.</p> <p>Non -Fiction Reading and Writing Skills-The Titanic - Pupils have opportunities to read non-fiction texts and develop writing non-fiction using The Titanic as a topic. Pupils will demonstrate understanding of explicit meanings; demonstrate understanding of implicit meanings and attitudes</p> <p>analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text; demonstrate understanding of how writers achieve effects and influence readers; select and use information for specific purposes. articulate experience and express what is thought, felt and imagined; organise and structure ideas and opinions for deliberate effect</p> <p>use a range of vocabulary and sentence structures appropriate to context</p> <p>use register appropriate to context; make accurate use of spelling, punctuation and grammar. Leaflet bout the Titanic</p> <p>Reading for Meaning and Analysis/ Poetic Terminology- Poetry - Define and deploy words with precision, including their exact implication in context. Understand and have the terminology to describe the role of word classes Identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer. Recognise how writers' language choices can enhance meaning e.g., repetition, emotive vocabulary, varied sentence structure or line length, sound effects. Write own Poem.</p> <p>Reading Skills- Analysis- Social and Historical Context -A Christmas Carol or Of Mice and Men- Combine information from</p>	<p>Creative Writing - Escape from Krasnir -This scheme of work aims to improve students' writing skills, with a focus on developing narratives. They will focus on narrative hooks and structure as well as creating characters and setting. Finally, the scheme requires students to write their own narrative text. It is designed to make students enthusiastic about reading and introduces them to a range of fiction and media texts as stimulus. 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	<p>various sources into one coherent document; Make notes in different ways, choosing a form which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval; Analyse overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used; Read extracts of a text revising and refining interpretations of subject matter, style and technique</p> <p>Recognise how texts refer to and reflect the culture in which they are produced e.g., in their evocation of time and place; social and historical context. PEE Paragraph on how writer shows context in an extract.</p> <p>Reading Skills- Analysis- Social and Historical Context/ Poetic Terminology Introduction to Shakespeare Play- Macbeth/ Midsummers Night's Dream - To provide students with the basic historical context needed to understand and appreciate Shakespeare's poetic and dramatic works. To enable students to answer some commonly asked questions about Shakespeare and to grasp some of the reasons for his high literary reputation.</p> <p>Numeracy-Use mathematical questioning to help expand answers -</p> <p>How could you sort these.....?</p> <p>How many ways can you find to ?</p> <p>What happens when we ?</p> <p>How many different can be found?</p> <p>What is the same/different?</p> <p>Can you group these in some way?</p> <p>Is there a pattern?</p> <p>How can this pattern help you find an answer?</p> <p>What do think comes next? Why?</p> <p>Is there a way to record what you've found that might help us see more patterns?</p> <p>What would happen if....?</p>	<p>which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval; Analyse overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used; Read extracts of a text revising and refining interpretations of subject matter, style and technique</p> <p>Recognise how texts refer to and reflect the culture in which they are produced e.g., in their evocation of time and place; social and historical context. PEE Paragraph on how writer shows context in an extract.</p> <p>Reading Skills- Analysis- Social and Historical Context/ Poetic Terminology Introduction to Shakespeare Play- Macbeth/ Midsummers Night's Dream - To provide students with the basic historical context needed to understand and appreciate Shakespeare's poetic and dramatic works. To enable students to answer some commonly asked questions about Shakespeare and to grasp some of the reasons for his high literary reputation.</p> <p>Numeracy- specialising – trying special cases, looking at examples; generalising – looking for patterns and relationships conjecturing – predicting relationships and results; convincing – finding and communicating reasons why something is true.</p>	<p>into one coherent document; Make notes in different ways, choosing a form which suits the purpose, e.g. diagrammatic notes, making notes during a video, abbreviating for speed and ease of retrieval; Analyse overall structure of a text to identify how key ideas are developed, e.g. through the organisation of the content and the patterns of language used; Read extracts of a text revising and refining interpretations of subject matter, style and technique</p> <p>Recognise how texts refer to and reflect the culture in which they are produced e.g., in their evocation of time and place; social and historical context. PEE Paragraph on how writer shows context in an extract.</p> <p>Reading Skills- Analysis- Social and Historical Context/ Poetic Terminology Introduction to Shakespeare Play- Macbeth/ Midsummers Night's Dream - To provide students with the basic historical context needed to understand and appreciate Shakespeare's poetic and dramatic works. To enable students to answer some commonly asked questions about Shakespeare and to grasp some of the reasons for his high literary reputation.</p> <p>Numeracy- Graphs</p> <p>Timelines; Flow charts</p> <p>Graphic organisers; Pie charts to organise social historical context and structure of the play.</p>							
<p>Maths</p>	<p>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). Reading opportunities exist in every lesson particularly through the worded problems. Numeracy- Check calculations using approximation/estimation/ time and distance</p>				<p>Pupils will refine their knowledge of place value, working with numbers between 1 000 000 and 10 000 000.</p> <p>Calculations- addition and subtraction- including</p>	<p>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</p>	<p>Pupils will refine their knowledge of place value, working with numbers between 1 000 000 and 10 000 000.</p> <p>Calculations- addition and subtraction- including renaming, mental strategies and solving word problems;</p> <p>Review assessment</p>	<p>Further multiplication and division- x 0 and 1, multiply 3-digit numbers together, short multiplication; divide using 2 methods including remainders.</p> <p>They will learn to solve multiplication and division problems using the methods they</p>	<p>Pupils will refine their knowledge of place value, working with numbers between 1 000 000 and 10 000 000.</p> <p>Calculations- addition and subtraction- including renaming, mental strategies and solving word problems;</p>	<p>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</p>

	<p>renaming, mental strategies and solving word problems; Review assessment</p> <p>Calculations: Multiplication and Division- multiplying by 6, 7, 9, 11, 12 Solving multi-step word problems; Review assessment</p>	<p>models to visualise what the problem is asking them to do. Review assessment</p> <p>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</p>	<p>Calculations: Multiplication and Division- multiplying by 6, 7, 9, 11, 12 Solving multi-step word problems; Review assessment</p>	<p>have learned and will use bar models to visualise what the problem is asking them to do. Review assessment</p> <p>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</p>	<p>Review assessment</p> <p>Calculations: Multiplication and Division- multiplying by 6, 7, 9, 11, 12 Solving multi-step word problems; Review assessment</p>	<p>models to visualise what the problem is asking them to do. Review assessment</p> <p>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</p>
P. E	Basketball Introductions to basketball Numeracy- scoring of points; timings of game; time penalties; distance from hoop. Dribbles	Badminton Introductions to badminton Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash	Short Tennis Introductions to short tennis Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves overhead smash	Cricket Introductions to cricket Numeracy- scoring of points; timings of game; distance between wickets; width either side of wickets Bowling	Football Introductions to football Numeracy- scoring of points; timings of game; added time; points in the league; reading Defending Attacking	Athletics Introductions to athletics Numeracy- Distance in each sport Measuring; Time Keeping; Scoring Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved)

	lay-ups jump shots defensive work offensive team work Match	overhead clear drop shot target hitting doubles Match singles/doubles	volleys forehands backhands Match singles/doubles	Batting Catching Throwing Fielding positions Games of cricket	Passing Shooting All techniques Match	100m (timed 1st and last)
Science	<p>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</p> <p>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</p> <p>Numeracy Opportunities: Labelling, diagrams, recording results (tables/graphs), Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data</p>					
	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	Numeracy Opportunities: Labelling, diagrams, recording results (tables/graphs), Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data					
	<p>Work Area</p> <p>Be able to demonstrate good practice in preparing and maintaining the work area</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to demonstrate good practice in preparing and maintaining the work area</p> <p>Be able to use and maintain tools and equipment appropriately</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to paint an area</p> <p>Be able to clean work area and equipment</p> <p>Why – To give the pupils an introduction into working as part of a team and how to use tools safely.</p> <p>Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>Management of Tools</p> <p>Be able to use and maintain tools and equipment appropriately</p> <p>Be able to assist the preparation of a surface for painting</p> <p>Be able to paint an area</p> <p>Be able to clean work area and equipment</p> <p>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</p> <p>Be able to seek and respond to guidance when working as part of a team</p> <p>Why – Pupils will now have a good understanding of how to stay safe in the workshop so will begin to use more challenging equipment.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>Know the personal protective equipment (PPE) used in basic bricklaying processes/ Be able to apply safe working practices to produce half-brick walling</p> <p>Be able to work responsibly with others</p> <p>Be able to seek and respond to guidance when working as part of a team</p> <p>Why – Pupils will now have a good understanding of how to stay safe in the workshop so will begin to use more challenging equipment.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>Carpentry Tools</p> <p>Know about hand tools used in carpentry</p> <p>Be able to use face and edge marks</p> <p>Be able to saw to a line</p> <p>Be able to plane timber</p> <p>Be able to use a chisel</p> <p>Why – Pupils will have developed lots of skills and a strong understanding of working with tools and as part of a team.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>Plants</p> <p>Be able to propagate plants</p> <p>Be able to grow and care for plants grown from seed</p> <p>Know how to control weeds</p> <p>Why – This is the best time of year for pupils to work on the horticulture because of weather and sowing times.</p> <p>Reading – How to use materials and equipment correctly.</p> <p>Reading learning objectives and writing in workbooks.</p> <p>Assessment – On going in workbooks and dated when achieved assessment criteria.</p>	<p>Assessment</p> <p>Completing any outstanding theory or practical work required to achieve certification</p> <p>To help the pupils complete the units so they can gain qualification.</p>
PHSE	<p>Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module.</p> <p>Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module</p>					
	Understanding relationships	Recognising and dealing with bullying	Understanding relationships	Recognising and dealing with bullying	Understanding relationships	Recognising and dealing with bullying
	Week 1 – What is bullying?	Week 1 – What is bullying?	Week 1 - meaning of the term 'relationship' and the importance of	Week 1 – What is bullying?	Week 1 - meaning of the term 'relationship' and the importance	Week 1 – What is bullying?

	<p>Week 1 - meaning of the term 'relationship' and the importance of relationships/ different types of relationships and the term "consent" in a relationship</p> <p>Week 2 - characteristics of personal and social relationships and what is meant by a healthy relationship/the importance of knowing and respecting boundaries within a relationship</p> <p>Week 3 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship/possible cause of conflict within a relationship and how these might be overcome</p> <p>Students will display this information in different tables.</p> <p>Mental health & wellbeing</p> <p>Week 4 – what is meant by mental health and wellbeing/signs of good and poor mental health and wellbeing</p> <p>Week 5 – factors that may influence an individual's mental health and wellbeing/ self-care techniques to promote mental wellbeing/ why communication and positive relationships are important for mental health and wellbeing.</p> <p>Week 5 – 5 ways to wellbeing may be used to</p>	<p>Week 2 – forms of bullying</p> <p>Week 3 – effects of bullying on the victim</p> <p>Week 4 – Intervention strategies that may help the victim</p> <p>Week 5 – strategies that may help the bully.</p> <p>Week 6 – sources of help and support available</p> <p>Students will display this information in different tables.</p> <p>Isolation and loneliness</p> <p>Week 4 - What is loneliness and isolation- different ways in which people experience loneliness and isolation</p> <p>Week 5 - the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation</p> <p>Week 6 - ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation</p> <p>Students will research different phone numbers and ways to contact services if they are struggling with isolation and loneliness.</p>	<p>relationships/ different types of relationships and the term "consent" in a relationship</p> <p>Week 2 - characteristics of personal and social relationships and what is meant by a healthy relationship/the importance of knowing and respecting boundaries within a relationship</p> <p>Week 3 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship/possible cause of conflict within a relationship and how these might be overcome</p> <p>Students will display this information in different tables.</p> <p>Mental health & wellbeing</p> <p>Week 4 – what is meant by mental health and wellbeing/signs of good and poor mental health and wellbeing</p> <p>Week 5 – factors that may influence an individual's mental health and wellbeing/ self-care techniques to promote mental wellbeing/ why communication and positive relationships are important for mental health and wellbeing.</p> <p>Week 5 – 5 ways to wellbeing may be used to improve mental health and wellbeing: a) Connect b) Keep Learning c) Be Active d) Take Notice e) Give to other</p> <p>Week 6 - Film and mental health/ Emotional Well-being and Media</p>	<p>Week 2 – forms of bullying</p> <p>Week 3 – effects of bullying on the victim</p> <p>Week 4 – Intervention strategies that may help the victim</p> <p>Week 5 – strategies that may help the bully.</p> <p>Week 6 – sources of help and support available</p> <p>Students will display this information in different tables.</p> <p>Isolation and loneliness</p> <p>Week 4 - What is loneliness and isolation- different ways in which people experience loneliness and isolation</p> <p>Week 5 - the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation</p> <p>Week 6 - ways to reduce feelings of loneliness and isolation/ support services for those experiencing loneliness and isolation</p> <p>Students will research different phone numbers and ways to contact services if they are struggling with isolation and loneliness.</p>	<p>of relationships/ different types of relationships and the term "consent" in a relationship</p> <p>Week 2 - 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	<p>improve mental health and wellbeing: a) Connect b) Keep Learning c) Be Active d) Take Notice e) Give to other</p> <p>Week 6 - Film and mental health/ Emotional Well-being and Media</p>					
Food Tech	<p>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.</p> <p>Being able to read a food label, understanding measurements, working out how many calories are in a portion</p>	<p>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.</p> <p>Being able to read a food labels, how to read best before and use by dates.</p>	<p>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 Being able to read a food labels, how to read best before and use by dates.</p>	<p>Healthy Eating Energy; Energy balance; Energy and nutrients (including fibre); Nutritional needs throughout life Understanding how much energy is in our food</p> <p>Nutrition in our food Energy in our food; Appropriate dishes for different ages</p>	<p>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</p> <p>Weighing, measuring, estimating</p>	<p>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.</p> <p>Weighing, measuring, estimating</p>
Princes Trust	<p>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</p>					
	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

	<p>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.</p> <p>Career Planning Q</p> <p>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.</p>	<p>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.</p>	<p>understand themselves more and decide which habits of theirs need to be broken.</p>	<p>peer pressure is and how it can be managed.</p>	<p>explanation of how they can improved.</p> <p>Personal Resilience</p> <p>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.</p>	<p>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.</p>
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