

KS3 Long Term Plan

Communication and Literacy	Entertainment		Transport		Water	
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
<p>All Curriculum Pathways will study the same key text See Progression Documents for more detail</p>	<p>ENGLISH YEAR 7 Mr Stink by David Walliams Writing – Creative Writing, Writing to describe (Setting and characters) Letter Formation and Word Production</p> <p>Ongoing Phonics and Guided Reading</p> <p>YEAR 8 War Horse by Michael Morpurgo Writing – Creative Writing, Writing to inform (Diary entry) Letter Formation and Word Production</p> <p>Ongoing Phonics and Guided Reading</p> <p>YEAR 9 Book Led Study/Fiction: Alice in Wonderland by Lewis Carroll Writing – Creative Writing, Writing to explain (Letter of apology) Letter Formation and Word Production</p> <p>Ongoing Phonics and Guided Reading</p>	<p>ENGLISH YEAR 7 Book Led study Poetry/ Inference Poetry & Christmas Fiction</p> <p>YEAR 8 Book Led study Poetry/ Inference Theme Based Poetry</p> <p>YEAR 9 Book Led study Poetry/ Inference Poetry/ Christmas Fiction</p> <p>YEAR 7 – Poetry (Writing to inform and entertain) YEAR 8 – Poetry (Writing to inform and entertain) YEAR 9 - Poetry (Writing to inform and entertain)</p>	<p>KS3 Formal (3wk Book Study and 3wk T4W unit) FORMAL</p> <p>ENGLISH YEAR 7 Book Led study/Fiction (Prediction) The Minpins by Roald Dahl</p> <p>YEAR 8 Book Led study/Fiction (Prediction) The Train to Impossible Places by P G Bell</p> <p>YEAR 9 Book Led study/Fiction (Prediction) A Monster Calls by Patrick Ness</p> <p>YEAR 7 – Writing to persuade (Letter to The Prime Minister) YEAR 8 – Writing to instruct (Instructions) YEAR 9 - Writing to inform (Diary entry)</p>	<p>KS3 (3wk Book Study and 3wk T4W unit) FORMAL</p> <p>ENGLISH YEAR 7 Book Led study/Non-Fiction(Explanation): Autobiography</p> <p>YEAR 8 Book Led study/Non-Fiction(Explanation): Biography Boy by Roald Dahl</p> <p>YEAR 9 Book Led study/Non-Fiction(Explanation): Biography by Martin Luther King</p> <p>YEAR 7 – Poetry (Writing to inform and entertain) YEAR 8 – Poetry (Writing to inform and entertain) YEAR 9 - Poetry (Writing to inform and entertain)</p>	<p>KS3 (3wk Book Study and 3wk T4W unit) FORMAL</p> <p>ENGLISH YEAR 7 Book Led study/Drama(Recount) Macbeth</p> <p>YEAR 8 Book Led study/Drama(Recount) Shakespeare</p> <p>YEAR 9 Book Led study/Drama(Recount) Shakespeare</p> <p>WRITING AAC Spellings Letter Formation Caption/Sentences Using time connectives Descriptive writing using visuals including symbols/ colourful semantics Creative story writing Writing potions Character descriptions</p> <p>YEAR 7 Pre-Formal READING Phonics Daily Book Share Sensory stories Story massage Linked objects of reference and visuals</p> <p>WRITING AAC Mark Making Giving instructions/ making spells using objects of reference/ visuals</p>	<p>KS3 (3wk Book Study and 3wk T4W unit) FORMAL</p> <p>ENGLISH YEAR 7 Book Led study/Non-Fiction (Sequences) Around The World</p> <p>YEAR 8 Book Led study/Non-Fiction (Sequences) Horrible Histories</p> <p>YEAR 9 Book Led study/Non-Fiction (Sequences) Kensuke’s Kingdom</p> <p>WRITING AAC Spellings Letter Formation Caption/Sentences Non-chronological reporting Labelling diagrams Description</p> <p>YEAR 7 Pre-Formal READING Phonics Daily Book Share Exploring texts through sensory means Story massage Linked objects of reference and visuals</p> <p>WRITING AAC Mark Making Labels using objects of reference/ visuals</p>

					<p>YEAR 7 Semi Formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Giving instructions/ making spells using visuals including symbols/ colourful semantics</p> <p>YEAR 8 Formal READING The Silverwood Poetry Anthology Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p>WRITING AAC Spellings Letter Formation Caption/Sentences Making posters and information leaflets/ writing a report using visuals including symbols/ colourful semantics Descriptive writing – settings Imaginative creatures and places Themes of escape Reading or performing to each other</p> <p>YEAR 8 Pre-Formal READING Phonics Daily Book Share Sensory stories Story massage Linked objects of reference and visuals</p> <p>WRITING AAC Mark Making</p>	<p>YEAR 7 Semi Formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Labels using visuals including symbols/ colourful semantics</p> <p>YEAR 8 Formal The Cat's Guide to the Night's Sky – Stuart Atkinson Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p>WRITING AAC Spellings Letter Formation Research project List writing Making posters and information leaflets/ writing a report using visuals including symbols/ colourful semantics</p> <p>YEAR 8 Pre-Formal READING Phonics Daily Book Share Exploring texts through sensory means Story massage Linked objects of reference and visuals</p> <p>WRITING AAC</p>
--	--	--	--	--	--	--

					<p>Making lists and writing letters using objects of reference/ visuals</p> <p>YEAR 8 Semi-formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Making posters and information leaflets using visuals including symbols/ colourful semantics</p> <p>YEAR 9 Formal A Monster Calls – Patrick Ness READING Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p>WRITING AAC Spellings Letter Formation Caption/Sentences Create a diary entry using visuals including symbols/ colourful semantics Writing to describe – feelings and emotions, exploration of loss. Fantasy places and themes.</p> <p>YEAR 9 Pre-formal READING Phonics Daily Book Share Sensory stories Story massage Linked objects of reference and visuals</p>	<p>Mark Making Making and writing lists using objects of reference/ visuals</p> <p>YEAR 8 Semi-formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Lists Research projects Making posters and information leaflets using visuals including symbols/ colourful semantics</p> <p>YEAR 9 Formal Media Project READING Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p>WRITING AAC Spellings Letter Formation Caption/Sentences Blogging Podcasts Making adverts for magazines/ newspapers</p> <p>YEAR 9 Pre-formal READING Phonics Daily Book Share Exploring texts through sensory means Story massage Linked objects of reference and visuals</p> <p>WRITING</p>
--	--	--	--	--	--	---

					<p>WRITING AAC Mark Making Sequencing using objects of reference/ visuals</p> <p>YEAR 9 Semi Formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Sequencing using visuals including symbols/ colourful semantics</p>	<p>AAC Mark Making Making adverts for magazines/ newspapers using objects of reference/ visuals Magazine/ article reviews YEAR 9 Semi Formal READING Phonics Daily Book Share Linked props and visuals Reading different symbols</p> <p>WRITING AAC Mark Making Ordering symbols Letter Formation Making adverts for magazines/ newspapers using visuals including symbols/ colourful semantics Magazine/ article reviews</p>
<p>EXPRESSIVE AND RECEPTIVE COMMUNICATION To develop my listening skills, so that I can re-tell and write my own version of a text type T 4 writing – Retelling a text type using symbols and actions to support. To develop my communication skills. I can talk in sentences about a story, letters or diary entries. SALT Targets</p> <p>Communication- AAC, feelings, diary, emails - classes communicating – link classes across sites to communicate? Reading or performing to each other – developing relationships, likes and dislikes, apologies, families, expressing opinions – equality and diversity – refugee crisis</p>	<p>EXPRESSIVE AND RECEPTIVE COMMUNICATION To develop my listening skills, so that I can re-tell a poem T 4 writing – Retelling a poem using symbols and actions to support. To develop my communication skills. I can talk in sentences about a poem or story</p> <p>Communication- AAC, feelings, diary, emails - classes communicating – link classes across sites to communicate ? Reading or performing to each other – developing relationships, likes and dislikes, apologies, families, expressing opinions – equality and diversity – war and impact</p>	<p>EXPRESSIVE AND RECEPTIVE COMMUNICATION To develop my listening skills, so that I can re-tell and write my own version of a text type T 4 writing – Retelling a text type using symbols and actions to support. To develop my communication skills. I can talk in sentences about a story, letters or diary entries. SALT Targets</p> <p>Communication- AAC, feelings, diary, emails - classes communicating – link classes across sites to communicate ? Reading or performing to each other – developing relationships, likes and dislikes, apologies, families, expressing opinions – equality and diversity, climate</p>	<p>EXPRESSIVE AND RECEPTIVE COMMUNICATION To develop my listening skills, so that I can re-tell a poem T 4 writing – Retelling a poem using symbols and actions to support. To develop my communication skills. I can talk in sentences about a poem or story</p> <p>Communication- AAC, feelings, diary, emails - classes communicating – link classes across sites to communicate ? Reading or performing to each other – developing relationships, likes and dislikes, expressing opinions – equality and diversity – climate change</p>	<p>YEAR 7 Formal George’s Marvellous Medicine by Roald Dahl</p> <p>EXPRESSIVE AND RECEPTIVE COMMUNICATION S&L AAC Giving instructions Reading or performing to each other</p> <p>YEAR 7 semi-formal Sound discrimination/phonological awareness S&L AAC Giving instructions</p> <p>YEAR 7 pre-formal Sound discrimination/phonological awareness</p>	<p>YEAR 7 Formal The Big Book of Birds – Yuval Zimmer</p> <p>EXPRESSIVE AND RECEPTIVE COMMUNICATION S&L AAC Reporting to others</p> <p>YEAR 7 semi-formal Sound discrimination/phonological awareness S&L AAC Reporting using objects of reference/ visuals</p> <p>YEAR 7 pre-formal Sound discrimination/phonological awareness</p>	

			change, site tours, sharing changes in photos with link classes-new build development		<p>S&L AAC Giving instructions</p> <p>YEAR 8 Formal George's Marvellous Medicine by Roald Dahl S&L AAC Using descriptive language Re-tell my own version of a text type</p> <p>YEAR 8 Pre-formal Sound discrimination/phonological awareness S&L AAC Using adjectives</p> <p>YEAR 8 Semi formal Sound discrimination/phonological awareness S&L AAC Using descriptive language</p> <p>YEAR 9 Formal A Monster Calls – Patrick Ness S&L AAC Re-tell my own version of a text type Reading or performing to each other</p> <p>Pre-formal Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p>	<p>S&L AAC Reporting using objects of reference/ visuals</p> <p>YEAR 8 Formal The Cat's Guide to the Night's Sky – Stuart Atkinson</p> <p>Formal EXPRESSIVE AND RECEPTIVE COMMUNICATION S&L AAC Sharing information</p> <p>YEAR 8 Pre-formal Sound discrimination/phonological awareness S&L AAC Sharing information with others</p> <p>YEAR 8 Semi formal Sound discrimination/phonological awareness S&L AAC Sharing information with others</p> <p>YEAR 9 Formal Media Project S&L AAC Re-tell my own version of a text type Reading or performing to each other</p> <p>Pre-formal Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p>
--	--	--	---	--	---	---

					<p>Semi-formal Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p>	<p>Semi-formal Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p>
<p>COMPUTING FORMAL <u>Year 7</u> Technology Around Us – Using Technology Responsibly L1 Technology in our classroom L2 Using technology L3 Developing mouse skills L4 Using a computer keyboard L5 Developing keyboard skills L6 Using a computer responsibly</p> <p><u>Year 8</u> Technology Around Us – How IT improves our world L1 What is IT? L2 IT in school L3 IT in the world L4 The benefits of IT L5 Using IT safely L6 Using IT in different ways</p> <p><u>Year 9</u> Computing systems and networks – Inputs, Processes and outputs L1 How does a digital device work? L2 What parts make up a digital device? L3 How do digital devices help us? L4 How am I connected? L5 How are computers connected? L6 What does our school network look like?</p>	<p>COMPUTING FORMAL <u>Year 7</u> Natterhub Feel It 2 - We Are Kind and Thoughtful To People: L1 Meaningful L2 Sticks and Stones L3 Standing Tall L4 Badge Round-Up</p> <p><u>Year 8</u> Natterhub Feel It 3 – We Use Empathy and Resilience to Learn from Our Mistakes: L1 Feeling Unsafe or Upset L2 Look Closely L3 Being Kind and Friendly L4 Badge Round-Up</p> <p><u>Year 9</u> Natterhub Feel It 4 – We Use Empathy and Resilience to Learn from Our Mistakes: L1 Where On The Web? L2 Online Bullying L3 Pause Before You Post L4 Badge Round-Up</p>	<p>COMPUTING FORMAL <u>Year 7</u> Coding In Practice: Moving A Robot L1 Buttons L2 Directions L3 Forwards and backwards L4 Four directions L5 Getting there L6 Routes</p> <p><u>Year 8</u> Coding In Practice: Robot Algorithms L1 Giving instructions L2 Same but different L3 Making predictions L4 Mats and routes L5 Algorithm design L6 Debugging</p> <p><u>Year 9</u> Coding In Practice: Rapid Router Level 1 L1 Unplugged algorithms for moving along a route L2 Starting off on-screen with the game L3 Creating simple algorithms to reach a single destination L4 Creating simple algorithms to reach a single destination along the shortest route L5 Create a more complex algorithm to deliver one or more packages on the way</p>	<p>COMPUTING FORMAL <u>Year 7</u> Searching and Presenting L1 Kings, Queens and Castles L2 Narrow Corridors, Narrow Searches L3 Presenting: What Is So Important? L4 Searching and Presenting L5 Getting Things Moving L6 Presentations, Please! L7 Assess and Review</p> <p><u>Year 8</u> True Or False - Evaluating Search Engine Results L1 Different Search Engines L2 Spam L3 Evaluating Websites L4 What makes a fake website? L5 Searching and evaluating images L6 Bias L7 Assess and Review</p> <p><u>Year 9</u> Searching and Communicating Effectively L1 Searching the Web L2 Selecting Search Results L3 How Search Results Are Ranked L4 How Are Searches Influenced? L5 How We Communicate L6 Communicating Responsibly</p>	<p>COMPUTING FORMAL <u>Year 7</u> Data 1: Creating Pictograms L1 Counting and comparing L2 Entering the data L3 Creating pictograms L4 What is an attribute? L5 Comparing people L6 Presenting information</p> <p><u>Year 8</u> Data 2 - Branching Databases L1 Yes or no questions L2 Making groups L3 Creating a branching database L4 Structuring a branching database L5 Using a branching database L6 Two ways of presenting information</p> <p><u>Year 9</u> Data 3 - Data Logging L1 Answering questions L2 Data collection L3 Logging L4 Analysing data L5 Data for answers L6 Answering my question</p>	<p>COMPUTING FORMAL <u>Year 7</u> Natterhub Learn It 2 - We Use Technology to Help Us in Different Ways: L1 Made By Me, Owned By Me L2 Save to Secure L3 Super Saver L4 Badge Round-Up</p> <p><u>Year 8</u> Natterhub Learn It 3 We Use Technology to Share, Research and Communicate Ideas and Experiences: L1 Other People’s Projects L2 It Belongs to Someone L3 Who Owns It? L4 Badge Round-Up</p> <p><u>Year 9</u> Natterhub Learn It 4 - We Use Technology to Share, Research and Communicate Ideas and Experiences: L1 Digital Empathy L2 Right to Reuse L3 Consider the Content L4 Badge Round-Up</p>	

	<p>COMPUTING: SEMI-FORMAL Introduction to ICT Mouse use Remote control cars.</p> <p>COMPUTING: PRE-FORMAL Introduction to ICT Cause and effect – using switches/touch screen to turn a video on and off, eye gaze start a video e.g. youtube kids. Sensory studio</p>	<p>COMPUTING: SEMI-FORMAL Technology safety Safety in the kitchen</p> <p>COMPUTING: PRE-FORMAL Technology safety Awareness of what should and should not be expected when using technology Talking to others online e.g. class link up with other campus</p>	<p>L6 Delivering Several Packages in a Sensible Sequence L7 Introducing the Repeat Code L8 Follow-On and Extension Work on Multiple Repeat Loops and Nested Repeats</p> <p>COMPUTING: SEMI-FORMAL Coding B- bot – programming to target specific points.</p> <p>COMPUTING: PRE-FORMAL Coding Using 2 switches and making a selection. Choice making eye gaze activities</p>	<p>COMPUTING: SEMI-FORMAL Technology for life skills Environmental control for independence - Use of hairdryers, kitchen equipment.</p> <p>COMPUTING: PRE-FORMAL Technology for life skills Activate devices during cooking e.g. microwave, mixer. Turning lights on and off</p>	<p>COMPUTING: SEMI-FORMAL Communication & Information Expressive communication – expressing opinions using ICT</p> <p>COMPUTING: PRE-FORMAL Communication and information Using communication software (e.g. grid 3) to label objects, make choices, build sentences, navigate through pages</p>	<p>COMPUTING: SEMI-FORMAL ICT in the community Identifying signage in the community. Take photos/videos using ipad. Watch and label items Printing information</p> <p>COMPUTING: PRE-FORMAL ICT in the community Identifying signage in the community. Take photos/videos using ipad. Watch and label items</p>
--	---	--	---	--	--	---

Creative and Expressive Arts	Entertainment		Transport		Water	
	<p>MUSIC: COMPOSING, LISTENING, PERFORMANCE, RECORDING INSTRUMENTAL SKILLS DEVELOPMENT. DRAMA SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING & LISTENING</p>					
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>ART: Portraits Artist focus e.g. Picasso, Van Gogh, Banksy and Warhol.</p> <p>Create a portrait of a favourite story/ film/ tv character in the style of the focus artist</p>	<p>ART: Clothing/ Textiles Design for a purpose e.g. designing for a famous person or character</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Russia, Ukraine, Middle East</p> <p>Ukrainian Folk Art:</p> <p>Examples: pottery, woodwork, embroidery, decorated eggs, decorated table cloths and tea towels, decorated dolls, flowered plates or tiles.</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Eastern Asia Japan/China</p> <p>Japanese Crane 3D Art</p> <p>Explore and make a selection of origami.</p> 	<p>ART: Artist Focus</p> <p>Develop understanding of the artist Monet looking at techniques and styles.</p> <p>Explore overlaying colours to create a water scene.</p> 	<p>ART: Colour and Techniques Focus artist: Willem De Kooning Explore the artistic style of Kooning through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> - Shaving foam + paint - Water colours - Spray painting - Drip painting - Moving paint with cardboard 

	<p>Drama Formal: Cross Curricular to engage & encourage exploration Stories – Lucy’s Blue Day Presentation in assembly – verbal or visual Cross curricular – MfL, Humanities, PSHE, etc Puppets,</p> <p>MUSIC: Music for Entertainment (Year A: Y7 Circus , Y8 Films, Y9 Musicals)</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friends. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer</p>	<p>Drama Formal: Cross Curricular to engage & encourage exploration Encourage greater involvement and independence in role play Prepare for Christmas performance/carol service/Harvest/Remembrance</p> <p>MUSIC: Music for Entertainment (Year A: Y7 Circus , Y8 Films, Y9 Musicals)</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friends. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with</p>	<p>Design, make and evaluate a piece of Ukrainian styled folk art</p>  <p>Drama Formal: Game – 2 truths, 1 lie The Lorax Dr Seuss Ecological impact on Earth. Students can act out protests. Eco-tourism.</p> <p>MUSIC: World Music (Year A: Y7 Africa, Y8 Folk, Y9 Reggae)</p> <p>Performing Skills: Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p>	<p>Drama Formal: Role play tribal shelter building. Survival in forest or up mountain</p> <p>MUSIC World Music (Year A: Y7 Africa, Y8 Folk, Y9 Reggae)</p> <p>Performing Skills: Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p>	<p>Drama Formal: Early Drama – (Rituals, sensory make-believe, prescribed drama structures)</p> <p><i>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</i></p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p> <p>MUSIC: Performing Skills: Develop confidence using Garageband sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Water as a focus. (Musical Contexts scheme suggested)</p>	<p>Drama Formal: Early Drama – (Rituals, sensory make-believe, prescribed drama structures)</p> <p><i>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</i></p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p> <p>MUSIC: Formal Performing Skills: Develop confidence using Garageband sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Water as a focus. (Musical Contexts scheme suggested)</p>
--	---	---	--	--	---	--

	<p>how can you co-operate with others and join in.</p> <p>Listening Skills: Recognise some similarities and differences in the music of entertainment. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>others and join in. Perform as part of a larger group in front of an audience</p> <p>Listening Skills: Recognise some similarities and differences in the music of entertainment. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p>	<p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p>	<p>Listening Skills: listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p>Recording Skills. Record a class composition to go with a chosen film</p>	<p>Listening Skills: listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p>Recording Skills. Record a class composition to go with a chosen film</p>
<p>SEMI FORMAL</p>	<p>ART: Portraits <i>Self-portraits in different styles</i> What makes my face? Collaborative portraits Exploring facial expressions</p> <p>Exploring <i>portraits of others</i> (favourite story/ film/ tv characters) using different styles e.g. cubism, Pointillism</p> <p>Drama intensive interaction and play skills</p>	<p>ART: Clothing/ Textiles Exploring materials creating something for a character Focus: tie dye</p> <p>Link with favourite story/ film/ tv characters.</p> <p>Drama – intensive interaction and play skills</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Russia, Ukraine, Middle East</p> <p>Ukrainian Folk Art:</p> <p>Examples: pottery, woodwork, embroidery, decorated eggs, decorated table cloths and tea towels, decorated dolls, flowered plates or tiles.</p> <p>Explore Ukrainian folk art through printing material, making clay plates and tiles and exploring the colours and patterns of Ukraine art.</p>  <p>Drama to include sensory cognition skills</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Eastern Asia Japan/China</p> <p>Japanese Crane 3D Art</p> <p>Explore layering paper and other materials to create a Japanese Crane Picture.</p> <p>Explore different techniques and look at making pictures of different things e.g. transport.</p>  <p>Drama to include sensory cognition skills</p>	<p>ART: Artist Focus Monet – explore mixing colours to create a scene. Experiment with adding water to colours and how movement can affect it.</p>  <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and</p>	<p>ART: Colour and Techniques Focus artist: Willem De Kooning Explore the artistic style of Kooning through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> - Shaving foam + paint - Water colours - Spray painting - Drip painting - Moving paint with cardboard  <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and</p>

	<p>MUSIC: Music for Entertainment (Year A: Y7 Circus , Y8 Films, Y9 Musicals)</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friends. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in.</p> <p>Listening Skills: Recognise some similarities and differences in the music of entertainment. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>MUSIC: Music for Entertainment (Year A: Y7 Circus , Y8 Films, Y9 Musicals)</p> <p>Performing Skills: Develop performing skills: Understanding how to present to an audience: Develop rehearsal skills. Appraise your performance and the performance of others. Discuss your likes and dislikes as a critical friends. Adapt your performance according to instruction/direction from adults and peers. Explore your identity as a performer how can you co-operate with others and join in. Perform as part of a larger group in front of an audience</p> <p>Listening Skills: Recognise some similarities and differences in the music of entertainment. Identify key features. Listen with greater attention to the performances of peers. Identify different emotional responses evoked by the music.</p>	<p>MUSIC: World Music (Year A: Y7 Africa, Y8 Folk, Y9 Reggae) (Year B, Y7 Asia, Y8 Space, Y9, Samba)</p> <p>Performing Skills: Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p> <p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p>	<p>MUSIC: World Music (Year A: Y7 Africa, Y8 Folk, Y9 Reggae) (Year B, Y7 Asia, Y8 Space, Y9, Samba)</p> <p>Performing Skills: Develop rhythmic skills using culturally specific instruments and melodic styles. Experiment with traditional tunes and vocal control</p> <p>Composing Skills: Compose rhythms as a class and in small groups experiment with layering and simple three note melody</p> <p>Listening Skills: Recognise some cultural differences within different musical traditions</p> <p>Recording Skills: Write graphic scores for Rhythmic accompaniment to a chosen song, use music IT to record ideas (Garageband)</p>	<p><i>other subjects. The below are suggestions to give teachers prompts for areas to explore:</i></p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p> <p>MUSIC: Formal Performing Skills: Develop confidence using Garageband sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Water as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p>Recording Skills. Record a class composition to go with a chosen film</p>	<p><i>other subjects. The below are suggestions to give teachers prompts for areas to explore:</i></p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p> <p>MUSIC: Formal Performing Skills: Develop confidence using Garageband sampler and recording in small groups. Experiment with technology as an instrument</p> <p>Composing Skills: Compose music using Water as a focus. (Musical Contexts scheme suggested)</p> <p>Listening Skills: listen to the music of Handel, Sigur Ross, Smetana; Vltava</p> <p>Recording Skills. Record a class composition to go with a chosen film</p>
PRE-FORMAL	<p>ART: Portraits <i>Self-portraits in different styles</i> What makes my face?</p>	<p>ART: Clothing/ Textiles Exploring materials through Attention Autism, SMILE pack, Sensology with a focus on</p>	<p>ART: 3D art and combining materials</p>	<p>ART: 3D art and combining materials</p>	<p>ART: Artist Focus Monet – explore mixing colours to create something</p>	<p>ART: Colour and Techniques Focus artist: Willem De Kooning</p>

	<p>Collaborative portraits Exploring facial expressions</p> <p>Exploring <i>portraits of others</i> (favourite story/ film/ tv characters) using different styles e.g. cubism, Pointillism</p> <p>Drama Pre-formal – intensive interaction and play skills</p>	<p>weaving linked to favourite story/ tv/ film characters</p> <p>Drama Pre-formal – intensive interaction and play skills</p>	<p><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Russia, Ukraine, Middle East</p> <p>Ukrainian Folk Art:</p> <p>Explore combining materials to create a doll, egg or plate. Experiment with throwing and spraying paint to decorate them.</p> <p>Ukrainian Art can be explored further through Attention Autism and the culture of Ukraine can be explored through sensology and SMILE pack.</p> <p>Drama Pre-formal to include sensory cognition skills</p>	<p><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>Eastern Asia Japan/China</p> <p>Explore origami using different textured papers, card and materials.</p> <p>Japanese Art can be explored further through Attention Autism and the culture of Japan can be explored through sensology and SMILE pack.</p>  <p>Drama: Sensory Story linked with Literacy story. Exploring through sound, touch, taste, sight and smell.</p>	<p>new as part of Attention Autism. Pupils to be encouraged to make choices about which colours to mix and be part of the mixing process</p> <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p>	<p>Explore the artistic style of Kooning through a variety of techniques using paint such as:</p> <ul style="list-style-type: none"> - Shaving foam + paint - Water colours - Spray painting - Drip painting - Moving paint with cardboard  <p>Drama could be taught either as a discrete subject or through cross-curricular links, incorporating it with Literacy, Art, Music and other subjects. The below are suggestions to give teachers prompts for areas to explore:</p> <p>Exploring props and costumes Role Play Link with Art – combining materials to make a costume/ head piece etc... Small world Play Sensory Stories Tac Pac</p>
--	---	--	---	--	--	---

The Wider World	Entertainment		Transport		Water	
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<u>MFL</u> Yr 7 - Greetings Yr 8 – Colours Yr 9 - Weather	<u>MFL</u> Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?	<u>MFL</u> Yr 7 – What’s your name? Yr 8 – Numbers 13-31 Yr 9- My Town	<u>MFL</u> Yr 7 – Numbers Yr 8 – When’s your birthday? Yr 9 – Left or Right?	<u>MFL</u> Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School	<u>MFL</u> Yr 7 – Pets Yr 8 – What’s the date Yr 9 – Classroom Objects

	<p>Humanities Y7 – Where we are (local area + local history) (Geog/Hist) Y8 – Map Work – local area (Geography) Y9 - France (Geography)</p> <p>Beliefs and Values Giving Thanks</p>	<p>Humanities Y7 – History of Working Animals (Hist/Geog) Y8 – Victorians (History) Y9 – WW1 Propaganda & Conscription (History)</p> <p>Beliefs and Values Celebrations</p>	<p>Humanities Y7 - Wiltshire & Wider World (Geog/Hist) Y8 - United Kingdom (Geography) Y9 – Continents & Seas (Geography)</p> <p>Beliefs and Values New Beginnings</p>	<p>Humanities Y7 – Conservation (Nature) (Geography) Y8 - Children in WW2 (History) Y9 – Black History (History)</p> <p>Beliefs and Values Telling Stories</p>	<p>Humanities Y7 - Toys – Past & Around the World (Hist/Geog) Y8 - Conservation (Rainforest) (Geography) Y9 – Romans (History)</p> <p>Beliefs and Values The Good Life</p>	<p>Humanities Y7 – Stone Age – Iron Age (History) Y8 – The Vikings (History) Y9 – Japan (Geography)</p> <p>Beliefs and Values Endings</p>
SEMI FORMAL	<p>MFL Yr 7 - Greetings Yr 8 – Colours Yr 9 - Weather</p> <p>Humanities – History focus History of Technology (Exploring old and new)</p> <p>Beliefs and Values Festivals Judaism - Sukkot</p>	<p>MFL Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?</p> <p>Humanities – Geography focus Leisure in Local Area</p> <p>Beliefs and Values Light and Dark Guy Fawkes Hanukkah</p>	<p>MFL Yr 7 – What’s your name? Yr 8 – Numbers 13-31 Yr 9- My Town</p> <p>Humanities – History focus History of Transport</p> <p>Beliefs and Values Carnivals and Processions The Three Kings Mardi Gras Rio Carnival</p>	<p>MFL Yr 7 – Numbers Yr 8 – When’s your birthday? Yr 9 – Left or Right?</p> <p>Humanities – Geography focus Our Local Community (Out and About)</p> <p>Beliefs and Values Christian and Hindu Pilgrimages Special Journeys</p>	<p>MFL Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School</p> <p>Humanities – Geography focus Water, Where does it come from and where does it go?</p> <p>Beliefs and Values Water in Islam And Water in Buddhism</p>	<p>MFL Yr 7 – Pets Yr 8 – What’s the date Yr 9 – Classroom Objects</p> <p>Humanities – History focus Water Transport</p> <p>Beliefs and Values Christianity – Jonah and the Whale, Jesus Calms the Storm Buddhism – Muddy Water</p>
PRE-FORMAL	<p>MFL Yr 7 - Greetings Yr 8 – Colours Yr 9 - Weather</p> <p>Humanities – History Focus History of Technology (Exploring old and new)</p> <p>Beliefs and Values New Beginnings & Festivals – Rosh Hashannah</p>	<p>MFL Yr 7 – How are you? Yr 8 – Months Yr 9 – Where do you live?</p> <p>Humanities – Geography Focus Leisure in Local Area</p> <p>Beliefs and Values Light and Dark Celebrations</p>	<p>MFL Yr 7 – What’s your name? Yr 8 – Numbers 13-31 Yr 9- My Town</p> <p>Humanities – History Focus Local History of Transport</p> <p>Beliefs and Values Carnivals</p>	<p>MFL Yr 7 – Numbers Yr 8 – When’s your birthday? Yr 9 – Left or Right?</p> <p>Humanities – Geography Focus Our Local Community (Out and About)</p> <p>Beliefs and Values Special Journeys</p>	<p>MFL Yr 7 – My Family Yr 8 – Days of the week Yr 9 - My School</p> <p>Humanities – Geography Focus Water – Wet and Dry</p> <p>Beliefs and Values Water in Religion</p>	<p>MFL Yr 7 – Pets Yr 8 – What’s the date Yr 9 – Classroom Objects</p> <p>Humanities – History Focus Water Transport</p> <p>Beliefs and Values Water in Stories</p>

Maths and Science	Entertainment		Transport		Water	
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>Maths Y7 Baseline Number – Counting, sequencing Number – Add/Subtract Number - Multiply/Divide</p>	<p>Maths Y7 Number – Ordering, sequencing Number – Add/Subtract Shape</p>	<p>Maths Y7 Number – Estimating Number – Add/Subtract Measures – Capacity Data handling (incl. Shape)</p>	<p>Maths Y7 Number – Reading / Writing Number – Multiply / Divide Fractions Position and direction</p>	<p>Maths Y7 Number – Properties of number Number – Add/Subtract Measures – Length</p>	<p>Maths Y7 Number – Rounding Number – Multiply / Divide/Fractions Shape</p>

	<p>Time/Money Measures – Capacity, Length, Mass Data handling, Shape</p> <p><u>Y8</u> Number – Counting Number – Sequences Number – Add/Subtract Money Measures – Capacity Assess / Review</p> <p><u>Y9</u> Number – Counting Number – Sequences Number – Add/Subtract Time Measures – Length Assess / Review</p> <p>Science Year 7-Living things and habitats Year 8- Animals Year 9- Light</p> <p>DT Y7 – Resistant Materials - Marble Maze Y8 – Resistant Materials – Clock Y9 – Resistant Materials – Cartoon Head</p>	<p>Time Money – Christmas Shopping Assess / Review</p> <p><u>Y8</u> Number – Ordering Number – Add/Subtract Time Money – Christmas Shopping Shape Assess / Review</p> <p><u>Y9</u> Number – Ordering Number – Add/Subtract Money – Christmas Shopping Shape Time Assess / Review</p> <p>Science Sound and Energy Y7 - Space Y8 - Sound and energy, Rocks Y9 – Humans inc Sex Ed</p> <p>DT Y7 – Resistant Materials - Marble Maze Y8 – Resistant Materials – Clock Y9 – Resistant Materials – Cartoon Head</p>	<p>Money Assess / Review</p> <p><u>Y8</u> Number – Estimating Number – Add/Subtract Money Measures – Length Data handling (incl. Shape) Assess / Review</p> <p><u>Y9</u> Number – Estimating Number – Add/Subtract Measures – Mass Time Data handling (incl. Shape) Assess / Review</p> <p>Science Year 7 -Seasonal changes Year 8 - Safety and solids, liquids, gases Year 9 - Humans inc Sex education</p> <p>DT Y7 – Resistant materials – Glider Y8 – Electronics – Flashing Badge Y9 – Resistant Materials - Buzzer Game</p>	<p>Time Assess / Review</p> <p><u>Y8</u> Number – Reading / Writing Number – Multiply / Divide Fractions Time Position and direction Assess / Review</p> <p><u>Y9</u> Number – Reading / Writing Number – Multiply / Divide Fractions Position and direction Money Assess / Review</p> <p>Science Year 7 -Everyday materials Year 8 - Uses of materials Safety Year 9 - Changing materials</p> <p>DT Y7 – Resistant materials – Pen Keeper Y8 – Resistant materials – Electronics – Flashing Badge Y9 – Electronics - Buzzer Game</p>	<p>Data handling (incl. Shape) Money Assess / Review</p> <p><u>Y8</u> Number – Properties of number Number – Add/Subtract Money Measures – Mass Data handling (incl. Shape) Assess / Review</p> <p><u>Y9</u> Number – Properties of number Number – Add/Subtract Time Measures – Capacity Data handling (incl. Shape) Assess / Review</p> <p>Science Y7 - Dinosaurs (and Year 7 - Dinosaurs (and evolution) Year 8 - Forces Year 9 - Electricity</p> <p>DT Y7 – Resistant Materials - Slide Top Box Y8 – Resistant materials – Bird Houses Y9 – Resistant materials – Sweet Dispenser</p>	<p>Time Measure - Mass Assess / Review Maths Games</p> <p><u>Y8</u> Number – Rounding Number – Multiply / Divide/Fractions Time Temperature Shape Assess / Review Maths Games</p> <p><u>Y9</u> Number – Rounding Number – Multiply / Divide/Fractions Money Shape Temperature Assess / Review Maths Game</p> <p>Science Year 7 - Plants Year 8 - Body systems Year 9 - Fill gaps, or prepare for KS4</p> <p>DT Y7 – Resistant Materials – Band Buggy Y8 – Resistant materials – Band Buggy Y9 – Resistant materials – Cam Toy</p>
--	--	---	---	---	---	---

<p>SEMI FORMAL</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition, finding number before and after, place value, sequences, ordinal numbers</p> <p>Money – shopping Enterprise – present making to sell</p> <p>Science Human Body Health and hygiene, e.g. personal hygiene</p> <p>DT Photo Frame</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition, finding number before and after</p> <p>Time – advent calendars, seasons, routine, timetables, diaries</p> <p>Enterprise – present making to sell</p> <p>Science Sound The human ear, how sounds are made/ vibrations</p> <p>DT Marble Maze</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting, 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after,</p> <p>Measure – length, size, weight/mass</p> <p>Science Forces Friction</p> <p>DT Weaving</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, number bonds, finding number before and after,</p> <p>Data Handling – graphs, charts, position, direction</p> <p>Science Rocks Exploring rocks and fossils LOTc links</p> <p>DT Rain Gauge</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after</p> <p>Measure – capacity, temperature</p> <p>Science States of Matter Solids, liquids and gases</p> <p>DT Solar system mobile 2D shapes</p>	<p>Maths Semi-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, number recognition, one and lots, finding number before and after, ordinal numbers</p> <p>2D/3D Shapes – patterns, recognition</p> <p>Science Animals What do animals need to survive?</p> <p>DT Make it Move (Syringe system)</p>
<p>PRE-FORMAL</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Money – shopping Enterprise – present making to sell</p> <p>Science Human Body</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Time – advent calendars, seasons, routine, timetables, diaries</p> <p>Enterprise – present making to sell</p> <p>Science Sound</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting, 1:1 correspondence, one and lots, number recognition</p> <p>Measure – length, size, weight/mass</p> <p>Science Forces Friction</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Data Handling – sorting, matching, position, direction</p> <p>Science Rocks Exploring rocks and fossils</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>Measure – Capacity, temperature</p> <p>Science States of Matter Solids, liquids and gases</p>	<p>Maths: Pre-Formal to include sensory cognition skills, practical numeracy, cause and effect, thinking and problem solving, exploration</p> <p>Number – musical maths, counting, subitizing sorting 1:1 correspondence, one and lots, number recognition</p> <p>2D/3D Shapes – patterns, recognition</p> <p>Science Animals</p>

	Health and hygiene, e.g. personal hygiene	The human ear, how sounds are made/ vibrations		LOTG links		What do animals need to survive?
--	---	--	--	------------	--	----------------------------------

Physical and Personal Development	Entertainment		Transport		Water	
At the pre-formal level, across all terms, the curriculum will include the following: Motor Skills, postural management, physio therapy, SMILE pack, sensology, sensory activities, story massage, Sherborne movement.						
	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
YEAR 7	<p><u>Lifeskills- formal- identity</u> Understand our school and our own needs and how we get supported</p> <p><u>PSHE/RSE – all pathways</u> Transition and Safety – transition to Silverwood school and personal safety inside and outside school including first aid</p>	<p><u>Lifeskills- formal- Personal Hygiene, Appearance and Presentation</u> To know how to use the toilet in a hygienic way. To understand why good hygiene is necessary, wash hands effectively, use a handkerchief/tissue appropriately. Brush teeth effectively. Know your appearance changes as you get older. To know that different clothes are worn on different occasions.</p> <p><u>PSHE/RSE – all pathways</u> Developing skills and aspirations – careers, teamwork and enterprise skills and raising aspirations.</p>	<p><u>Lifeskills- formal-Out and about</u> To know the basic green cross code. To know how to travel appropriately and safety on the taxi/ minibus. To know the type of behaviour that is expected when out in public and what to do if there is a problem</p> <p><u>PSHE/RSE – all pathways</u> Digital Literacy – online safety, digital literacy, media reliability and gambling hooks.</p>	<p><u>Lifeskills- formal- Eating Habits</u> To know what I like to eat and how to share it with others, meal times. To know why it is important to have clean hands before eating. To know what the rules are for eating politely and improve my manners at the table</p> <p><u>PSHE/RSE – all pathways</u> Health & Puberty – healthy routines, influences on health, puberty and unwanted contact</p>	<p><u>Lifeskills- Formal- Personal Safety</u> To know which parts of your body are private and you have rights in relation to your body. To know what personal space is. To know how to ask for help around school.</p> <p><u>PSHE/RSE – all pathways</u> Building Relationships – self-worth, romance and friendships (including online) and relationship boundaries including consent.</p>	<p><u>Lifeskills-formal- Citizenship</u> To understand the purpose of a vote and be able to carry out a vote within class. To understand that there are hierarchical systems all around us and think about who is in charge of the country. To be able to name some current prominent figures in our country. (Prime Minister, Monarch, Leader of the Opposition</p> <p><u>PSHE/RSE – all pathways</u> Diversity – diversity (PRIDE) prejudice and bullying plus transition to Year 8.</p>
YEAR 7	<p><u>PE - Formal</u> <i>To assess and improve basic coordination movements</i> Base line assessments Running, Jumping and Throwing activities, including handball/kickball Dance Extreme sports – individual – using changes of level within a performance Swimming Develop water confidence and basic stroke development</p> <p><u>PE - Semi Formal</u></p>	<p><u>PE - Formal</u> Team Games To develop working with peers as part of a team. Uni Hoc/Table Cricket – Pentathlon Activities Dance Transformers – copying movements and developing Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u></p>	<p><u>PE - Formal</u> Net Wall Games To improve our skills of tracking an object. Short Tennis or Volleyball. Dance Cultural Dance – Chinese New Year Adding cultural references to perform a dance sequence Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u></p>	<p><u>PE - Formal</u> Team Games To develop our throwing and catching skills. Tag Rugby and Bench ball Dance Winter Sports Using twisting and turning within dance, and working in small groups. BBC Dance Workshop Swimming Develop water confidence and basic stroke development</p> <p><u>PE – Semi Formal</u></p>	<p><u>PE – Formal</u> Athletics – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves. Dance - Exercise inspired – Individual – using various exercises to create a set dance to perform. Swimming - Develop water confidence and basic stroke development.</p> <p><u>PE - Semi Formal</u></p>	<p><u>PE – Formal</u> Team Games Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques Dance - Group Dance – Skydiving – focus on changing levels and movement patterns involving various numbers of people. Swimming - Develop water confidence and basic stroke development.</p> <p><u>PE – Semi Formal</u></p>

	<p>To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming simple games</p> <p>PE - Pre Formal To aim at various targets using different equipment Therapy balls and large skittles, targets Hydro (as applicable)</p>	<p>Multi Skills – Team games To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball Opportunities for peer interaction/sharing such as parachute games Swimming</p> <p>PE – Pre-Formal To introduce some simple rules within team games Opportunities for peer interaction/sharing such as parachute games Hydro (as applicable)</p>	<p>Dance Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance Swimming</p> <p>PE – Pre-Formal Dance Stimulus dance video – focus on developing imitation and experiencing movement patterns. Hydro (as applicable)</p>	<p>Gymnastics Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming</p> <p>PE – Pre-Formal Gymnastics Developing simple movement patterns. Sherborne. Hydro (as applicable)</p>	<p>Athletics – throwing at targets Scoring. Swimming</p> <p>PE – Pre-Formal Athletics Motor Activity Personal Challenges. Hydro (as applicable)</p>	<p>Team Games Striking and fielding – . Tracking a ball, throwing and catching, working as a team, fielding techniques. Working towards mini games e.g. Mini Rounders, Kwik Cricket. Swimming</p> <p>PE – Pre-Formal Team Games NAK and Boccia Working as part of a team. Hydro (as applicable)</p>
YEAR 7	<p>Cooking & Nutrition Formal Amazing Autumn Farming Harvest Seasonality</p>	<p>Cooking & Nutrition Formal – Winter Bake Off Festivals Cake methods Weighing and measuring</p>	<p>Cooking & Nutrition Formal – Brilliant Brilliant Breakfasts Farming –cereal crops Seasonality Farm to shop - grains</p>	<p>Cooking & Nutrition Formal Fake Aways Food miles – origins of meals Health and nutrition Salt content</p>	<p>Cooking & Nutrition – Sensational Salads High water content Hydration Grow your own</p>	<p>Cooking & Nutrition – Berry Good Fruit dishes Hydration How do they grow?</p>
	<p>LOtC- Tree Awards Formal Y7- Cherry Tree Award -Working together when gardening. Semi-Formal & Pre-Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Formal Y7- Cherry Tree Award -Camp fire safety Semi-Formal & Pre-Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Formal Y7- Cherry Tree Award -Caring for the Environment Semi-Formal & Pre-Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Formal Y7- Lime Tree Award -Planting & caring for potatoes Semi-Formal & Pre-Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Formal Y7- Lime Tree Award -Camp fire cooking Semi-Formal & Pre-Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Formal Y7- Lime Tree Award -Caring for animals Semi-Formal & Pre-Formal: Theme and values based.</p>
YEAR 8	<p>Lifeskills- Formal- Household skills and eating habits To know how to use products and equipment to clean rooms. To use good table manners and know the rules are for eating politely. To reinforce knife/fork skills. To understand that there are appropriate topics of conversation for using at the table.</p> <p>PSHE/RSE – all pathways Financial Decision Making – saving, borrowing budgeting and making financial choices</p>	<p>Lifeskills- Formal- Personal Safety To know how to behave appropriately in different places. Respect peoples personal space. To know how to be assertive when someone is too close to you. To know how to be a safe passenger.</p> <p>PSHE/RSE – all pathways Community and Careers – Equality of opportunity in careers and life choices and different types and patterns of work</p>	<p>Lifeskills- Formal- Citizenship Understand the role of police and how laws are made. Taking part in a “secret ballot” and accepting the consequences of the vote</p> <p>PSHE/RSE – all pathways Drugs and Alcohol – Alcohol and drug misuse and pressures relating to drug use</p>	<p>Lifeskills- Formal- Identity To understand how Silverwood supports our needs and understand other people’s needs</p> <p>PSHE/RSE – all pathways Identity & Relationships – Gender identity, sexual orientation, consent and sexting</p>	<p>Lifeskills-formal-Personal Hygiene, Appearance and Presentation. To know how to maintain good hygiene during adolescence.To know that personal grooming is important. To know what clothes will be essential for a school trip away.</p> <p>PSHE/RSE – all pathways Discrimination – discrimination in all forms, including: racism, religious discrimination, disability discrimination, homophobia, biphobia and transphobia</p>	<p>Lifeskills-formal-Out and About To know how to behave safely as a pedestrian To know the type of behaviour that is expected when out in public – queuing and waiting, being polite.</p> <p>PSHE/RSE – all pathways Healthy Lifestyle – diet, exercise, lifestyle balance and healthy choices, plus first aid. Recap puberty and discuss emotions re Pencelli residential trip.</p>

<p>YEAR 8</p>	<p><u>PE - Formal</u> Target Games <i>To aim at various targets using different equipment</i> To include NAK, Boccia and Soft Archery Dance Rollercoaster – small groups – using changes of level and tempo to develop performance Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills</p> <p><u>PE – Semi Formal</u> Target Games To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming</p> <p><u>PE – Pre-Formal</u> Target Games To aim at various targets using different equipment Therapy balls and large skittles, targets Hydro (as applicable)</p>	<p><u>PE - Formal</u> Team Games To introduce positional play within a team Bench ball to Basketball – Pentathlon Activities Dance Eye of the Tiger – pairs – developing unison and mirroring within performances Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills</p> <p><u>PE – Semi Formal</u> Team Games To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball Opportunities for peer interaction/sharing such as parachute games Swimming</p> <p><u>PE – Pre-Formal</u> Team Games To introduce some simple rules within team games Opportunities for peer interaction/sharing such as parachute games Hydro (as applicable)</p>	<p><u>PE Formal</u> Fitness To understand how to improve our fitness and immediate effects of it. Circuits/Sensory/Fitness Gymnastics Using balance and locomotion to create a performance. Pairs Sequence Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills</p> <p><u>PE – Semi Formal</u> Dance Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance Swimming</p> <p><u>PE – Pre-Formal</u> Dance Stimulus dance video – focus on developing imitation and experiencing movement patterns. Hydro (as applicable)</p>	<p><u>PE Formal</u> Team Games To introduce positions and basic attack and defence. Football or Bench ball Dance Clocks and time Using Unison and Cannon within a group performance, that includes changes in pathways. Dr Who Theme music. Swimming Continue water confidence, stroke development, distance swimming and Personal Survival skills</p> <p><u>PE – Semi Formal</u> Gymnastics Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming</p> <p><u>PE – Pre-Formal</u> Gymnastics Developing simple movement patterns. Sherborne. Hydro (as applicable)</p>	<p><u>PE – Formal</u> Athletics – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves. Dance – Fitness Aerobics. Using dance as means to improve fitness, looking at timing and using entire bodies. Swimming - Skills development (distance) and Personal Survival skills.</p> <p><u>PE – Pre/Semi Formal</u> – Athletics – throwing at targets Scoring. Swimming</p> <p><u>PE – Pre-Formal</u> Athletics Motor Activity Personal Challenges. Hydro (as applicable)</p>	<p><u>PE – Formal</u> Team Games Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques Dance - Group dance – Cultural – Haka – Learning a set routine that includes changes in level, mirroring partners. Swimming - Stroke development distance) and Personal Survival skills.</p> <p><u>PE – Semi Formal</u> Team Games Striking and fielding – . Tracking a ball, throwing and catching, working as a team, fielding techniques. Working towards mini games e.g. Mini Rounders, Kwik Cricket. Swimming</p> <p><u>PE – Pre-Formal</u> Team Games NAK and Boccia Working as part of a team. Hydro (as applicable)</p>
<p>YEAR 8</p>	<p><u>Cooking and Nutrition – Harvest Time</u> Festival Baking Grains Seasonality Farming</p>	<p><u>Cooking and Nutrition– Festivals</u> Diwali, Halloween, Fireworks Christmas cooking and entertaining</p>	<p><u>Cooking and Nutrition – Around the World</u> Where dishes come from Food miles Chinese New Year</p>	<p><u>Cooking and Nutrition - Super Seasonal Foods</u> Types of farming Local produce Carbon footprint Seasonality</p>	<p><u>Cooking and Nutrition – Edible Garden</u> Dishes from food you could grow in your back garden Seasonality Potatoes, tomatoes, strawberries, carrots etc</p>	<p><u>Cooking and Nutrition – Food for sport</u> Food groups Hydration Carbohydrates = fuel</p>
	<p><u>LOtC- Tree Awards</u> Y8- Oak Tree Award -Working together on tasks outside. Semi-Formal & Pre-Formal:</p>	<p><u>LOtC- Tree Awards</u> Y8- Oak Tree Award -Recycling Semi-Formal & Pre-Formal:</p>	<p><u>LOtC- Tree Awards</u> Y8- Oak Tree Award -Wellbeing Semi-Formal & Pre-Formal:</p>	<p><u>LOtC- Tree Awards</u> Y8- Yew Tree Award -Environmental learning Semi-Formal & Pre-Formal: Theme and values based.</p>	<p><u>LOtC- Tree Awards</u> Y8- Yew Tree Award -Respect and following instructions</p>	<p><u>LOtC- Tree Awards</u> Y8- Yew Tree Award -Gardening/problem solving Semi-Formal & Pre-Formal:</p>

	Theme and values based.	Theme and values based.	Theme and values based.		Semi-Formal & Pre-Formal: Theme and values based.	Theme and values based.
YEAR 9	<p><u>Lifeskills- formal-Personal Safety</u> To understand the difference between public and private information. To recognise the dangers of sharing private information. To understand that there are some dangers in public places.</p> <p><u>PSHE/RSE – all pathways</u> Respectful Relationships – families and parenting, healthy relationships, conflict resolution and relationship changes</p>	<p><u>Lifeskills- Formal- identity</u> To understand the Annual Review process and how you can contribute to it</p> <p><u>PSHE/RSE – all pathways</u> Financial Decision Making – the impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p><u>Lifeskills-formal-Personal Hygiene, Appearance and Presentation</u> To understand the need for a daily routine for personal care – morning/ night To know that different events have a different dress code.To understand that body language and eye contact are important – first impressions count.</p> <p><u>PSHE/RSE – all pathways</u> Independence – responsible health choices and safety in independent contexts plus FGM</p>	<p><u>Lifeskills- formal-Out and About</u> To know the type of behaviour that is expected when out in public – queuing and waiting, being polite. To know what to do if there is a problem whilst out and about.</p> <p><u>PSHE/RSE – all pathways</u> Families – different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p><u>LifeSkills – formal Household Skills and Eating Habits</u> To know how to use products and equipment to clean a room. To understand the safety aspects of cleaning a hob or fridge – dangers such as heat, bacteria etc. To understand that it is important to have clean hands before eating finger foods.</p> <p><u>PSHE/RSE – all pathways</u> Setting Goals – learning strengths, career options and goal setting as part of the KS4 options process</p>	<p><u>Lifeskills- formal-Citizenship</u> Understanding importance of democracy and identify our key political parties. How laws are made in parliament Understand that not all countries are democracies and impact of this</p> <p><u>PSHE/RSE – all pathways</u> Emotional Wellbeing – mental health and emotional wellbeing including body image and coping strategies and transition to Year 10.</p>
YEAR 9	<p><u>PE - Formal Net/Wall Games</u> <i>To understand basic attacking and defensive play as a team.</i> Short Tennis /Badminton <u>Dance</u> Ghostbusters - <i>Perform a dance with a movie theme</i></p> <p><u>PE – Semi Formal Target Games</u> To aim at various targets using different equipment To include NAK, Boccia and Soft Archery Swimming</p>	<p><u>PE - Formal Individual and pair activities</u> To understand some basic tactics that can be used in games. NAK and Boccia – Pentathlon Activities <u>Dance</u> Street Dance - Developing Rhythm, using entire body, and Unison.</p> <p><u>PE – Semi Formal Team Games</u> To introduce some simple rules within team games Bench ball to Basketball – Panathlon Activities, Seated Volleyball</p>	<p><u>PE - Formal Invasion Games</u> To begin to develop strategies and greater positional awareness. Football and or Basketball <u>Dance</u> Contrasts – Stomp. Ways of creating sounds and dance using our bodies</p> <p><u>PE – Semi Formal Dance</u> Stimulus dance video – focus on developing imitation and developing own ideas to produce routine and a performance</p>	<p><u>PE - Formal Fitness</u> To understand basic directions and within the environment and to perform a task over a prolonged period of time. Orienteering and Cross Country <u>Gymnastics</u> Flight - Creating sequences to include elements of flight.</p> <p><u>PE – Semi Formal Gymnastics</u> Simple sequences on equipment. Increase actions and quality of movement. Changes of level and speed Swimming</p>	<p><u>PE – Formal Athletics</u> – Running, Jumping and Throwing – Measuring distances and timing, challenge ourselves. <u>Dance</u> - Chorography – Create own dance – Using a set piece of music pupils to create their own dance inspired by a sport or movie. <u>Swimming</u> - Skills development (distance) and Personal Survival skills <u>Swimming</u> - Skills development (distance) and Personal Survival skills.</p> <p><u>PE – Pre/Semi Formal – Athletics</u> – throwing at targets Scoring. Swimming</p>	<p><u>PE – Formal Team Games</u> Striking and fielding – Rounders & Kwik Cricket – tracking a ball, throwing and catching, working as a team, fielding techniques <u>Dance</u> – Group Dance – ‘Eye of the tiger’ Dance inspired by the boxing movements, moving using the beat, and using ‘ques’ to know when movements change.</p> <p><u>PE – Semi Formal Team Games</u> Striking and fielding – . Tracking a ball, throwing and catching, working as a team, fielding techniques. Working towards mini</p>

	<p>PE – Pre-Formal Target Games To aim at various targets using different equipment Therapy balls and large skittles, targets Hydro (as applicable)</p>	<p>Opportunities for peer interaction/sharing such as parachute games Swimming</p> <p>PE – Pre-Formal Team Games To introduce some simple rules within team games Opportunities for peer interaction/sharing such as parachute games Hydro (as applicable)</p>	<p>Swimming</p> <p>PE – Pre-Formal Dance Stimulus dance video – focus on developing imitation and experiencing movement patterns. Hydro (as applicable)</p>	<p>PE – Pre-Formal Gymnastics Developing simple movement patterns. Sherborne. Hydro (as applicable)</p>	<p>PE – Pre-Formal Athletics Motor Activity Personal Challenges. Hydro (as applicable)</p>	<p>games e.g. Mini Rounders, Kwik Cricket. Swimming</p> <p>PE – Pre-Formal Team Games NAK and Boccia Working as part of a team. Hydro (as applicable)</p>
	<p>Cooking and Nutrition – Semi/Formal - British Bake Off Harvest theme Baking methods Weighing and measuring skills</p>	<p>Cooking and Nutrition Celebrations Diwali, Halloween, Fireworks Christmas cooking</p>	<p>Cooking and Nutrition – On the Farm Where food comes from Seasonality Local Produce Farm to fork journey</p>	<p>Cooking and Nutrition Global Foods Where food comes from Food Miles Packaging</p>	<p>Cooking & Nutrition – Out and about Picnics Hydration Food with high water content</p>	<p>Cooking & Nutrition – Nutrilicious Food groups Hydration Food for sport Sports day snacks</p>
	<p>LOtC- Tree Awards Y9- Beech Tree Award -Trees Semi Formal & Pre Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Y9- Beech Tree Award -Animal feeding Semi Formal & Pre Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Y9- Beech Tree Award -Whittling and campfire cooking. Semi Formal & Pre Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Y9- Apple Tree Award -Observing the life cycle of a seed. Semi Formal & Pre Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Y9- Apple Tree Award - Observing the life cycle of a seed Semi Formal & Pre Formal: Theme and values based.</p>	<p>LOtC- Tree Awards Y9- Apple Tree Award -Woodland campcraft. Semi Formal & Pre Formal: Theme and values based.</p>