

KS3 CURRICULUM MAP 2025/2026

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spiritual, moral, social and cultural development	- Healthy living British Values	Equality and diversity	Careers guidance	Citizenship	Preparation for next stage
English	<p>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.</p> <p>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.</p>					
	<p><u>Fiction writing- author intent and Critical reading</u> Non-fiction- Murder mystery reading comprehension questions VIPERS Inference detective questions</p> <p>English skills- sentence structure through Black Death topic.</p> <p>Reading Novels</p> <p>Pig heart Boy</p> <p>Reading skills: VIPERS- vocabulary, infer, predict,, explain, retrieve, summarise</p> <p>Opportunities for pupils to extend their writing; reinforce and consolidate previous sentence level skills.</p> <p>Opportunities for pupils to do extended writing on this text.</p> <p>Estimation- How many people have transplants? Survival rates</p>	<p><u>Language patterns in non-fiction</u> Continue Pig Heart Boy 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) British values including democracy, The Houses of Parliament and crime and punishment; The children will have an opportunity to debate about carrying knives.</p> <p>Opportunities for pupils to do extended writing on this text.</p> <p>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</p>	<p><u>Fiction reading and writing</u> Holes Opportunities for pupils to extend their writing. Reading Novels 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. Opportunities for pupils to do extended writing on this text.</p> <p>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?</p>	<p>Poetry Reading texts will be based on narrative poems including The Highwayman and The Raven Non-Fiction Non-fiction writing: Non chronological report The topic of Mount Everest or famous environmentalists 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. Non-fiction texts looking at CV's and covering letters for the pupil development topic of careers guidance. Pupils will create their own covering letter and CV. Opportunities for pupils to extend their writing. Numeracy-Use mathematical questioning</p>	<p>Literature Plays Intro to Shakespeare/ Hamlet Reading skills: literary devices; interpreting quotations; understanding plot and character; PEE Written: empathic writing (as character) literacy building Shakespeare Hamlet <u>also</u> <u>also</u> 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. 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 ?</p>	<p>Literature Plays continued Opportunities for pupils to extend their writing. Continue with Hamlet Non fiction- America's most haunted various reading comprehension questions VIPERS Opportunities for pupils to do extended writing on this text. Estimation- How many people believe in ghosts? map reading (to travel across USA the world). Opportunities to use track incidents across America (geography links) 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?</p>

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			<p>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....?</p> <p>Non-Fiction Non-fiction reading - equality and diversity including debate about racism in football; Stonewall, pride; Disabilities- ADHD, ASD, Dyslexia Opportunities for pupils to extend their writing; reinforce and consolidate previous sentence level skills using Macbeth as stimulus.</p> <p>Statistics of population with various disabilities- ADHD, ASD, dyslexia, What is a disability? etc Time- Chronological order</p>	<p>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?</p>	<p>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? Is there a way to record what you've found that might help us see more patterns? What would happen if....?</p>	<p>Is there a way to record what you've found that might help us see more patterns? What would happen if....?</p>
Maths	<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), 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.</p>					
	<p>Pupils will refine their knowledge of place value, working with numbers between 1 000 000 and 10 000 000. 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>Fractions- simplifying, comparing and ordering proper/ improper/ mixed numbers; adding and subtracting, multiplying and dividing Revision 1 assessment</p>	<p>Converting units of measurement; Revision 2 assessment calculating percentages of numbers and quantities; ratio- using both pictorial and abstract multiplication and division to support</p>	<p>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</p>	<p>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.</p>

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	<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>Decimals- reading and writing fractions as decimals; multiplying and dividing decimals with and without renaming; dividing decimals by 2 digit whole numbers</p>	<p>their learning while simplifying and comparing ratios; review assessment</p>	<p>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</p>	<p>Review assessment Revision 4 End of year review</p>
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 Each lesson provides an opportunity to read and understand texts (usually from Outstanding Science); entry and exit quizzes provide assessment opportunities without adding adversely to cognitive load;</p>					
	Animals including humans- circulatory system	Introduction to science including using equipment	States of matter- solids, liquids, gases, states of matter; The Water Cycle	Forces- air resistance; water resistance; friction; gravity	Unit: Space This unit's aim is to give pupils a basic overview of	Unit: Scientists & Inventors This 'Scientists and Inventors' unit will teach students about famous

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	<p>This unit teaches the importance of diet, exercise and lifestyle in the way that bodies function. In this unit, they learn about the three main parts of the circulatory system and the job of the heart. They also learn about what blood is comprised of and how it is transported around the body. Children carry out an investigation to explore how heart rate is affected by exercise. They discuss how to plan a fair test and measure and record accurately. Children learn the importance of exercise and conduct a survey to find the most popular exercise in their class. They then apply their understanding by discussing different people's lifestyles and how this can affect their bodies. Finally, children will learn about drugs and alcohol and how they can have an impact on our bodies, specifically in relation to the circulatory system.</p> <p>Taking measurements- units of measure/ time</p>	<p>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:</p> <p>Plant & Animal Cells Bacterial Cells Specialised Cells Levels of organisation The Skeleton The muscles</p> <p>Taking measurements- units of measure/ time</p>	<p>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.</p> <p>Water Cycle</p> <p>Taking measurements- units of measure/ time</p>	<p>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.</p> <p>Taking measurements- units of measure/ time</p>	<p>Earth and its place in our Solar System. In this unit students will learn about the following:</p> <p>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</p> <p>Taking measurements- units of measure/ time</p>	<p>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.</p> <p>Libbie Hyman, a zoologist whose work on invertebrates informs much of what we know about the characteristics and classification of these creatures.</p> <p>the effects of cholesterol on the heart and blood vessels in the footsteps of Marie Maynard Daly.</p> <p>Alexander Fleming and his discovery of penicillin, and will interpret data in a scatter graph</p> <p>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.</p> <p>explore the circulatory system and find out about the medical, and social, advancements made by Dr Daniel Hale Williams.</p> <p>the life and work of Steve Jobs, and his development of new electronics and technologies</p> <p>Scientists and inventors- David Attenborough; Eva Crane, Leonardo Di Vinci</p> <p>Taking measurements- units of measure/ time</p>
History	<p>Maths opportunities in all lessons through diagrams and labels (see SOW)</p> <p>Reading opportunities in every lesson (see SOW)</p> <p>Assessment will be in each lesson through questioning and completed tasks</p>					
	<p>Medieval Britain (c.1066–1500)</p> <p>Introduction to the Black Death</p>	<p>Medieval England (1066–1500)</p> <p>Core Focus: Power, monarchy, rebellion, rights, democracy</p> <p>Medieval Power Structures</p>	<p>Britain and the Wider World, 1745–1901</p> <p>Introduction to Britain in 1745</p>	<p>Britain and the Wider World, 1745–1901</p> <p>Case Study: India</p>	<p>Precolonial Africa: The Kingdom of Benin</p>	<p>Benin City vs. 17th-Century Europe</p> <p>Urban layout, trade, architecture, comparisons with London or Amsterdam.</p>

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	<p>Core Focus: Cause, consequence, change, continuity, significance The development of the church, state and medieval Britain 1066-1509 The Black Death Causes of the Black Death Explore medieval beliefs about causes vs. modern understanding. Belief systems, medical history. Health and Medicine in the Middle Ages- The Black Death (ch6) Symptoms and Experience Learn about the symptoms, how people experienced it, and treatments. Empathy and Medical knowledge. Medieval Britain (c.1066–1500) Social & Economic Impact Social change and Consequences Evaluate the impact on peasants, feudalism, towns, and work. Religious and Cultural Responses Examine how people reacted religiously, e.g., flagellants, persecution Long-term Consequences Did the Black Death change society permanently? Key concepts: Continuity and Change Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson (see SOW) Assessment will be in each lesson through questioning and completed tasks</p>	<p>Understand how medieval society was organised – feudalism and monarchy Key concepts: Hierarchy, Power The Power of Medieval Kings Explore how kings ruled, including the role of law, land, and religion Key concepts: Monarchy, Divine Right King John and his Rule Assess King John's reputation and the causes of baronial unrest Key concepts: Tyranny, Rebellion Why was the Magna Carta created? Identify key events leading to Magna Carta (1215) Key concepts: Causes, Political conflict What did Magna Carta say? Analyse key clauses from the Magna Carta and their meaning Key concepts: Rights, Law Who benefited from the Magna Carta? Evaluate which groups gained or didn't gain power from it. Key concepts: Power, Inequality Did the Magna Carta matter? Explore its long-term impact: short-term failure vs. symbolic legacy Key concepts: Significance, Continuity Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson, understanding historical documents (e.g. archaic language)</p>	<p>Map of British Isles, political structure, global position The Industrial Revolution Causes, key inventions (steam engine, textile mills), urbanisation Cause & consequence What caused the Industrial Revolution? Life in Industrial Britain Working/living conditions, factory work, child labour Source interpretation What was life like for ordinary people? Protest and Reform Peterloo Massacre, Chartism, Reform Acts. Change & continuity, significance. How did people campaign for change? The British Empire Expands Empire in India, Africa, Caribbean; motivations for empire Significance, interpretations Why did Britain want an empire? Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson, understanding historical documents. Analysing Victorian literature (e.g. Dickens), persuasive speeches Assessment Baseline quiz, timeline activity, Diary entry / Group writing, Group debate or role-play, Interpretations exercise, Source-based questions, Written narrative or</p>	<p>East India Company, Sepoy Rebellion, economic impact Empathy, perspectives. How did British rule affect India? Case Study: Africa and the Slave Trade Transatlantic slave trade, resistance, abolition. Ethical judgment, causation. How did Britain benefit from the slave trade? Migration and the Empire Irish migration, Windrush links, colonial soldiers. Diversity & legacy. Who were the people of Britain's empire? The Victorians and Empire Queen Victoria, Great Exhibition, "civilising mission" Historical interpretations. How did Victorians view the empire? Resistance and Rebellion Resistance in Jamaica, India, and Africa. Power & resistance. Did people resist empire? Empire at Home Empire's impact on British culture, economy, identity. Legacy & long-term impact. How did empire shape modern Britain? Review and Assessment Revisiting big questions, recap activities. Thematic understanding. What was Britain's role in the world, 1745–1901? Maths opportunities in all lessons through diagrams and labels (see SOW)</p>	<p>Introduction to Precolonial Africa Challenging stereotypes, rich civilisations Historical significance, overview What was Africa like before colonisation? Origins of the Kingdom of Benin Geography, early Obas, oral tradition. Chronology, use of oral sources. How did the Kingdom of Benin rise to power? Society and Culture in Benin. Royal court, guilds, religion, festivals. Source analysis. What was daily life like in Benin? Art and Technology: The Benin Bronzes Craftsmanship, symbolism, court art. Interpreting artefacts. What do the Benin Bronzes tell us about Benin? Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson Debate, persuasive writing (e.g. letter to a museum) Assessment opportunities: Baseline activity / Myth-busting, Timeline or map-based task, Source questions, Artefact analysis worksheet,</p>	<p>Historical comparison, use of sources. How did Benin City compare to European cities? Contact with Europeans Portuguese trade, British involvement, early diplomacy. Cause & consequence. How did Benin interact with Europeans before colonisation? The British Invasion and Looting (1897) Punitive expedition, destruction, artefacts taken. Ethical reasoning, legacy. Why were the Benin Bronzes taken, and who should own them now? Review and Assessment Revisit themes, big questions, evaluate change & continuity. Thematic thinking. What should we remember about Benin? End-of-unit essay or museum curation task. Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson, understanding historical documents. Analysing Victorian literature (e.g. Dickens), persuasive speeches Assessment opportunities: Baseline activity / Myth-busting, Timeline or map-based task, Source questions, Artefact analysis worksheet, Compare-and-contrast writing, Timeline or source response, Class debate or ethical case study, End-of-unit essay or museum curation task.</p>

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		(see SOW) Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion	structured question, Migration mapping task, Interpretation cartoon analysis, short essay: How successful was resistance? Source collage / museum exhibition task, End-of-unit assessment or thematic essay.	Reading opportunities in every lesson, understanding historical documents. Analysing Victorian literature (e.g. Dickens), persuasive speeches Assessment Baseline quiz, timeline activity, Diary entry / Empathy writing, Group debate or role-play, Interpretations exercise, Source-based questions, Written narrative or structured question, Migration mapping task, Interpretation cartoon analysis, short essay: How successful was resistance? Source collage / museum exhibition task, End-of-unit assessment or thematic essay.	Compare-and-contrast writing, Timeline or source response, Class debate or ethical case study, End-of-unit essay or museum curation task.	
Geography	<p>Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables (see SOW)</p> <p>Reading opportunities in every lesson (see SOW)</p> <p>Assessment will be in each lesson through questioning and completed tasks</p>					
	Physical geography Introduction to Geography What is Geography? Physical vs Human Geography, map skills, geospatial thinking. Locational & place knowledge, geographical skills. - Differences between Physical and Human Geography - Basic map skills (e.g. compass, scale, symbols) - Geospatial thinking (location, space, place). - Locational knowledge - Geographical skills and fieldwork Key concepts:	Physical geography Natural Processes & Hazards Rivers and Flooding River processes, erosion, deposition, flood management. - River processes: erosion, transportation, deposition - River landforms: meanders, oxbow lakes, deltas - Causes and impacts of flooding - Flood management strategies. Key concepts: Process sequencing - Map interpretation (river features) - Evaluating flood solutions Coasts	Human geography UK Settlement and Urbanisation Human geography: population and demographics Settlement hierarchy, urban growth, rural-urban change. - Types of settlement: hamlet to city - Settlement hierarchy & functions - Rural-urban migration in the UK - Urban growth and change over time - Case study: urban change in a UK city	Human geography Globalisation Interconnectedness, TNCs, trade, cultural diffusion. - What is globalisation? - Interconnectedness through trade, travel, technology, and communication - Role of TNCs (e.g. Nike, McDonald's, Apple) - Outsourcing and global supply chains - Cultural diffusion (e.g. music, fashion, food) - Impacts on LICs, NEEs, and HICs. Key concepts:	Geographical Skills, Fieldwork, GIS & Global Development Map Skills & Fieldwork OS maps, scale, direction, grid references, field sketching. - OS map symbols, scale, direction - 4- and 6-figure grid references - Contour lines and relief - Field sketches and observation - Local fieldwork enquiry (e.g., land use or microclimate study). Key concepts:	Africa – A Continent of Contrasts Physical & human geography of Africa, case studies. Place knowledge: regional case studies. - Introduction to the continent's geography - Physical features: Sahara Desert, Congo Basin, Nile River, Great Rift Valley - Human diversity: languages, religions, culture - Urban vs rural, rich vs poor - Case studies: Kenya (safari tourism), Nigeria (urbanisation), Ethiopia (development). Key concepts: - Recognising diversity within continents

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	<ul style="list-style-type: none"> - Understanding geographical terms - Interpreting simple maps - Using atlases and globes Weather & Climate Weather patterns, climate zones, microclimates, data collection. Physical geography, weather & climate. <ul style="list-style-type: none"> - Microclimates (school-based investigations) - Weather vs climate - Climate zones & global atmospheric circulation. - Physical geography: weather and climate - Geographical skills and fieldwork. Key concepts: <ul style="list-style-type: none"> - Data collection and presentation - Understanding weather instruments - Drawing climate graphs Global Biomes Rainforests, deserts, tundra, adaptations, climate links. Ecosystems, biodiversity. <ul style="list-style-type: none"> - Overview of global biomes (tropical rainforest, desert, tundra etc.) - Climate characteristics of each biome - Plant and animal adaptations - Human activity and impact. Key concepts: <ul style="list-style-type: none"> - Interpreting climate and vegetation maps - Linking climate with ecosystems - Case study comparison Maths opportunities in all lessons through diagrams and	Coastal processes, erosion, deposition, coastal management. <ul style="list-style-type: none"> - Coastal processes: erosion, transportation, deposition - Coastal landforms: headlands, bays, cliffs, spits - Human impact and coastal management - Case studies (e.g., Holderness, Dawlish). Key concepts: <ul style="list-style-type: none"> - Geographical explanation - Case study analysis - Diagram interpretation Natural Hazards Earthquakes, volcanoes, tsunamis, plate Tectonics. <ul style="list-style-type: none"> - Types of natural hazards: geological vs climatic - Focus on tectonic hazards: earthquakes, volcanoes, tsunamis - Plate tectonic theory: constructive, destructive, conservative margins - Monitoring, predicting and responding to hazards. Key concepts: <ul style="list-style-type: none"> - Cause-effect relationships - Case study comparison - Risk assessment and hazard response. Tectonic Hazards Detailed study of plate tectonics, case studies (e.g., Nepal, Japan). <ul style="list-style-type: none"> - Detailed case studies of contrasting tectonic events (e.g. Nepal 2015 vs Japan 2011) - Social, economic, and environmental impacts - Responses: short-term aid and long-term planning. Key concepts:	Urban Issues & Sustainability. Megacities, sustainable cities, urban planning. <ul style="list-style-type: none"> - Understanding global and national migration patterns Key concepts: <ul style="list-style-type: none"> - Describing patterns and trends - Interpreting choropleth and land use maps - Understanding change over time Population & Migration Human geography: population and demographics Global population trends, migration causes/effects, Refugees. <ul style="list-style-type: none"> - Global population growth and distribution - Population pyramids & demographic transition model - Push & pull factors of migration - Types of migration: voluntary, forced, refugees, economic migrants - Case studies: Syria, UK migration. - Understanding global and national migration patterns Key concepts: <ul style="list-style-type: none"> - Graph and data interpretation - Cause and effect analysis - Map skills (migration flows). Urban Issues & Sustainability Human geography: urbanisation <ul style="list-style-type: none"> - Characteristics of megacities (e.g., Mumbai, Lagos) - Challenges: housing, transport, waste, inequality - Sustainable urban development strategies 	<ul style="list-style-type: none"> - Mapping global connections - Analysing pros and cons of globalisation - Critical thinking about inequality and ethics. Resource Management Energy, water, food – sustainability, global distribution. Types of essential resources: water, food, energy <ul style="list-style-type: none"> - Global distribution and inequality in access - Water insecurity and food shortages - Sustainable use and management of resources Key concepts: <ul style="list-style-type: none"> - Data interpretation and comparison - Sustainability evaluation - Decision-making and problem solving. Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables, statistical data pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion	<ul style="list-style-type: none"> - Interpreting maps and atlases - Using compasses and fieldwork equipment - Sketching and annotating features. Development & Global Inequality Development indicators, LICs vs HICs, aid and trade. Place knowledge, global development. <ul style="list-style-type: none"> - What is development? - Development indicators (GDP, literacy, life expectancy) - LICs, NEEs, HICs – global patterns - Aid, trade and fair trade - Case studies: Sub-Saharan Africa, South Asia. Key concepts: <ul style="list-style-type: none"> - Using development data (scatter graphs, HDI) - Comparing countries and regions - Critical understanding of aid effectiveness Fieldwork & GIS Data collection, presentation, use of digital mapping. Geographical skills and fieldwork, GIS. <ul style="list-style-type: none"> - Planning a fieldwork enquiry - Data collection methods (traffic counts, questionnaires, EQs) - Presenting results: graphs, maps, charts - Using GIS to map data (ArcGIS, Google MyMaps) - Evaluating methods and conclusions. Key concepts:	<ul style="list-style-type: none"> - Thematic mapping (climate, population) - Case study research and presentation - Asia: Regional Study Physical and human diversity of Asia, case study focus (e.g., India, China). Place knowledge: Asia. Asia – Regional Study <ul style="list-style-type: none"> - Asia's physical geography: Himalayas, monsoon, rivers (Ganges, Yangtze) - Human geography: population density, economic development, culture - Case study: India (rural-urban divide, industry), China (One Child Policy, urbanisation) - Emerging superpowers and environmental challenges. Comparative Study: Africa & Asia <ul style="list-style-type: none"> - Similarities and differences in development, resources, and challenges - Comparing urban growth, education, health, and global influence - How colonial history and globalisation have shaped both regions. Key concepts: <ul style="list-style-type: none"> - Evaluating regional contrasts - Critical thinking and global awareness - Using evidence to support comparisons. Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables, statistical data, pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing

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	labels; reading charts, graphs, tables, statistical data, pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion	<ul style="list-style-type: none"> - Critical thinking and evaluation - Use of evidence - Socio-economic analysis. Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables, statistical data, pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion	<ul style="list-style-type: none"> - Case studies: Curitiba, London, Singapore - Urban planning & future cities. - Human geography: urbanisation - Place knowledge: cities in Africa, Asia, South America - Sustainable development Key concepts: <ul style="list-style-type: none"> - Evaluating solutions - Using sustainability criteria - Case study comparison and decision-making. Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables, statistical data, pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion		<ul style="list-style-type: none"> - Data analysis and presentation - Map overlays using digital tools - Writing conclusions and evaluations. Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables, statistical data, pyramids and cartograms Reading opportunities in every lesson Assessment Diagram/flow chart task, Source interpretation, Character investigation, Timeline / sequencing task, Source work: clause analysis, paired discussion	task, Source work: clause analysis, paired discussion
P. E	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	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	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	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 1 st and last)
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	Recognising and dealing with bullying	Beliefs & values	Understanding relationships	Families and parenting, healthy relationships,	Isolation and loneliness

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	<p>Week 1 - Welcome to Personal Development, including identifying elements that shape personal identity</p> <p>Week 2 - Factors that contribute to a positive sense of self</p> <p>Week 3 – self-esteem and confidence</p> <p>Week 4 - The relationship between personal identity and self-esteem</p> <p>Week 5 - Building confidence and self-esteem</p> <p>Week 6 – Assertiveness</p> <p>Week 7 – Different gender identities</p> <p>Students will fill in different tables to show the information that they have found.</p>	<p>Week 1 – What is bullying?</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>Week 1 – Introduction to what is meant by beliefs with examples of some beliefs of other people/groups</p> <p>Week 2 - what is meant by values</p> <p>Week 3 – Look at our own values & British values</p> <p>Week 4 – Look at the values held by other people/groups</p> <p>Week 5 - how values and beliefs have an influence on attitude and behaviour</p> <p>Week 6 - how accepting others' beliefs and values can contribute to a diverse society</p> <p>Students will display this information in different tables.</p>	<p>Week 1 - meaning of the term 'relationship' and the importance of relationships</p> <p>Week 2 - different types of relationships and the term "consent" in a relationship</p> <p>Week 3 - characteristics of personal and social relationships and what is meant by a healthy relationship</p> <p>Week 4 - the importance of knowing and respecting boundaries within a relationship</p> <p>Week 5 - skills needed to develop and maintain relationships and the importance of trust and honesty within a relationship</p> <p>Week 6 - possible causes of conflict within a relationship and how these might be overcome</p> <p>Students will display this information in different tables.</p>	<p><u>conflict resolution, and relationship changes</u></p> <p>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</p> <p>- about conflict and its causes in different contexts, e.g. with family and friends/conflict resolution strategies</p> <p>– how to manage relationship and family changes, including relationship breakdown, separation and divorce /how to access support services</p>	<p>What is loneliness and isolation- different ways in which people experience loneliness and isolation the different causes of loneliness and isolation/ the potential consequences of loneliness and isolation, 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>
Food technology	<p>Health and Safety in Food preparation-</p> <ul style="list-style-type: none"> Preparing myself for cooking Cleaning and preparation of equipment and utensils Using equipment safely Food storage Food poisoning Food labels- checking food 	<p>Health and Safety in Food preparation-</p> <ul style="list-style-type: none"> Preparing raw meat safely Knife safety Allergy awareness Using skills learnt to cook independently 	<p>Healthy eating</p> <ul style="list-style-type: none"> The Eatwell Guide, its food groups and the concepts it delivers; Applying the Eatwell Guide; The importance of being well hydrated; 	<p>Healthy eating</p> <ul style="list-style-type: none"> Energy; Energy balance; Energy and nutrients (including fibre); Nutritional needs throughout life; Factors affecting food choice 	<p>Where does food come from</p> <ul style="list-style-type: none"> Food Seasonality and the origin of food: Cereal Dairy Eggs Fish and shellfish Fruit and vegetables Meat Potatoes Poultry Rice sugar 	<p>Nutritional analysis/food labels/being creative</p> <ul style="list-style-type: none"> Food labels Using food labels to make healthier choices Allergen labels Comparing food labels High, medium, low Portion size Modifying recipes.

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			<ul style="list-style-type: none"> Nutrition in our food Energy Factors that affect food choice 	Nutrition in our food Energy in our food	Processed Practical dish involving each commodity	Using food labels to decide if our practical dishes meet eatwell and nutritional guidelines for our age.
Art	Overall aim: To develop students' creativity, visual literacy, and understanding of art and design through exploration of materials, techniques, and artistic concepts, while fostering personal expression, cultural awareness, and critical thinking.					
	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. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.	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. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.	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. 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. Numeracy – basic measuring and working out proportions.	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. 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. Numeracy – basic measuring and working out proportions to scale. Looking at different techniques to measure proportions of a face.	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. Numeracy – basic measuring and working out proportions to scale. Looking at different techniques to measure proportions of a human body.	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. Numeracy – looking at symmetry, rotation and using compasses to create patterns.

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ICT	Overall aim of the programme: This curriculum enables pupils to become confident and efficient users of technology. The curriculum establishes the important knowledge in computing to provide a foundation for the technical nature of the subject. We aim for pupils to understand how the technology they use every day has an impact on the world around them, giving pupils the knowledge to express themselves and develop their ideas in real-world contexts.					
	Networks Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom	Digital Media Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom	Programming 1 Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom	Spreadsheets Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom	E-safety (Media influences and our online lives) Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom	Programming 2 Maths opportunities to use shape and various graphs, graphs and labels Reading opportunities in every lesson Assessment – evidence saved on Google classroom
Music	This project is designed to: <ul style="list-style-type: none"> • Develop pupils' ability as an independent learner. • Develop one of their interests or passions. • Develop their abilities to research. • Improve their presentation skills. • Improve their English, handwriting, spelling, punctuation, and grammar. 					
	Overview of selected Art form A detailed history of this art form The origins - earliest recordings of this Art form What has it become since its original form. Where does it fit in society, globally, nationally, and locally. How does it interest or inspire you. Visits to recording studio	Identify and explain the history of the most famous artists within this art form (nationally and globally). Is there someone locally who has become successful in this field? Select 2 artists that are seen as pioneers and inspirations within the Art form you have chosen. Explain who they are and why they are seen as important in the evolution of this art form. Where they are from, what is their history, what is their impact and legacy? What era were they most successful, are they still successful and popular.	Describe some of the biggest moments in history related to your chosen art form. What was the biggest moment in your opinion (Good/bad/Iconic). Describe and explain all about who you think are the three best shows, concerts, films, pieces of art, albums of all time. Visits to recording studio	Top 10 facts about your subject (random/interesting/funny) What is your all-time favourite aspect of the Art form you have chosen? favourite Artist, singer, band, show, genre. Write about them in detail – why you like them, what makes them your favourite? What have they achieved, what made them special, how did they inspire you?	Write a Conclusion - Read through your project. Summarise what you have written. What you enjoyed, what you found interesting. Explain 2 good aspects of your project. Explain 2 areas you could have improved upon. Visits to recording studio	
King's Trust	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	Positive well-being The aim of this unit is to introduce ideas of positive wellbeing such as self-esteem, managing emotions, feeling positive about life and being able to express feelings. Learners will explore their confidence by participating in an activity or experience designed to	Stronger Communities The aim of this unit is to explore the benefits of being part of different, supportive communities and to discuss the consequences of negative action in a community. The learner will experience being part of a small community	Physical Health. The aim of this unit is for learners to explore and understand their own physical health and the benefits of a healthy lifestyle. Learners will seek to improve their physical health by participating in	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,	Healthy Relationships. The aim of this unit is to understand how relationships affect and influence us and how the learner can develop and maintain healthy connections. The learner will explore in more detail examples of their experiences with peer influence to enable them to make good decisions

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	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.	increase their confidence and reflect on how it developed. Learners should be supported to develop a growth mindset to enable them to consider ways to deal with negative thinking and make a plan to improve their own wellbeing.	working towards a common goal and use this experience to reflect on inclusion within wider communities. The unit prompts learners to take responsibility for their own and others safety and to make a pledge to contribute positively to their own community.	activities and will be encouraged to think about introducing higher levels of physical activity into their own lives. Aspects of physical health which might be covered include diet, being active, fitness, sport, sleeping habits, illness/injury. Learners will make a connection between physical health and positive wellbeing	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.	in the future and be a positive influence on others. The learner will experience an activity designed to build trust, develop respect and support their understanding of how relationships are connected to positive wellbeing.
My activity passport	<p><u>Band 3- Play a board game</u> Introduce & play a variety of board games (music, literacy, numeracy, social-emotional themes) Skills Developed: Turn-taking, rules, strategic thinking, social interaction <u>Band 4- Design and make a board game</u> Brainstorm ideas in small groups: theme, objective, players. Begin making boards, cards, rules, and pieces. Swap games between groups and give peer feedback. Improve games based on feedback; decorate & finalize rules. Skills Developed: Collaboration, creativity, planning, problem-solving, teamwork, design and technology, Critical thinking, communication, Revision and detail orientation. <u>Band 4- Try Yoga</u> Guided beginner's yoga session (calming music, breathing, flexibility).</p>	<p><u>Band 1- Taste a New Fruit</u> Explore and taste 3–5 unusual fruits (e.g. pomegranate, passion fruit, mango, lychee). Skills Developed: Trying something new, develop sensory vocabulary, discussion around cultural origins of fruits. <u>Band 1- Visit a place of worship</u> Learn about a local religious site; create a respectful Question Sheet to guide the visit. Guided visit with the class; use the question sheet to engage with hosts. Skills Developed: Curiosity and cultural sensitivity; preparation of meaningful questions. Experience and reflect on diverse beliefs; show respectful behaviour in a sacred space. <u>Band 1- Post a letter</u> Write a thoughtful message to a classmate or family member; discuss the tradition of giving. Walk to the nearest post box; learn how the postal system works; post your card. Skills Developed: Build empathy, handwriting and communication skills. Learn a real-life process, develop independence and map skills.</p>	<p><u>Band 5- Make a sculpture</u> Explore examples of famous sculptures (e.g., by Antony Gormley, Barbara Hepworth). Sketch ideas for own sculpture. Choose materials (recycled, clay, wire, natural). Start creating the base or core structure of the sculpture in small groups or individually. Add decorative or functional elements (texture, pattern, surface treatment, etc.). Paint or seal sculptures; prepare for display or outdoor placement. Class "gallery walk" where students explain their sculptures. Optional peer feedback and short reflection. Skills Developed: Understand sculpture as an art form, develop planning and creative thinking skills. Apply planning to real construction; develop teamwork or independent working skills. Use fine motor skills and design thinking to refine artwork. Complete and refine creative work; learn about presentation and aesthetics. Build confidence,</p>	<p><u>Band 2- Make some biscuits</u> Students follow a simple biscuit recipe (e.g. shortbread or sugar cookies) in small groups. Optional: decorate after baking. Skills Developed: Learn kitchen safety, measuring ingredients, and teamwork in the kitchen. <u>Band 4- Learn to Play a Card Game</u> <u>Learn 1–2 traditional card games (e.g. Uno, Snap, Go Fish, or Rummy – depending on ability).</u> <u>Encourage peer teaching.</u> Skills Developed: Strategic thinking, patience, rule-following, and social interaction. <u>Band 1- Paint a Self-Portrait</u> Explore identity and portrait styles (e.g. Picasso, Frida Kahlo). Sketch and plan portrait. Complete self-portraits using paint. Add background elements or text to reflect</p>	<p><u>Band 1- Make a treasure map</u> Introduce the idea of a treasure map. Students invent a setting (e.g. island, forest, school grounds) and begin sketching a creative map. Add features: landmarks, hidden clues, compass rose, scale bar, and texture/colour. Optional tea-staining to age the paper. Students present their maps and describe the story behind the treasure. Optional peer vote for "most creative" or "most realistic." Skills Developed: Use imagination, spatial planning, and storytelling through symbols. Build fine motor skills, learn basic map-reading elements. Build speaking confidence, narrative development, and pride in work.</p>	<p><u>Band 6- Make a papier mache planet</u> Create the base of a papier-mâché planet using balloons, newspaper, and paste. Choose a planet (real or imagined). Paint the dried planets; add texture, features (e.g. craters, rings, continents). Add name labels. Create a short presentation or fact file. If imagined: describe its lifeforms, climate, and stories. If real: add scientific facts. Skills Developed: Learn to follow creative processes, improve patience, fine motor skills. Develop artistic detail, work independently or collaboratively. Develop speaking skills, apply creativity to information-sharing. <u>Band 3- Take a trip to the seaside or walk alongside a river</u> Off-site trip to a beach or nearby river. Activities: collect natural materials, sketch what you see, write reflections, or complete a scavenger hunt. Skills Developed: Build environmental awareness, mindfulness, and enjoy outdoor learning. <u>Band 6- Write a story for the reception class</u></p>

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	Skills Developed: Self-regulation, relaxation, physical awareness.	<u>Band 2- Make a home for an insect or small creature</u> Research insect needs; design bug hotels using natural/recycled materials. Build the bug homes in groups; place them in school grounds or gardens. Skills Developed: Learn about ecosystems, planning, and environmental care. Teamwork, craftsmanship, and responsibility for living things.	practise speaking, and reflect on the creative process. <u>Band 2- Discover what is in a pond-</u> Trip to Watt Tyler Park Offsite nature trip. Pond dipping activity with ID charts. Nature walk and packed lunch picnic. Skills Developed: Observation skills, learn about habitats and ecosystems, and enjoy outdoor learning.	personality. Display in a "This Is Me" gallery. Skills Developed: Build self-awareness, observational skills, and planning techniques; creative expression, and reflect on identity. <u>Band 3- Build a bridge and test its strength</u> In small teams, using materials (straws, paper, lolly sticks, tape) to design and construct a bridge. Criteria: must span a 30cm gap. Test each bridge using weights (e.g. small bags of coins, books) to measure strength. Award creativity, strength, and teamwork. Skills Developed: Develop engineering thinking, planning, collaboration, and creativity. Practise problem-solving, evaluation, and presentation of ideas.	<u>Band 5- Take part in a treasure hunt</u> Use one student-made map or a teacher-created version for a school-ground, classroom-based or woods/park treasure hunt. Include written clues and small rewards. Skills Developed: Foster teamwork, direction-following, and real-world application of maps. <u>Band 1- Make a paper boat and see if it floats</u> Fold origami-style paper boats (with or without decoration). Test them in water (basin or shallow outdoor tray) to see which float best. Skills Developed: Explore physics in a fun way: buoyancy, material choices, trial and error. <u>Band 3- Bake a cake</u> Students work in small groups to bake a simple cake (e.g. sponge, fairy cakes). Include measuring, mixing, decorating, and hygiene. Skills Developed: Learn independence in the kitchen, build collaboration and functional maths skills.	Brainstorm story themes suitable for young children (animals, friendship, bedtime). Create a plan with characters and moral. Write the story and illustrate it by hand or digitally. Focus on simple language and colourful visuals. Visit Primary to read stories aloud (or record them digitally if in-person sharing isn't possible). Celebrate with certificates. Skills Developed: Learn empathy and communication through storytelling. Improve literacy, understand audience, and practise visual storytelling. Build confidence, presentation skills, and experience the joy of giving.