

LEAP 1 CURRICULUM MAP

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC All about me and the world around me Spiritual, moral, social and cultural development	TOPIC Healthy living/British Values	TOPIC Equality and Diversity	TOPIC Relationships - Careers Guidance	TOPIC Travelling and Culture Citizenship	TOPIC Careers 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>					
	<u>Fiction writing- author intent and Critical reading</u> Non-fiction- Murder mystery reading comprehension questions VIPERS Inference detective questions English skills- sentence structure through Black Death topic. <u>Reading Novels</u> Pig heart Boy Reading skills: VIPERS- vocabulary, infer, predict, explain, retrieve, summarise Opportunities for pupils to extend their writing; reinforce and consolidate previous sentence level skills.	<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. <u>Non-fiction</u> 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. Opportunities for pupils to do extended writing on this text.	<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. Numeracy-Use mathematical questioning to help expand answers - How could you sort these.....?	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.	<u>Literature Plays</u> Intro to Shakespeare/ Hamlet Reading skills: literary devices; interpreting quotations; understanding plot and character; PEE Written: empathic writing (as character) literacy building <u>Shakespeare</u> Hamlet also also 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.	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?

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	<p>Opportunities for pupils to do extended writing on this text.</p> <p>Estimation- How many people have transplants? Survival rates</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>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? 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>Pupils will create their own covering letter and CV.</p> <p>Opportunities for pupils to extend their writing. Numeracy-Use mathematical questioning to help expand answers - How could you sort these.....? How many ways can you find to ? What happens when we ? How many different can be found? 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>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? Is there a way to record what you've found that might help us see more patterns? What would happen if....?</p>	<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>

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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.</p> <p>Calculations- addition and subtraction- including renaming, mental strategies and solving word problems; Review assessment</p> <p>Calculations: Multiplication and Division- multiplying by 6, 7, 9, 11, 12</p> <p>Solving multi-step word problems; 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. They will learn to solve multiplication and division problems using the methods they have learned and will use bar models to visualise what the problem is asking them to do. Review assessment</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,</p>	<p>Fractions- simplifying, comparing and ordering proper/ improper/ mixed numbers; adding and subtracting, multiplying and dividing Revision 1 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>Converting units of measurement; Revision 2 assessment calculating percentages</p> <p>of numbers and quantities; ratio- using both pictorial and abstract multiplication and division to support their learning while simplifying and comparing ratios; review assessment</p>	<p>Algebra- pupils will learn some of the conventions of algebra in the context of patterns and real-life problems. Review assessment</p> <p>Area and perimeter- how to calculate the area of rectangles, triangles and parallelograms; revision 3</p> <p>volume- understanding of volume as it relates to cubes and cuboids. Review assessment</p> <p>Geometry- investigating angles on their own, in word problems and in shapes. Review assessment</p>	<p>Position and movement- work with polygons on coordinate grids. Review assessment</p> <p>Graphs and averages- present and interpret information in different ways. It begins with lessons exploring the mean, but also briefly looking at other ways of showing averages. Review assessment</p> <p>Revision 4</p> <p>End of year review</p>

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Science	The aim of the science curriculum is to encourage curiosity about science and the natural world. To support students to obtain knowledge, understanding and skills to solve problems and make informed decisions in scientific contexts. To encourage students to advance in scientific inquiry, to plan and carry out practical tasks using a variety of different apparatus and draw relevant conclusions. To present scientific ideas, arguments and practical experiences accurately in a variety of ways. To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts 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;					
	<u>Animals including humans-circulatory system</u> 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	<u>Introduction to science including using equipment</u> 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	<u>States of matter- solids, liquids, gases, states of matter; The Water Cycle</u> 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. Water Cycle Taking measurements- units of measure/ time	<u>Forces- air resistance; water resistance; friction; gravity</u> 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	Unit: <u>Space</u> 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 Taking measurements- units of measure/ time	Unit: <u>Scientists & Inventors</u> 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

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	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. Taking measurements- units of measure/ time	Levels of organisation The Skeleton The muscles Taking measurements- units of measure/ time		practice calculations through the unit. Taking measurements- units of measure/ time		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 Scientists and inventors- David Attenborough; Eva Crane, Leonardo Di Vinci Taking measurements- units of measure/ time
History	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					
	The development of the church, state and medieval Britain 1066-1509 Health and Medicine in the Middle Ages- The Black Death (ch6)	The development of the church, state and medieval Britain 1066-1509 Health and Medicine in the Middle Ages- The Black Death (ch6)			Britain and the wider world 1745-1901 Precolonial Africa Benin- African culture The Kingdom of Benin (depth study ch 3) How and why did the Kingdom of Benin rise and fall? How do historians know about the Kingdom of Benin? What was mighty about Benin City?	
Geography	Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables (see SOW) Reading opportunities in every lesson (see SOW)					

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	Assessment will be in each lesson through questioning and completed tasks					
			Weather and Climate: What is the weather? Measuring the weather Under pressure Heatwave Air masses Storm Climate graphs Crazy climates	Weather and Climate: What is the weather? Measuring the weather Under pressure Heatwave Air masses Storm Climate graphs Crazy climates		Focus on Africa (ch10) What is Africa like? African populations The Sahara Nigeria- a country of contrasts Opportunities and challenges in Nigeria Skills focus- cross sections
R.E	<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>					
	How can people express the spiritual through music and art? To illustrate definitions of 'spirituality' with examples. To explain the impact of art in helping people to express ideas beyond words. To investigate and explain how and why music is an important way of expressing the spiritual.	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? To describe what Ahimsa means to Hindus. To describe what Grace means to Christians. To respond sensitively to examples of religious practice with ideas of their own. To consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.	What would Jesus Do? (Can we live by the values of Jesus in the twenty-first century?). To outline Jesus' teaching on how his followers should live. To explain the impact Jesus' example and teachings might have on Christians today.	Racism . To discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. To explore how different religions approach the subject of racism. To express ideas about a religious question to do with reducing prejudice and racism through reasoned argument.	What do religions say to us when life gets hard? To raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. To express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian beliefs about life after death. To outline Hindu beliefs about life after death.	Green Religion. To interpret a range of artistic expressions of afterlife, offering and explaining different ways. To interpret a range of artistic expressions of afterlife, offering and explaining different ways. To make connections between beliefs about the earth and activist behaviour in Christianity. To discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.
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	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)

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				Games of cricket		
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>					
	E-safety The aim of this unit is to provide learners with the knowledge to be able to use devices and the internet correctly and safely. Understand the risks when using the internet Understand how to work safely online, safeguarding self and others. Know about digital footprints and data security Know about appropriate online behaviour and the law	Healthy Lifestyle The aim of this unit is to provide learners with the skills and knowledge to be able to know about the importance of a balanced diet and how this contributes to a healthy lifestyle Understand the importance of a balanced diet for a healthy lifestyle. Know about the importance of exercise and how it contributes to a healthy lifestyle Know how to improve own lifestyle. Students will fill in different tables to show this information.	Stress Awareness The aim of this unit is to provide learners with the knowledge to be able to understand what is meant by stress and also some of the symptoms of stress Understand what is meant by 'stress'. Understand the possible causes of stress Understand the effects of stress on an individual. Understand how stress can be managed Students will fill in tables to show this information.	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia how to manage influences on beliefs and decisions <ul style="list-style-type: none"> • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia • how to recognise and challenge racism and religious discrimination These lessons explore belonging, the impacts of stereotypes, and the features and value of respectful and inclusive communities, while helping children and young people to develop their understanding of discrimination and extremism.	Intimate relationships Intimate relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex <ul style="list-style-type: none"> • about facts and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online Week 1- Relationships and sex education including consent, contraception, the	Respectful relationships Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering <ul style="list-style-type: none"> • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services Week 1 - meaning of the term 'relationship' and the importance of relationships Week 2 - different types of relationships and the term "consent" in a relationship Week 3 - characteristics of personal and social relationships and what is meant by a healthy relationship Week 4 - the importance of knowing and respecting boundaries within a relationship Week 5 - skills needed to develop and maintain relationships and the

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				Students will fill in tables to show this information.	risks of STIs, and attitudes to pornography Week 2- about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex Week 3- about facts and misconceptions relating to consent Week 4- about the continuous right to withdraw consent and capacity to consent Week 5- about STIs, effective use of condoms and negotiating safer sex / about the consequences of unprotected sex, including pregnancy Week 6- how the portrayal of relationships in the media and pornography might affect expectations Week 7- how to assess and manage risks of sending, sharing or passing on sexual images /how to secure personal information online Students will consolidate knowledge on all previous units filling in different tables and adding statistics where needed.	importance of trust and honesty within a relationship Week 6 - possible causes of conflict within a relationship and how these might be overcome Students will display this information in different tables.
Food technology	Nutritional analysis and food labels Food labels; Using food labels to make healthier choices; Allergen labels	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	Healthy Eating The Eatwell Guide, its food groups and the concepts it delivers; Applying the Eatwell Guide; The importance of being well hydrated; Nutrition	Healthy Eating Energy; Energy balance; Energy and nutrients (including fibre); Nutritional needs throughout life.	Where does food come from? Food Seasonality and the origin of food: Cereal; Dairy; Eggs; Fish and shellfish; Fruit and vegetables; Meat;	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

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	Comparing food label; High, medium, low; Portion size; Modifying recipes. Using food labels to decide if our practical dishes meet Eatwell and nutritional guidelines for our age. Being able to read a food label, understanding measurements, working out how many calories are in a portion	Principles of food hygiene and safety focusing on knife skills, handling and cooking raw meat, the kettle (hot water), the hob, draining and the grill. Being able to read a food labels, how to read best before and use by dates.	in our food; Adapting dishes to make them healthier; Applying the Eatwell guide to own practical dishes	Understanding how much energy is in our food Nutrition in our food Energy in our food; Appropriate dishes for different ages	Potatoes; Poultry; Rice sugar ; Practical dish involving each commodity Weighing, measuring, estimating	our practical dishes meet eatwell and nutritional guidelines for our age. Weighing, measuring, estimating
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.					
	<u>Linking art to Black death + pig boy heart</u> In this term, students will explore the historical and emotional impact of the Black Death through visual art. Assessment – Continual assessment of work produced by pupils.	<u>Pig boy heart link continues</u> This unit is inspired by Pig-Heart Boy , focusing on themes of identity, medical ethics, vulnerability, and transformation. Students will explore how art can be used to reflect personal and societal dilemmas. Assessment – Continual assessment of work produced by pupils.	<u>Linking to Holes</u> Students will: Investigate desert landscapes, studying form, texture, and depth using drawing and painting techniques. Explore the symbolism of holes, through mixed media, relief work, or clay tiles, representing stories hidden beneath the surface. Assessment – Continual assessment of work produced by pupils.	<u>Linking to poetry</u> In this unit, students will explore the connection between visual art and poetry, focusing on how imagery, rhythm, and language can inspire powerful visual responses — and how art can also be a form of visual poetry. Assessment – Continual assessment of work produced by pupils.	<u>Linking to Shakespeare</u> In this unit, students will explore the world of William Shakespeare through visual art. They will examine key themes, characters, and scenes from Shakespearean plays and translate them into expressive artworks, using symbolism, drama, and historical context as inspiration. <u>Students will:</u> Learn about Shakespeare's plays and characters. Look at how artists have shown these stories in different ways. Design your own characters or dramatic scenes. Use drawing, painting, or mixed media to show mood and meaning.	Changing Styles Picasso style art- Shakespeare/witches Symbolism in Tudor portraits Tunnel Book- Macbeth 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. Picasso / Van Gogh Surrealism / Pop Art / Cubism / Impressionism. Why – To help the pupils develop their ideas further. Assessment – Continual assessment of work produced by pupils.

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					Create a final piece based on a play or a powerful quote. Assessment – Continual assessment of work produced by pupils.	
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
Elsa/ Verbo	Social skills This unit focuses on developing children's social skills through the ELSA (Emotional Literacy Support Assistant) framework. Pupils will learn to build positive relationships, understand social cues, manage peer interactions, and develop effective communication strategies in a supportive environment. Activities are designed to enhance empathy, cooperation, and conflict resolution.		Self esteem & confidence This unit supports pupils in building a positive self-image and developing confidence in their abilities. Through guided ELSA activities, children will explore their strengths, set personal goals, and learn to manage self-critical thoughts. The focus is on fostering resilience, encouraging self-belief, and promoting a healthy sense of self-worth in both academic and social settings.		friendship Skills This unit helps pupils develop the skills needed to build and maintain healthy friendships. Through ELSA activities, children will learn about trust, sharing, empathy, turn-taking, and how to manage disagreements. The focus is on understanding what makes a good friend, developing positive peer interactions, and building social confidence.	Emotional Awareness This unit supports pupils in recognising, understanding, and expressing their own emotions and those of others. Through ELSA-based activities, children will build emotional vocabulary, explore different feelings, and learn strategies to manage emotions in healthy ways. The aim is to promote self-regulation, empathy, and emotional resilience.
King's Trust	Personal Resilience	Positive well-being	Stronger Communities	Physical Health.	Aspirations	Healthy Relationships.

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	<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>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 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.</p>	<p>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 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.</p>	<p>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 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</p>	<p>The aim of this unit is to support learners to believe they can achieve their goals. The unit guides the learner to recognise what is meant by personal strengths and supports them to work towards a goal, understanding how their motivation affects them. Learners will experience the value of acknowledging achievement and take part in an activity which celebrates their effort. Following a positive experience in developing their aspirations, the learner will look to the future and plan short- and long-term aspirations.</p>	<p>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 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.</p>
My activity passport	Band 2 class collage/collaborative art Band 1 Look up where you live on a map Band 6 Use an OS map	Play a new game, play a card game, play a board game. Make a board game Band 6 learn something new about your area- Saxon King Band 5 visit a museum- Southend	Band 6 Take part in a debate Band 5 visit a castle- Hadleigh Band 6 climb something that is taller than you Band 6 Walk to the top of a hill Band 6 Use an OS map Band 6 Go orienteering	Band 6 make and launch an air powered rocket	Band 5 make a sculpture Band 6 Make a large scale model Band 6 make paper mache planets	
Outdoor Learning	Indirock To provide the students with a regular, structured opportunities for outdoor learning that enhance their physical, social and emotional		Local Rock-climbing trip Indi rock based in Southend on sea is an excellent way to develop problem-solving skills, perseverance, and physical fitness in a safe and exhilarating environment.			

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	<p>development while reinforcing curriculum knowledge through real world, experimental activities.</p> <p>Links to curriculum:</p> <p>P.E – Strength, co-ordination, fitness. Science – Forces, gravity, friction, body movement. PHSE – Resilience, managing risk, overcoming fear.</p> <p><u>Nuclear races</u></p> <p>Based on permanent farmland with mud, woods, rivers, lakes & fields Nuclear offers a fun combination of big & small obstacles packed on award winning courses which are changed up at every event.</p> <p>At Nuclear the obstacles to ensure our racers enjoy their experience every time. Trademark obstacles include 20' free-fall Death slide, 15 lane Zip-wire into water, 120 metre permanent steel Gorilla Bars & 4 storey deep underground Secret Nuclear Bunker & there's hundreds more to fall in love with!</p>					
	<p><u>Nuclear Races – Brentwood.</u></p> <p>By engaging in adventurous tasks, it will challenge all levels of fitness ability, testing courage, determination, teamwork & physical strength</p> <p><u>The goal of the projects:</u></p> <ul style="list-style-type: none"> - To gain confidence in a group setting. - Building trust. - To integrate with members of the public in a community setting. - To follow instructions given by someone different to familiar staff. - To travel safely as a group - To build social skills - Work and build confidence as a team. - To progress in agility balance and co-ordination. - Developing collaboration, leadership and communication in non-classroom settings. - Learn in fun, hands on ways outside the classroom. - Self-esteem. 					