

Curriculum Overview

KS5, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Honesty	Trust	Respect	Kindness	All Together	Independence
Holistic Curriculum Context for Learning	<i>Everyone Counts</i> Understanding Me	<i>Important People</i> Everyone's Champion	<i>Dreams and Goals</i> Look to The Future	<i>Ready, Steady, Go</i> Lifesavers	<i>Altogether Better</i> Teamwork Makes the Dream Work	<i>Growing and Going</i> Moving On
Whole school Events	Art Week	Christmas Performances	Music Week	Book Week	Diversity and Pride Week	Performing Arts Week
Inspiration Day	Arts Week	Poppy Day/Music Week	World Book Day	First Aid Day	Careers Fair	Summer showcase/Performing Arts
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.	Leavers meal.

RSHE	<p>Self-Awareness <i>*Pupils will identify their personal strengths and targets</i> <i>*Pupils will talk about their emotions accurately and sensitively using range of vocabulary.</i> <i>* Pupils will understand what is meant by prejudice and discrimination and how to recognise them.</i></p>	<p>The world I live in <i>* Pupils will understand that everyone is unique and equal.</i> <i>*Pupils will be able to explain the legal rights and responsibilities regarding equality (Equality Act).</i> <i>*Pupils will be able to identify where to find trustworthy news</i> <i>*Pupils will understand the terms 'debt' and 'credit'.</i></p>	<p>Managing Feelings <i>*Pupils will consider how their actions affect themselves and others</i> <i>*Pupils will identify how to seek help or advice for themselves or a friend</i></p>	<p>Healthy Lifestyles <i>*Pupils will develop an awareness of risks of drugs and alcohol</i> <i>* Pupils will identify the positive associations between physical activity and mental well-being</i> <i>*Pupils will be able to identify ways in which a person's body image can be affected.</i></p>	<p>Self-care, support and safety <i>*Pupils will identify how to judge when a family or friend relationship feels unsafe and learn how to seek help or advice.</i> <i>*Pupils will understand why it is important not to share or view inappropriate material online.</i> <i>* Pupils will identify ways to improve physical and mental well-being and recognise when they need to focus on it more.</i></p>	<p>Changing and growing <i>*Pupils will identify ways in which they can manage disagreements respectfully</i> <i>*Pupils will be able to explain what marriage and legal status of other types of long term relationships are.</i> <i>*Pupils will be able to understand choices they can make around reproductive health and contraception.</i></p>
English	Using reading and writing to internet signs, menus, timetables etc - reading for life. Exploring simple texts to improve reading skills.	Reading a range of texts to be able to replicate in written work how to inform, advise and instruct.	Looking at fiction and non fiction texts including emotive, informative and persuasive language.to improve writing skills by producing different written work.	Postcards, diary entries, memos ,texts ,sentence and project work.	Newspaper articles, poetry, letters using persuasive or emotive language.	To improve questioning and discussion skills. To be able to ask and answer questions and take part in conversation and class discussions.
Texts	Tutor time reading themes from the Big Cat Library - <i>Geography</i>	Tutor time reading themes from the Big Cat Library - <i>History</i>	Tutor time reading themes from the Big Cat Library - <i>Environmental</i>	Tutor time reading themes from the Big Cat Library – <i>Inspirational People</i>	Tutor time reading themes from the Big Cat Library - <i>Poetry</i>	Tutor time reading themes from the Big Cat Library – <i>Cultural</i>

<p>Maths</p>	<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>Recognise equivalent fractions $\frac{1}{2}$ and $\frac{2}{4}$.</p> <p>Entry level 3</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 facts for 2,5 and 10 times tables.</p>	<p>Money, Time and Temperature</p> <p>Entry level 1</p> <p>Recognise and select different coins and notes..</p> <p>Identify prices expressed in whole numbers up to 10.</p> <p>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 1</p> <p>Use simple terms to describe size, weight and capacity.</p> <p>Use simple terms to describe comparisons in size, weight and capacity.</p> <p>Identify common 2-D and 3-D shapes</p> <p>Follow directions using everyday positional vocabulary, for example, between, inside, near to.</p> <p>Entry Level 2</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.</p> <p>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>Extract numerical information from lists, tables, diagrams, bar and tally charts</p> <p>Make numerical comparisons from bar</p>
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	<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>Work out simple ratio as</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</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>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> <p>Organise discrete data so that it can be transferred into suitable format for sharing.</p>
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	<p>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.</p> <p>Use and interpret language used for addition, subtraction and multiplication and division.</p> <p>Solve 2 step problems with and without a calculator involving addition, subtraction, division and multiplication.</p> <p>Functional skills level 1</p> <p>Add and subtract numbers and decimals up to 2 places using efficient written</p>	<p>formats on analogue clocks and 12 and 24 hour digital clock. Measure time in days, hours and minutes. Read and compare temperatures using the correct unit of measure.</p> <p>Functional skills level 1.</p> <p>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</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</p> <p>Functional skills level 1</p> <p>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</p>		
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		<p>and mental methods.</p> <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>timetables.</p> <p>Measure and record time in common formats and using 12 and 24 hour formats.</p> <p>Read, estimate, measure and compare temperature using common units and instruments.</p>	<p>for length, distance, weight and capacity.</p> <p>Calculate area and perimeter of shapes and use these to solve problem solving and planning tasks.</p>		
Science	<p>Personal Hygiene</p> <p>Identify ways to keep good personal hygiene to keep the body healthy and clean.</p>	<p>Personal Hygiene</p> <p>To describe the principles of soap making and highlight the difficulties.</p>	<p>Making Bio-Plastics-</p> <p>To learn how to create bioplastic from renewable sources.</p>	<p>Making Bio-Plastics</p> <p>To understand the differences between degradable, biodegradable and compostable plastic and their</p>	<p>Plant Care</p> <p>To learn the differences between edible and non-edible plants. To understand how</p>	<p>Plant Care</p> <p>To design a garden using map skills and identify what plants need to thrive. Listen to and share ideas to make group</p>

				environmental impact.	these concepts link to a garden.	decisions to plan a garden.
OCR Life and Living skills	Emotional wellbeing – to understand how you can support your own well-being and be aware of other professionals who can support with own emotional well being		Understanding routines – to be able to follow a given routine and to be able to adapt to any variations by requesting the appropriate support.		Finding your way around an unfamiliar area – to be able to understand that there are facilities/points of contact within an unfamiliar area that can support with becoming familiar with a new place.	
ASDAN Foodwise	To learn about Personal Hygiene when preparing food and be able to demonstrate the use of good hygiene	To learn how to store different food types safely, and to be aware of cross contamination when preparing food	To learn how to correctly wash your hands before handling food and before eating and to be able to explain the consequences of poor hygiene		To be able to identify cleaning products suitable in a kitchen and food preparation area and to understand the hazards associated with some products.	
ASDAN PSHE	To be able to create a self-help guide to maintaining positive mental health supported by being active, eating healthily		Careers and employability - to be able to identify own attributes and skills and identify areas for development.		How to live a safe and healthy independent life – by understanding the importance of being active, eating a balanced diet, being aware of professional that keep us safe and where to go to find help and support.	
OCR Art	<p>Selecting and planning an art or craft product</p> <p>Students learn to:</p> <p>Use given sources of information to select an art or craft product to make;</p>	<p>Creating an art or craft product.</p> <p>Students learn to:</p> <p>Make an art or craft product using given resources;</p>	<p>Displaying an art or craft product.</p> <p>Students learn to:</p> <p>Identify the resources needed to display an art or craft product;</p>	<p>Selecting and planning an art or craft product</p> <p>Students learn to:</p> <p>Use given sources of information to select an art or</p>	<p>Creating an art or craft product.</p> <p>Students learn to:</p> <p>Make an art or craft product using given resources;</p> <p>Communicate a personal view</p>	<p>Select the resources needed to present an art or craft product;</p> <p>Use selected resources to present an art or craft product;</p> <p>Exhibit an art or craft product within an appropriate area.</p>

	<p>Identify the main resources required to develop their art or craft product;</p> <p>Identify safety issues that impact on developing their art or craft product.</p> <p>Designing an art or craft product</p> <p>Students learn to:</p> <p>Use sources of information to find ideas for an art or craft product;</p> <p>Use feedback to develop their ideas;</p> <p>Develop ideas into a design of an art or craft product;</p> <p>Identify the resources needed to make their product;</p> <p>Present their final design.</p>	<p>Communicate a personal view about their completed art or craft product.</p> <p>Making an art or craft product</p> <p>Students learn to:</p> <p>Organise resources needed to make the product;</p> <p>Prepare their work area;</p> <p>Make the art or craft product using the required materials;</p> <p>Work in a way that minimises risks to self and others;</p> <p>Wear the appropriate personal protective equipment (PPE);</p>	<p>Identify an area in which to exhibit an art or craft product;</p> <p>Select the resources needed to present an art or craft product;</p> <p>Use selected resources to present an art or craft product;</p> <p>Exhibit an art or craft product within an appropriate area.</p> <p>Exhibiting an art of craft product</p> <p>Students learn to:</p> <p>Present the art or craft product in an appropriate way;</p> <p>Exhibit the art or craft product in an area where it can be experienced;</p>	<p>craft product to make;</p> <p>Identify the main resources required to develop their art or craft product;</p> <p>Identify safety issues that impact on developing their art or craft product.</p> <p>Designing an art or craft product</p> <p>Students learn to:</p> <p>Use sources of information to find ideas for an art or craft product;</p> <p>Develop ideas into a design of an art or craft product;</p> <p>Identify the resources needed</p>	<p>about their completed art or craft product.</p> <p>Making an art or craft product</p> <p>Students learn to:</p> <p>Organise resources needed to make the product;</p> <p>Prepare their work area;</p> <p>Make the art or craft product using the required materials;</p> <p>Work in a way that minimises risks to self and others;</p> <p>Wear the appropriate personal protective equipment (PPE);</p> <p>Use tools and equipment safely and effectively.</p>	<p>Exhibiting an art of craft product</p> <p>Students learn to:</p> <p>Present the art or craft product in an appropriate way;</p> <p>Exhibit the art or craft product in an area where it can be experienced;</p> <p>Gather feedback on the exhibited product from different people who have come to look at it;</p> <p>Use the feedback to describe improvements which could be made to: the art or craft product; the display of the product; the exhibition.</p>
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		Use tools and equipment safely and effectively.	Gather feedback on the exhibited product from different people who have come to look at it; Use the feedback to describe improvements which could be made to: the art or craft product; the display of the product; the exhibition.	to make their product; Present their final design.		
RE To include assembly subjects according to rota which will overlap with History etc	Christianity Drop Down day <i>To explore and learn about the main festivals, places of worship, dress, and cuisine of the Christian faith</i>		Buddhism drop Down Day <i>To explore and learn about the main festivals, places of worship, dress, and cuisine of the Buddhist faith</i>		Celebrations and Festivals Drop Down Day <i>To explore and learn about celebrations across identified beliefs and religions and to study well renowned people associated with the religion.</i>	
P.E.	Gymnastics	Gymnastics	Team games	Team Games	Athletics	Athletics
Computing	EL1: Use Digital skills and/or device for personal/leisure purposes	EL1: Use Digital skills and/or device for personal/leisure purposes.	EL1: Use simple digital skills and/or devices to facilitate their engagement	EL1: Use simple digital skills and/or devices to facilitate their engagement	EL1: Use digital skills and/or devices for informal	EL1: Use simple digital skills and/or devices to communicate, augment or enable

	<p>EL2: Be able to use digital skills safely and responsibly. Follow given instructions or guidelines to keep safe online.</p> <p>EL3: Be able to use digital skills to handle information outside of the work environment.</p>	<p>EL2: Be able to use digital skills when carrying out a simple personal or household task or planning a personal or leisure activity.</p> <p>EL3: Be able to create and edit digital content outside of the work environment.</p>	<p>in everyday activity.</p> <p>EL2: Find information online relevant to the task/plan.</p> <p>EL3: Be able to use digital skills to communicate outside of the work environment.</p>	<p>in everyday activity.</p> <p>EL2: Input information into an existing document or online form.</p> <p>EL3: Be able to go online and use digital devices safely and responsibly outside of the work environment.</p>	<p>communication purposes.</p> <p>EL2: Be able to use digital skills to communicate with friends and family.</p> <p>EL3: Be able to respond to technical problems outside of the work environment.</p>	<p>basic information sharing with family and friends.</p> <p>EL2: Communicate online with friends and family, via a chosen means.</p> <p>EL3: Be able to respond to technical problems outside of the work environment.</p>
<p>Cooking</p>	<p>To learn how to safely use a variety of pieces of equipment used in cooking</p> <p>To learn basic hygiene requirements and be able to demonstrate this in cooking</p>	<p>To learn about the three main techniques used in cooking</p>	<p>To learn how to prepare and cook two types of pastry to include plain and flaky pastries</p>	<p>To be able to follow a set of instructions to safely prepare and simple snack and hot drink</p>	<p>World Cuisine - to learn about types of foods that are typically found in a selection of other countries.</p> <p>To learn about vegetarian and vegan food options.</p>	<p>To learn about food that may be typically eaten at breakfast time and to be able to prepare a breakfast food from a set of instructions.</p>