

LEAP 2 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	10a- AQA Paper 2 Reading Exam Skills- non-fiction- Language Paper 2 The purpose of this unit is to analyse a variety of fictional extracts and investigate the key feature of narrative and descriptive pieces of writing. This includes, analysing and evaluating writer's structural and linguistic choices and the impact they have on the reader. Introduction to paper 1- go through questions 1-4 on PPT 10b- Dystopian a science fiction-Reading Exam Skills fiction- paper1 -Reading skills: describe; explain; analyse; evaluate using a range of fictional extracts Understanding Structure The purpose of this is to build student knowledge, progress and confidence in their extended writing tasks. Numeracy- specialising – trying special cases, looking at examples; generalising – looking for patterns and relationships conjecturing – predicting relationships and results;	Functional Skills Exam practice. Functional Skills level 1 Exam AQA Paper 1 Writing Exam Skills- Xmas Carol/Animal Farm Reading skills: describe; explain; analyse; evaluate in A Xmas Carol/Animal Farm extracts Recap on beginnings and endings Introduction to descriptive writing/ creative writing/ use of the senses/sentence starters. Spag Students will develop their essay skills on their studied text, while exploring content, meaning, message and craft. The main purpose of this unit is to build on student's ability to comment on the writer choice of methods and comment on these methods using relevant texts to support them. Numeracy- Graphs Timelines; Flow charts Graphic organisers; Pie charts to organise social historical context and structure of the novel. The key focus includes, themes, characterisation, and context, pupils will be assessed on this	AQA Paper 2 Section B Exam Skills Introduction to paper 2 Writing in different forms- Speech writing/Article/ Newspaper writing/ letter/essay Writing to persuade/explain/ argue Questions relating to paper 1 are created to improve student's skills and understanding. Students will annotate the above extracts, labelling language and structural features. Text will be evaluated critically through the use of questioning and exam style questions. At the end of each text, students will create a piece of writing, with the main focus being the form/layout of the text. 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?	AQA Paper 1 Section B Exam Skills- Gothic/ dystopian/Lord of the Flies- Recap on Victorian/contextual language A workshop to be given, where students are reminded of language and vocabulary that they may have touched upon during KS3. Revise reading skills: describe; explain; analyse; evaluate using a range of non-fiction extracts Mock paper 1 section B P1 Q1, Q2, Q5 P2 Q1, Q2, Q4 The purpose of this unit is to build on the skills that students have secured throughout KS3 and apply their language analysis skills to learning the key features. Students will compare texts in relation to the messages or intentions. Numeracy- Thinking logically; Predicting & checking; Breaking down problems into smaller parts; using data in own writing for a purpose	AQA Paper 1 and 2 Exam Skills revision / R and J To consolidate all the key exam skills learnt so far for both Papers 1 and 2 Getting to know the mark schemes for the papers Language Paper 2 – Fact and Opinion, Inference and Summary Writing. The purpose of this unit is for students to select key information from two texts related to exam questions, analyse these two texts for language techniques and how the writers use them. Assessment-to analyse Romeo's speech Numeracy- Graphs Timelines; Flow charts Graphic organisers; Pie charts to organise social historical context and structure of the play.	AQA Paper 1 Section A using AQA Exam Skills- mock style practice. Blood Brothers or AIC Mock exam To retrieve key information from a text to answer exam-style questions. To learn how to write a summary To analyse the writer's bias in an editorial piece. This unit will teach learners to articulate their sophisticated ideas and choose language and persuasive devices that is appropriate to a formal setting. Numeracy- specialising – trying special cases, looking at examples; generalising – looking for patterns and relationships conjecturing – predicting relationships and results; convincing – finding and communicating reasons why something is true.

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
	convincing – finding and communicating reasons why something is true. Write an interview in correct format. 10b-		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....?			
Maths	The aim of this curriculum is to build confidence and resilience by introducing a mastery approach to teaching maths where a CPA (concrete, pictorial, abstract) approach is at the heart of this spiral curriculum. It is founded in learning theories of Piaget, Dienes, Bruner, Skemp and Vygotsky. We build upon the depth of understanding and fluency where learning is presented in small step, logical sequences. We are following the Maths No Problem programme and the White Rose Maths KS3 support programme. We seek to deepen the understanding gained in KS2 and provide a stepping stone to the GCSE curriculum but also lessons can be adapted and modified to suit different cohorts, allowing us to move fluidly back and forth between bolstering basic skills which are missing or weaker than they should be (for example, concepts of place value), while at the same time ensuring exposure to the breadth of the KS3 then KS4 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.					
	<u>Fractions, decimals and percentages</u>	<u>Equality and equivalence</u> <u>Understanding and using algebraic notation</u>	<u>Solving problems with addition and subtraction</u> <u>Fractions and percentages of amounts</u>	<u>Operations and equations with directed number</u> <u>Addition and subtraction of fractions</u>	<u>Developing number sense</u> <u>Sets and probability</u>	<u>Prime numbers and proof</u>
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>Crime scene investigation</u> In the introduction to the unit the students will learn to describe how evidence is used to solve crimes and how this is collected from a crime scene.	<u>Crime scene investigation</u> The students will continue this topic They will understand and implement how blood stain analysis can be used as evidence. They will understand and	<u>States of matter</u> - solids, liquids, gases, states of matter; The Water Cycle The first part of this unit aims to give pupils an understanding of; the particulate nature of matter	<u>Forces</u> - air resistance; water resistance; friction; gravity This unit aims to introduce students to forces by including hands-on investigations in each lesson. There is a focus	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	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

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
	<p>The students will analyse different types of evidence in turn.</p> <p>They will use chromatography to separate mixtures; they will carefully compare, analyse and record evidence (handwriting) to infer a likely suspect. They will understand and implement the use of blood analysis.</p> <p>Taking measurements- units of measure/ time</p>	<p>implement how shoeprint analysis can be used as evidence. They will understand how footwear imprints at a crime scene can potentially be used as evidence. They will determine what type of tool was used. They will determine the type of fibre found at the crime scene.</p> <p>Taking measurements- units of measure/ time</p>	<p>the difference in arrangements of particles in solids, liquids and gases based on the particle model</p> <p>how matter can change from one state to another</p> <p>the movement of particles in terms of diffusion.</p> <p>Water Cycle</p> <p>Taking measurements- units of measure/ time</p>	<p>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>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>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>					

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
		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?		The development of the Church, state and society in Britain 1509-1745 Life in Tudors times (ch2)
Geography	Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables (see SOW) Reading opportunities in every lesson (see SOW) 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		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		Our Physical world (ch7) A world of extremes Our underwater world Earthquakes Volcanoes Global weather and climate Skills focus-: comparing maps Physical Geography Natural Disasters/ Plate Tectonics	
R.E	Maths opportunities in all lessons through diagrams and labels; reading charts, graphs, tables (see SOW) Reading opportunities in every lesson (see SOW) Assessment will be in each lesson through questioning and completed tasks					
	How can people express the spiritual through music and art? To illustrate definitions of 'spirituality' with	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	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.	Racism . To discuss their own ideas about the importance of values to live by, comparing them to Christian ideas. To	What do religions say to us when life gets hard? To raise thoughtful questions and suggest some answers about life, death, suffering, and what	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

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
	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.	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.	To explain the impact Jesus' example and teachings might have on Christians today.	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.	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.	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 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					
	Termly Theme : Mental Health and Wellbeing The aim of this unit is to provide learners with the knowledge to understand what is meant by mental health and wellbeing. Know what is meant by mental health and wellbeing Understand the importance of communication to aid self-care for mental health and wellbeing Know how to improve mental health and wellbeing.	Termly Theme: Understanding Body Image The aim of this unit is to provide learners with knowledge to know - what is meant by body image. Learners should be able to state what body image is and list some of the factors that have an influence on body image. Understand factors affecting body image Understand how feelings and emotions expressed in the media and social media might influence body image	Termly Theme: - Sex and Relationships The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs. Know about different sexual relationships Understand consent and the law	Termly theme: Drugs and Substances The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs. Know about different sexual relationships	Termly Theme: Smoking / Vaping Awareness The aim of this unit is to provide learners with the knowledge and understanding of the reasons why people smoke and/or vape and also be able to define addiction Understand why people smoke/vape Know about the different types of smoking and vaping products Understand the effects and risks of smoking and vaping.	Termly Theme: Alcohol Awareness The aim of this unit is to provide learners with the knowledge to know about recommended safe limits of alcohol and also the unit strength of different alcoholic drinks Know about unit strengths and safe limits of alcohol Understand the possible causes of alcohol misuse and its effects Understand the effects that alcohol misuse can have on others. Understand the effects of withdrawing from alcohol

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
	Know about mental health and wellbeing sources of advice and support	Consent The aim of this unit is to provide learners with the knowledge to be able to understand consent as well as understand the legislation in relation to consent. Understand what is meant by consent Know the legislation in relation to consent and consequences Identify sources of support Students will fill in different tables to show this information.	Understand methods of contraception. Know how to maintain good sexual health, learn about the dangers of viewing harmful content. Students will fill in different tables to show this information.	Understand consent and the law Understand methods of contraception. Know how to maintain good sexual health, learn about the dangers of viewing harmful content.	Understand laws about smoking and vaping Students will fill in tables to show this information	Know some of the agencies offering help and information about alcohol misuse
Food technology	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook 2. Understanding Food	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook 2. Understanding Food 3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook 2. Understanding Food	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook 2. Understanding Food	NCFE LEVEL 2 CERTIFICATE IN FOOD AND COOKERY SKILLS (Year 1 of 2)Unit: (if applicable) - 1. Preparing to Cook 2. Understanding Food 3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief

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
	3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief		3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief	2. Understanding Food 3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief	3. Exploring Balanced Diets Plan and Produce Dishes in Response to a Brief	
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.					
	Power – Introduction to GCSE Art During the first Year of GCSE Art Year 10 students will learn to work independently, come up with their own ideas and build on the skills learnt in Key Stage 3. Students will be responding to the theme 'Identity'. Practising creating work using the 8 basic technical terms – line, form, shape, tone, value, pattern, texture, colour (2 /3 weeks). Students will learn how to explore a theme and how to present this. Students will be introduced to artists like Jean Michel Basquiat, Andy Warhol and Grayson Perry. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.	Power- Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.	Power – Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.	Power – Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils.	Power- Building a portfolio and looking towards Year 11. Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 & 2 in Year 11 amounts to 60% of their GCSE Art grade. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.	Power- Building a portfolio and looking towards Year 11. Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 & 2 in Year 11 amounts to 60% of their GCSE Art grade. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.

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
	Numeracy – basic measuring and working out proportions.			Numeracy – basic measuring and working out proportions.		
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	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module. Numeracy Opportunities: Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data					
	Customer Experience The unit explores customer experience. Learners will discover what customer	Digital Skills This unit aims to support learners’ use of digital technology to enhance their communication,	Community Impact In this unit, learners consider the needs of their community and how the community can	Wellbeing By undertaking this unit, learners will become more aware of their own	Teamwork Skills The aim of this unit is to help the learner develop team	Personal Development The aim of this unit is for learners to assess their strengths and weaknesses and to set manageable,

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
	experience means and what high quality customer experience looks like. They will also take a look at customer needs and how businesses can meet them, as well as how to deliver good customer service. Workbook	problem solving and employability skills, as well as their use of social media in a safe and informed way. Workbook	be supported. Learners will plan and carry out a project to help a chosen community through direct or indirect support. Workbook	wellbeing. They will build their understanding by exploring practical techniques and strategies that promote good wellbeing. Learners will look at their self-esteem and confidence, emotional and physical wellbeing and how to manage situations that may cause stress. Workbook	working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives. The team activity should be collaborative and purposeful and give each learner the opportunity to meet all the criteria. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme. Workbook	achievable goals for work and/or their personal life. A key part in any action plan is the review so changes can be made along the way or adaptations used for future targets. Workbook
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 mâché planets	
Outdoor Learning	Indi rock To provide the students with a regular, structured opportunities for outdoor learning that enhance their physical, social and emotional development while reinforcing curriculum knowledge through real world, experimental activities. Links to curriculum:		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. Nuclear Races – Brentwood. By engaging in adventurous tasks, it will challenge all levels of fitness ability, testing courage, determination, teamwork & physical strength			

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
	<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>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. 					