

Curriculum Overview

14-19 2023-2024

Updated June 23 Whole School Theme	Autumn 1 Understanding Me, Working with You	Autumn 2 All Together Better	Spring 1 Where to?	Spring 2 Me, Myself and I	Summer 1 Food for Thought	Summer 2 What a Wonderful World
School Value	<i>Honesty</i>	<i>Trust</i>	<i>Kindness</i>	<i>Respect</i>	<i>All Together</i>	<i>Independence</i>
Context for Learning	Express Myself Understanding Me	Respect and Encourage Everyone's Champion	Forward Thinking Look to The Future	Looking after Myself Lifesavers	Money Matters Teamwork Makes the Dream Work	Celebrating Us Moving On
Whole School Events	Art Week	Remembrance Day Friendship Week Children in Need Day Christmas Jumper Day Christmas Performances	Music Week Children's Mental Health Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	Arts Week	Remembrance Day	Music Week	First Aid Day World Book Day	Careers Fair	Summer showcase
End of Term Celebration	Assembly as a phase to look at the support available to help world poverty	Christmas market/fair	Class celebration of a musical inspiration	Celebrating the work of professionals who help to keep us safe and well	Celebration of inspirational people around the world, proud of who they are and where they are from.	Leavers BBQ
RSHE	Self-Awareness Pupils to identify	Managing Feelings Pupils will identify	The World I Live in Pupils will	Self-care, Support and Safety	Healthy Lifestyles Pupils will demonstrate an	Changing and Growing

	<p>personal strengths and skills Pupils discuss how to treat others fairly Pupils will learn about how stereotypes can cause damage. Pupils will discuss how, in school and wider society, they can expect to be treated with respect and in turn should respect others.</p>	<p>ways they can talk about their emotions accurately and sensitively. Pupils will identify some types of behaviour within relationships are criminal including violent and controlling behaviour. Pupils will be able to judge whether what they are feeling and how they are behaving is appropriate (online and offline).</p>	<p>understand that everyone is unique and equal. Pupils will be able to explain how and why everyone has rights and responsibilities regarding quality. Pupils will be able to understand how to use money Pupils will identify a variety of ways in which they can prepare for adulthood</p>	<p>Pupils will learn how to judge when a family or friend relationship feels unsafe and learn how to seek help or advice. Pupils will begin to recognise what risky behaviour is and if/when they are engaging in it. Pupils will describe what may be unwanted physical contact and learn ways of asking for help</p>	<p>awareness of unsafe substances Pupils will identify a variety of ways in which they can demonstrate healthy living Pupils will identify the positive associations between physical activity and mental well-being Pupils will be able to discuss the impact of social media on body image</p>	<p>Pupils will learn what permission and consent is and know how to express their views Pupils will identify changes that occur at different stages of life Pupils will be able to identify different types of relationships and describe some differences.</p>
English	<p>Writing for Different Purposes and Audiences</p> <p>Writing to inform, explain, describe.</p> <p>Reading and exploring fiction and non-fiction texts linked to writing styles</p>	<p>Reading for Purpose and Meaning</p> <p>Reading and responding to a range of fiction and non-fiction texts.</p>	<p>Writing for Different Purposes and Audiences</p> <p>Writing to persuade, argue, advise.</p> <p>Reading and exploring fiction and non-fiction texts linked to writing styles.</p>	<p>Reading for Information</p> <p>Reading signs, menus, timetables, instructions and recipes</p> <p>Exploring functional texts to improve reading skills.</p>	<p>Multi Media</p> <p>Reading and responding to a range of digital and print based media texts (adverts, newspaper reports, leaflets)</p> <p>Re-creating media texts</p>	<p>Speaking, Listening and Discussion</p> <p>To be able to ask and answer questions. To be able to take part in conversations and class discussions. Revision of skills taught in previous units.</p>

Tutor time reading themes from the Big Cat Library	Geography	History	Environmental	Inspirational People	Poetry	Cultural
Maths	<p>Using Whole Numbers</p> <p>Entry Level 1</p> <p>Recognise and count numbers to 10.</p> <p>Order and compare numbers to 10.</p> <p>Order ordinal numbers from 1st to 10th.</p> <p>Entry Level 2</p> <p>Recognise count, compare and order numbers to 100.</p> <p>Read and write numbers in words and digits to 100.</p> <p>Recognise fractions of quantities $\frac{1}{2}$ and $\frac{1}{4}$.</p>	<p>Adding and Subtracting</p> <p>Entry Level 1</p> <p>Add and subtract numbers to 10.</p> <p>Recognise and use operations symbols +, - and =.</p> <p>Recognise and use vocabulary for add, subtract and equals.</p> <p>Estimate and use primary functions of a calculator.</p> <p>Entry Level 2</p> <p>Add and subtract numbers up to 100.</p> <p>Recognise and use symbols for add, subtract, multiply and equals.</p> <p>Recall multiplication</p>	<p>Money, Time and Temperature</p> <p>Entry Level 1</p> <p>1Recognise and select different coins and notes. Identify prices expressed in whole numbers up to 10. Relate familiar events to different times, days, seasons.</p> <p>Demonstrate an understanding of time and vocabulary related to different times of the day.</p> <p>Entry Level 2</p> <p>Calculate money amounts using different coins up to £1 and different notes up to £100.</p>	<p>Money, Time and Temperature-continuation from previous terms objectives then moving onto:</p> <p>Using Size, Shape and Measures</p> <p>Entry Level 1Use simple terms to describe size, weight and capacity.</p> <p>Use simple terms to describe comparisons in size, weight and capacity. Identify common 2-D and 3-D shapes</p> <p>Follow directions using everyday positional vocabulary, for example, between, inside, near to.</p>	<p>Continuation of objectives from previous term for using Size, Shape and Measures.</p>	<p>Using and Communicating Data</p> <p>Entry Level 1</p> <p>Identify simple numerical information from a list</p> <p>Identify criteria to sort familiar objects.</p> <p>Entry Level 2</p> <p>Collect information and construct simple charts and bar graphs. Extract information from lists, tables, simple diagrams and bar charts</p> <p>Sort and classify objects using two criteria for example size, colour, and shape.</p> <p>Entry Level 3</p>

	<p>Recognise equivalent fractions $\frac{1}{2}$ and $\frac{1}{4}$.</p> <p>Entry Level 3</p> <p>Recognise, count order and compare numbers up to 1000.</p> <p>Read and write numbers in words and digits up to 1000.</p> <p>Understand and find unit fractions of quantities. Read and write unit fractions.</p> <p>Functional Skills Level 1</p> <p>Recognise multiples and factors of tables 2 to 9, up to 100.</p> <p>Recognise multiples of 10,100 and 50.</p> <p>Recognise square numbers up to 12x12.</p>	<p>facts for 2, 5 and 10 times tables.</p> <p>Multiply 2 single digit numbers.</p> <p>Use and interpret language used for addition, subtraction and multiplication.</p> <p>Solve 1 step problems with and without a calculator involving addition, subtraction and multiplication.</p> <p>Entry Level 3</p> <p>Add and subtract numbers up to 1000.</p> <p>Recognise and use symbols for add, subtract, multiply, divide and equals.</p> <p>Recall multiplication facts for 3,4, 6 and 8 times tables.</p>	<p>Calculate change using whole pounds up to £100.</p> <p>Read and write dates using different formats.</p> <p>Read and write times in analogue and digital formats for hour, half hour and quarter hour.</p> <p>Understand, read and use temperatures in degrees Celsius.</p> <p>Entry Level 3</p> <p>Add and subtract amounts of money using decimal notation.</p> <p>Round sums of money to the nearest £1 and 10p.</p> <p>Estimate money calculations.</p> <p>Read time in common formats on analogue</p>	<p>Entry Level 2</p> <p>Measure and compare length, weight and capacity using common standard units and non-standard units.</p> <p>Recognise, describe and name common 2-D and 3-D shapes.</p> <p>Recognise right angles in everyday objects.</p> <p>Follow directions using everyday positional vocabulary, including left and right, in front, behind.</p> <p>Entry Level 3</p> <p>Estimate, measure and compare capacity, weight and length using standard and non-standard units of measure.</p> <p>Sort 2-D and 3-D shapes</p>		<p>Extract numerical information from lists, tables, diagrams, bar and tally charts</p> <p>Make numerical comparisons from bar charts and pictograms.</p> <p>Be able to collect and record information.</p> <p>Functional Skills Level 1</p> <p>Use understanding of title, labels and simple scales to extract information from lists, tables, diagrams, charts and line graphs.</p> <p>Identify appropriate methods for collecting data.</p> <p>Collect discrete data in tests and from observations</p>
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	<p>Work out simple ratio as the number of parts. Use understanding of direct proportion to make simple calculations.</p>	<p>Multiply 2-digit numbers by single digit numbers. Divide 2-digit numbers by single digit numbers. Use and interpret language used for addition, subtraction and multiplication and division. Solve 2 step problems with and without a calculator involving addition, subtraction, division and multiplication. Functional Skills Level 1 Add and subtract numbers and decimals up to 2 places using efficient written and mental methods.</p>	<p>clocks and both 12 and 24 hour digital clock. Measure time in days, hours and minutes. Read and compare temperatures using the correct unit of measure. Functional Skills Level 1. Add and subtract sums of money including through use of columns with decimal point aligned. Multiply and divide sums of money. Read time in common formats, on analogue clocks and 12 and 24 hour digital clocks and timetables.</p>	<p>according to their properties (side length, angle, line of symmetry Identify perimeter of simple shapes. Follow directions using positional vocabulary, including the four compass points Functional Skills Level 1 Estimate, measure and compare capacity, weight and length and distance using standard and non-standard units of measure. Add and subtract standard units of measure for length, distance, capacity and weight. Convert standard units of measure for length,</p>		<p>Organise discrete data so that it can be transferred into suitable format for sharing.</p>
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		<p>Approximate answers by rounding.</p> <p>Multiply and divide whole numbers and decimals by 10, 100 and 1000.</p> <p>Recall tables up to 10X10 and make connections with division facts.</p> <p>To estimate answers to multiplication and division calculations.</p>	<p>Measure and record time in common formats and using both 12 and 24 hour formats. Read, estimate, measure and compare temperature using common units and instruments.</p>	<p>distance, weight and capacity. Calculate area and perimeter of shapes and use these to solve problem solving and planning tasks.</p>		
Science	<p>Science and the Human Body Recognise the different body systems (circulatory system, digestive system, respiratory system); their jobs and how science can help us look after these body systems in order</p>	<p>Science and the Human Body Understand how science can help us look after our health through our lifestyle; pupils will learn about healthy and unhealthy lifestyles and how they can make the correct choice to stay healthy.</p>	<p>Making Useful Compounds Identify hazards associated with the use of lab equipment and chemicals and ways to work safely in the lab. Explain how to reduce the risks involved with the</p>	<p>Making Useful Compounds Use appropriate techniques, apparatus, and materials during laboratory work, paying attention to health and safety Make and record observations</p>	<p>Plant Care Identify the parts of plants. Recognise the requirements for healthy growth. Learn the steps to prepare seed beds and be able to propagate a plant.</p>	<p>Plant Care Identify the ways to care for a plant to maintain healthy growth. Produce a flower crop and learn about ways of storing their produce.</p>

	to improve our health		use of hazardous chemicals.			
Vocational Studies	<p>Construction Health and Safety incorporating signs, personal protective equipment, fire safety, safe lifting techniques</p> <p>Skills for Independent Living Looking after your own home and safely using appliances</p> <p>Art Students will be working towards a Pass, Merit of Distinction in BTEC Level 1 Award – Developing 2D skills</p> <p>Catering and Hospitality Being aware of personal hygiene</p>	<p>Construction Measuring Organising a task and developing a personal progression plan</p> <p>Skills for Independent Living Self-awareness and supporting your own mental well being</p> <p>Art Developing 2D skills/ Progression Planning</p> <p>Catering and Hospitality Taking responsibility for</p>	<p>Construction Working within a team. Following and giving instructions in a variety of different way</p> <p>Skills for Independent Living Using social and leisure services with the local community</p> <p>Art Developing 2D skills/ Progression Planning</p> <p>Catering and Hospitality Working in a team and</p>	<p>Construction Reading a working drawing and beginning to understand the use of scales</p> <p>Skills for Independent Living Completing a task as part of a small group</p> <p>Art Developing 3D skills and Independence skills</p> <p>Catering and Hospitality</p>	<p>Construction Decorating skills to include painting, wallpapering and learning to build a simple brick wall</p> <p>Skills for Independent Living Preparing for adulthood</p> <p>Art Developing 3D skills and Independence skills</p> <p>Catering and Hospitality Independently preparing and</p>	<p>Construction Developing decorating skills to include painting, wallpapering and learning to build a simple brick wall</p> <p>Skills for Independent Living Preparing to transition to the next stage of education or world of work</p> <p>Art Personal Project/ Summer Showcase preparation and exhibition of our work.</p> <p>Catering and Hospitality Making choices and selecting</p>

	and safety in the kitchen	your own kitchen area and being independent	communicating with the team	Reading a recipe and using it to gather resources	cooking a given recipe	ingredients to personalise a chosen dish
Work Experience Rota- Classes change on a half termly basis, experiencing all across the year	Experience of working in a cafeteria	Good Life Garden	Litter Picking at Lesnes Abbey	School Grounds and Maintenance	Publishing the school newspaper	Plan and run an event First Aid
Creative Carousel- changes on a half termly basis, experiencing all across the year	Art and Design Project	Christmas Performance	Crafting Skills	Performing Arts	Food Preparation	Drama
RE	Judaism Drop Down Day To explore and learn about the main festivals, places of worship, dress, and cuisine of the Jewish faith Religious question to consider: Does religion help people to be good?		Islam Drop Down Day To explore and learn about the main festivals, places of worship, dress, and cuisine of the faith Religious question to consider: What does it mean to be a Muslim in Britain today?		Islam Drop Down Day To explore and learn about the main festivals, places of worship, dress, and cuisine of the faith Religious question to consider: What does it mean to be a Muslim in Britain today?	
P.E.	Team Games Being able to organise fair teams	Rebound Trampolining Complete understanding of safety around the	Fundamental Motor Skills Run at the appropriate	Body management Choreograph phrases and individually and	Outdoor adventurous activities Use clear communication	Social and Emotional Share ideas with others to decide

	<ul style="list-style-type: none"> -An acceptance of rules which they can apply and in some cases lead, organise and officiate games with rules -To play a sport at speed, such as basketball or football -Enjoy playing games with others -To show advanced control with equipment such as a bat or racket -To show advanced skills with controlling balls with hands or feet 	<p>trampoline and to be trusted to bounce independently</p> <ul style="list-style-type: none"> - Consistent coaching of peer and demonstrating harder moves -With adult supervision perform a front or back somersault -Be able to complete the 7 Star certificate - Be able to perform for an extended time period - Enthusiasm for wanting perform and progress 	<p>speed, over longer periods of time</p> <ul style="list-style-type: none"> -Show control at take-off and landing in more complex jumping activities -Show accuracy and power when throwing for distance -Demonstrate good balance and control when performing other fundamental skills -Co-ordinate body movement at increased speed -Demonstrate increased awareness of the safe limits of exertion 	<p>with others considering actions, dynamics, space and relationships in response to a stimulus</p> <ul style="list-style-type: none"> -Confidently perform -Use counts with music -Show increasing control when moving from one balance to another -Use flexibility to improve the quality of the actions -Confidently transition from one action to another showing appropriate control and extension for the complexity of the action 	<p>when working in a group and taking on different roles</p> <ul style="list-style-type: none"> -Begin to lead others, providing clear instructions -Plan and apply strategies with others to more complex challenges -Orientate a map confidently using it to navigate a course -Begin to use critical thinking skills to form ideas and strategies and the best method to solve problems -Ride a bike -Play games on bikes agreed with an adult or with peers 	<p>on the best approach to a task</p> <ul style="list-style-type: none"> -Lead others and show consideration of including all within a group -Use different strategies to persevere to achieve personal best -Be able to play games with scoring and not worry about winning and losing -Try new things outside their comfort zone -Engagement for an extended period of time
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<p>Digital Skills for Work</p>	<p>EL1: Use simple digital skills and/or devices to facilitate their engagement in straightforward work-related activity. EL2: Follow instructions to keep safe on line, in accordance with relevant workplace guidelines or codes of conduct. EL3: Be able to use digital skills to handle work-related information. Find information required for routine work-related tasks. Follow workplace guidelines to store and retrieve files.</p>	<p>EL1: Use simple digital skills and/or devices to facilitate their engagement in straightforward work-related activity. EL2: Follow instructions to keep safe on line, in accordance with relevant workplace guidelines or codes of conduct. EL3: Be able to create and edit digital content for work-related purposes. Create and save straightforward documents and sound, image or video files, as appropriate to the work context.</p>	<p>EL1: Use simple digital skills and/or devices to facilitate their engagement in straightforward work-related activity. EL2: Follow instructions to use digital devices so that own health and wellbeing are not negatively affected. EL3: Be able to create and edit digital content for work-related purposes. Edit and format work-related documents in line with given guidelines or instructions, inputting data into existing documents where appropriate.</p>	<p>EL1: Use simple digital skills and/or devices to communicate, augment or enable basic information - sharing in a work setting. EL2: Follow instructions to use digital devices so that own health and wellbeing are not negatively affected. EL3: Be able to use digital skills to communicate in a work context. Send and receive online communications for work-related purposes, in line with given guidelines.</p>	<p>EL1: Use simple digital skills and/or devices to communicate, augment or enable basic information - sharing in a work setting. EL2: Follow instructions to carry out given simple, routine work-related tasks requiring digital skills including: finding information, sharing information EL3: Be able to work online and use digital devices safely and responsibly in a work context. Identify common online risks and threats in a work environment. Follow workplace guidelines for: safe and responsible use of devices and the internet at work,</p>	<p>EL1: Use simple digital skills and/or devices to communicate, augment or enable basic information - sharing in a work setting. EL2: Follow instructions to carry out given simple, routine work-related tasks requiring digital skills including: finding information, sharing information EL3: Be able to respond to technical problems. Solve simple technical problems. Seek help from an appropriate person when unable to solve a technical problem themselves.</p>
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					reporting anything suspicious or offensive, protecting own health and wellbeing while using devices.	
Food Technology	<p>To learn how to use safely a piece of equipment to be able to make a simple dish containing at least two ingredients.</p> <p>To learn basic hygiene requirements and demonstrate this effectively before and after cooking or food preparation</p>	To learn about the three main techniques used in cooking and be able to demonstrate this by selecting a recipe and choosing the correct ingredients.	To learn how to cook a dish using two cooking processes that be safely refrigerated or heated for consumption at a later date.	To be able to follow a set of instructions to safely prepare a snack for another person, allowing for any dietary requirements or personal preferences.	To be able to work in a team to prepare a dish, recognising the different responsibilities needed to work effectively.	To learn about food that may prepared independently for a packed lunch or picnic, taking into considering healthy and balanced meals.