

Curriculum Overview (Explore)

PHASE 14-18, 2024-25

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value		<i>Respect</i>	<i>Trust</i>	<i>Honesty</i>	<i>Positivity</i>	<i>Kindness</i>	<i>Independence</i>
Holistic Curriculum Context for Learning		What a wonderful world	Performing for others	First impressions	Making new friends	My responsibilities	Off on an adventure
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
Personal, Social, Emotional Development (PSED)	RSHE	Self-Awareness Pupils to identify 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	Managing Feelings Pupils will identify 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.	The World I Live in Pupils will 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	Self-care, Support and Safety 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	Healthy Lifestyles Pupils will demonstrate an 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	Changing and Growing 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

		wider society, they can expect to be treated with respect and in turn should respect others.	Pupils will be able to judge whether what they are feeling and how they are behaving is appropriate (online and offline).		contact and learn ways of asking for help	Pupils will be able to discuss the impact of social media on body image	relationships and describe some differences.	
	Preparing for adulthood	<p>Classes will complete all of the following over the course of the year, participating in a different one each half term.</p> <p>Travel training - Travel-walking, transitions, bus, minibus, train, road safety, bikes, beebots, road signs, timetables, Daily Mile. Visits- shop, supermarket, park, woodland, playpark, leisure centre, areas around school</p> <p>Food tech/ Cafe - Menu, advertising, shopping, orders, preparation, presentation, delivery, money, visit to a café and or shop, catering for a small event</p> <p>Looking after yourself/ First aid - Personal hygiene, first aid, housework, online safety</p> <p>Gardening/ Maintenance - Planting, growing, plant care skills, weeding, picking litter, sweeping, forest school activities</p> <p>Futures - Building confidence, questions, forms, interview practice, the world of work, work experience opportunities within class or around school</p> <p>School Newspaper - Articles, research, interviews, activities, photography, art work, looking at newspapers and magazines, trip to newsagents/ library, publication of work</p>						
Communication and Language	<p>Listen to and answer questions. Convey key points in a discussion Retell events and discuss what interests them.</p> <p>Take turns in conversation, listening to others and answer simple questions relating to the discussion. Conveys meaning to less familiar listeners in small group situations e.g. a group he/she would not normally work with and includes relevant details Begin to predict Add relevant detail in discussion</p> <p>Maintain attention and listens to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area.</p> <p>Make deliberate eye contact to get the listener's attention in a 1-1 situation</p>							

Literacy		Writing for Different Purposes and Audiences Writing to inform, explain, describe. Reading and exploring fiction and non-fiction texts linked to writing styles	Reading for Purpose and Meaning Reading and responding to a range of fiction and non-fiction texts.	Writing for Different Purposes and Audiences Writing to persuade, argue, advise. Reading and exploring fiction and non-fiction texts linked to writing styles.	Reading for information Reading signs, menus, timetables, instructions and recipes Exploring functional texts to improve reading skills.	Multi Media Reading and responding to a range of digital and print based media texts (adverts, newspaper reports, leaflets) Re-creating media texts	Speaking, Listening and Discussion 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.
Suggested texts		Newspapers, magazines, reading for life skills	Emotive writing, persuasive writing and writing to inform	Emotive writing, persuasive writing and writing to inform	Timetables, restaurant menus, poetry and Shakespeare	Newspapers, magazines, reading for life skills in written and digital form	An overview of the discussions that have taken place in the two and half terms on a range of subjects and texts
Maths and Problem Solving	Maths	<u>Number</u> Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence: Entry 1: Using Whole Numbers Entry 2: Using Whole Numbers and Fractions		<u>Using size, shape and space / Calculations</u> Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence: Entry 1: Using Size, Shape and Space Entry 2: Using Size, Shape and Measure Entry 2: Addition, Subtraction and Multiplication		<u>Time, Money and Temperature</u> Pupils will be working towards gaining a Gateway accreditation through coursework-based evidence: Entry 1: Money and Time# Entry 2: Money, Time and Temperature	

		Entry 3: Using Whole Numbers, Decimals, Fractions and Percentages Level 1: Numbers, Decimals, Fractions and Percentages Level 2: Numbers, Decimals, Fractions and Percentages		Entry 3: Making Calculations Level 1: Making Calculations Level 2: Making Calculations		Entry 3: Money, Time and Temperature Level 1: Money, Time and Temperature Level 2: Money, Time and Temperature	
	Digital Skills E3	Online safety and safe online practices	Responding to technical problems	Editing Digital content	Handling information	Digital skills for communication	Digital Skills for entertainment
Understanding the World	Science	Science Health and Safety - identify the hazards associated with using materials and procedures; minimise the chance of harm; apply the knowledge by carrying out different practical activities.	Science Health and Safety - fire safety, action to take in fire, requirements for fire and different types of fire extinguishers.	Working with Electrical Circuits - electrical components, circuit diagrams using electricity safely; Identify hazards associated with the use of electricity reducing the risks of working with electricity.	Working with Electrical Circuits -build simple working circuits. -measure current and voltage in electrical circuits with accuracy and record results. -Carry out different investigations involving electric circuits.	Introduction to Plant Care -gain basic skills and understanding in the care of plants. -parts of plants and the requirements of plants for healthy growth. -prepare seed beds and be able to propagate a plant.	Introduction to Plant Care -care for a plant in order to maintain healthy growth. -produce a food/flower crop -ways of storing their produce.

	Vocational	<p>Skills for Independent Living: Employability skills incl. following instructions.</p> <p>Art and Design: Preparing to transition to the next stage of education or world of work</p> <p>Construction Health and Safety incorporating signs, personal protective equipment, fire safety, safe lifting techniques</p> <p>Hospitality and catering: Being aware of personal hygiene and safety in the kitchen</p>	<p>Skills for Independent Living: Learning skills incl. making choices about learning.</p> <p>Art and Design: Creating a 2D image</p> <p>Construction: Measuring Organising a task and developing a personal progression plan</p> <p>Hospitality and Catering: Taking responsibility for your own kitchen area and being independent</p>	<p>Skills for Independent Living: Personal and Social skills incl. Understanding relationships.</p> <p>Art and Design: Creating a 3D image in a range of different materials. Research project</p> <p>Construction: Working within a team. Following and giving instructions in a variety of different way</p> <p>Hospitality and Catering: Working in a team and communicating with the team</p>	<p>Skills for Independent Living: Personal and Social skills incl. taking exercise.</p> <p>Art and Design: Creating a 3D image in a range of different materials. Research project</p> <p>Construction: Reading a working drawing and beginning to understand the use of scales</p> <p>Hospitality and Catering: Reading a recipe and using it to gather resources</p>	<p>Skills for Independent Living: Personal and Social skills incl. Using money.</p> <p>Art and Design: Getting ready for the exhibition</p> <p>Construction: Decorating skills to include painting, wallpapering and learning to build a simple brick wall</p> <p>Hospitality and Catering: Independently preparing and cooking a given recipe</p>	<p>Skills for Independent Living: Consolidating learning.</p> <p>Art and Design: Getting ready for the exhibition</p> <p>Construction: Developing decorating skills to include painting, wallpapering and learning to build a simple brick wall</p> <p>Hospitality and Catering: Making choices and selecting ingredients to personalise a chosen dish</p>
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	Food Technology	To learn how to use safely a piece of equipment to be able to make a simple dish containing at least two ingredients. To learn basic hygiene requirements and demonstrate this effectively before and after cooking or food preparation	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, taking into account any dietary requirements or personal preferences.	To be able to work in a team to prepare a dish, taking into account 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.
Expressive Arts and Design		Classes will complete all of the following over the course of the year, participating in a different one each half term. Music - Playing instruments, digital music composition, singing, song/ rap writing, performance Design and Technology - Development of skills, small projects. Making a simple vehicle from balsa wood and investigating forces and friction to understand how the vehicle can move with an applied force. Art - Development of skills, piece of artwork to display Drama - Development of skills, building of confidence, piece to perform Craft Skills - Development of skills- sewing a button or patch on, sewing, crochet, knitting, weaving, printing Movement - Dance, social dances, line dancing, Tai Chi, exercise to music (on swiss balls, using boxing bag)					

<p>Physical Development</p>	<p>Team Games Being able to organise fair teams -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>	<p>Rebound Trampolining Complete understanding of safety around the trampoline and to be trusted to bounce independently - 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>	<p>Fundamental Motor Skills Run at the appropriate speed, over longer periods of time -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>	<p>Body management Choreograph phrases and individually and with others considering actions, dynamics, space and relationships in response to a stimulus -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>	<p>Outdoor adventurous activities Use clear communication when working in a group and taking on different roles -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>	<p>Social and Emotional Share ideas with others to decide on the best approach to a task -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</p>
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