

KS4 Long Term Plan

Communication & 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>FORMAL</p>	<p><u>English Vocabulary</u></p> <p>Year 10 - WJEC Additional English Unit : Exploring Audio/Visual Texts Holes by Louis Sachar</p> <p>Year 11 - WJEC Additional English: Creating Narratives</p>	<p><u>English Inference</u></p> <p>Year 10 – WJEC Additional English: Exploring Audio/Visual Texts Private Peaceful by Michael Morpurgo</p> <p>Year 11 – WJEC Additional English: Exploring Narratives – Book 2 Creating Narratives</p>	<p><u>English Prediction</u></p> <p>Year 10 - WJEC Additional English Unit : Exploring Shakespeare Communicating Experiences</p> <p>Year 11 - WJEC Additional English: Creating Narratives</p>	<p><u>English Explanation</u></p> <p>Year 10 - WJEC Additional English Unit : Exploring Shakespeare Exploring Poetry - Anthology</p> <p>Year 11 - WJEC Additional English: Creating Narratives Shakespeare</p>	<p><u>English Recount</u></p> <p>Year 10- WJEC Recount Drama –Shakespeare</p> <p>Year 11 – WJEC Recount Drama –Shakespeare</p> <p><u>Writing</u> AAC Spellings Letter Formation Caption/Sentences Creating poetry poster using visuals including symbols/ colourful semantics Writing and responding to poetry</p> <p>Year 11: Media/ Magazine Study</p> <p><u>READING</u> Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p><u>WRITING</u> AAC Spellings Letter Formation Caption/Sentences</p>	<p><u>English Sequences/Summarise</u></p> <p>Year 10- WJEC Unit 6 – Sequences/ Summarise Functional Skills</p> <p>Year 11- WJEC Unit 6 – Sequences/ Summarise Functional Skills</p> <p><u>Writing</u> AAC Spellings Letter Formation Caption/Sentences Creating poetry poster using visuals including symbols/ colourful semantics Writing and responding to poetry</p>
	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>Year 10: Holes by Louis Sachar</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>Year 10: Private Peaceful by Michael Morpurgo</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>Year 10: Exploring Shakespeare-Macbeth</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>Year 10: Exploring Shakespeare-Romeo and Juliet</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>Year 10 WJEC Poetry Anthology: S&L AAC</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>S&L AAC</p>

	<p>LO1: know what happens in events that occur in texts LO2: know characters that appear in texts</p> <p>Year 11: Creating Narratives LO1: To be able to produce a narrative LO2: To be able to structure a narrative</p>	<p>LO1: know what happens in events that occur in texts LO2: know characters that appear in texts</p> <p>Year 11: The Boy in the Tower by Polly Ho-Yen LO1: Know key elements of a narrative LO2: Understand how narratives appeal to an audience LO3: know events that occur in narratives</p>	<p>LO1: know the events that appear in a play by Shakespeare LO2: know characters that appear in a play by Shakespeare</p> <p>Year 11: Scribbleboy by Philip Ridley LO1: Know key elements of a narrative LO2: Understand how narratives appeal to an audience LO3: know events that occur in narratives</p>	<p>LO1: know the events that appear in a play by Shakespeare LO2: know characters that appear in a play by Shakespeare</p> <p>Year 11: Creating Narratives LO1: To be able to produce a narrative LO2: To be able to structure a narrative</p>	<p>Expressing likes and dislikes giving reasons why</p> <p>Year 11: S&L AAC Expressing likes and dislikes giving reasons why</p>	<p>Expressing likes and dislikes giving reasons why</p> <p>Year 11- The Mysteries of Harris Burdick by Chris Van Allsburg</p> <p><u>READING</u></p> <p>Phonics/ Guided Reading Daily Book Share Linked props and visuals</p> <p><u>WRITING</u> AAC Spellings Letter Formation Caption/Sentences</p> <p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>S&L AAC Expressing likes and dislikes giving reasons why</p> <p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u></p> <p>WJEC Unit 6 – Communicating Experiences Year 10 S&L AAC Expressing likes and dislikes giving reasons why</p> <p>The Mysteries of Harris Burdick by Chris Van Allsburg Year 11 S&L AAC Expressing likes and dislikes giving reasons why</p>
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	<p>COMPUTING: Year 10 Computing systems and networks – The Internet L1 Connecting networks L2 What is the internet made of? L3 Sharing information L4 What is a website? L5 Who owns the web? L6 Can I believe what I read?</p> <p>Year 11 Email – Using Email Responsibly</p> <p>WJEC Personal Progress - Please see separate document</p>	<p>COMPUTING: Year 10 Natterhub Feel It 4 - We Use Empathy and Resilience to Learn from Our Mistakes: L1 Where on the Web? L2 I Spy with My Little Eye L3 Misunderstood L4 Badge Round-Up</p> <p>Year 11 Basic Office Skills Entry Level 1 Practice and Assessment</p> <p>WJEC Personal Progress - Please see separate document</p>	<p>COMPUTING: Year 10 Coding In Practice: Rapid Router Level 2 L1 Recap on Using a Simple Repeat Loop L2 Using Repeat with a Condition on a Simple Route L3 Using Simple Selection and Repetition loops and nested repeats L4 General Solution Using Repeat until and if...do... L5 Extension Group Activity L6 Traffic Lights L7 Applying their Programming Knowledge to Create a Game Challenge L8 Applying their Programming Knowledge to Play and Evaluate a Game Challenge</p> <p>Year 11 Advanced Office Skills</p> <p>WJEC Personal Progress - Please see separate document</p>	<p>COMPUTING: Year 10 Searching and Communication L1 Searching the web L2 Selecting search results L3 How search results are ranked L4 How are searches influenced? L5 How we communicate responsibly</p> <p>Year11 Entry Level 2 Practice and Assessment</p> <p>WJEC Personal Progress - Please see separate document</p>	<p>COMPUTING: Year 10 Introduction to Spreadsheets 1 Collecting data 2 Formatting a spreadsheet 3 What's the formula? 4 Calculate and duplicate 5 Event planning 6 Presenting data</p> <p>Year 11 Spreadsheets and Office Skills Entry Level 3 Practice and Assessment</p> <p>WJEC Personal Progress - Please see separate document</p>	<p>COMPUTING: Year 10</p> <p>Year 11 Technology 4 Life Skills</p> <p>WJEC Personal Progress - Please see separate document</p>
<p>Pre and Semi Formal Communication and interaction</p> <p>Social Communication skills.</p> <p>AAC.</p> <p>Practical ICT.</p> <p>Practical Literacy</p>	<p>Fiction:</p> <p>Year 10 - WJEC Additional English Unit : Exploring Audio/Visual Texts Holes by Louis Sachar</p> <p>Year 11 - WJEC Additional English: Creating Narratives Responding to a Stimulus: People and Characters – known and unknown</p>	<p>Fiction: Autobiography</p> <p>Writing skills: AAC Mark Making Using Tools to make marks Tracing and Overwriting</p>	<p>READING:</p> <ul style="list-style-type: none"> Hello Rain – Kyro MacLear How Far do you Love Me? – Lulu Delacre <p>Writing skills: AAC Mark Making Using Tools to make marks Tracing and Overwriting</p>	<p>READING:</p> <ul style="list-style-type: none"> When I Coloured the World – Ahmedreza Ahmadi Dear Earth – Isabel Otter <p>Writing skills: AAC Mark Making Using Tools to make marks Tracing and Overwriting</p>	<p>Pre-formal Year 10 READING- WJEC Poetry Anthology Phonics Daily Book Share Sensory stories Story massage Linked objects of reference and visuals</p> <p>WRITING AAC Mark Making Creating poetry using objects of reference/ visuals</p>	<p>Pre formal Year 10 WJEC Unit 6 – Communicating Experiences</p> <p>READING Phonics Daily Book Share Exploring texts through sensory means Story massage Linked objects of reference and visuals</p> <p>WRITING AAC Mark Making Creating poetry using objects of reference/ visuals</p>

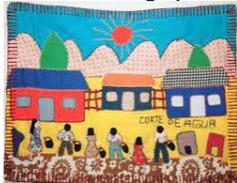
		<p>Letter formation</p> <p><u>Writing Composition:</u> Writing to Describe</p> <p><u>Receptive and Expressive Communication:</u> Sound discrimination/phonological awareness S&L AAC Telling a simple story</p> <p><u>Semi-Formal Learners Accreditation:</u> ASDAN: - Personal Progress</p>	<p>Letter formation</p> <p><u>Writing Composition:</u> Writing to Describe – adjectives</p> <p><u>Receptive and Expressive Communication:</u> Sound discrimination/phonological awareness S&L AAC Recounting a simple story</p> <p><u>Semi-Formal Learners Accreditation:</u> ASDAN: - Personal Progress</p>	<p>Letter formation</p> <p><u>Writing Composition:</u> Writing to Describe - similies</p> <p><u>Receptive and Expressive Communication:</u> Sound discrimination/phonological awareness S&L AAC Sharing simple ideas</p> <p><u>Semi-Formal Learners Accreditation:</u> ASDAN: - Personal Progress</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION- Year 10</u></p> <p>Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p> <p>Pre-formal Year 11 Media/ Magazine Study</p> <p><u>READING</u> Phonics Daily Book Share Sensory stories Story massage Linked objects of reference and visuals</p> <p><u>WRITING</u> AC Mark Making</p> <p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION- Year 11</u> Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p> <p>Semi-Formal year 10- WJEC Poetry Anthology</p>	<p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u> Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p> <p>Pre-formal year 11 The Mysteries of Harris Burdick by Chris Van Allsburg</p> <p><u>READING</u> Phonics Daily Book Share Exploring texts through sensory means Story massage Linked objects of reference and visuals</p> <p><u>WRITING</u> AAC Mark Making Labels using objects of reference/ visuals</p> <p><u>EXPRESSIVE AND RECEPTIVE COMMUNICATION</u> Sound discrimination/phonological awareness S&L AAC Expressing likes and dislikes</p> <p>Semi-Formal year 10 WJEC Unit 6 – Communicating Experiences</p>
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	<p>COMPUTING SEMI-FORMAL Introduction to ICT Cause and effect – music</p>	<p>COMPUTING SEMI-FORMAL Technology safety Safe internet use for entertainment. Using electronic devices and online safely.</p>	<p>COMPUTING SEMI-FORMAL Coding B-bots – programming to navigate around obstacles.</p>	<p>COMPUTING SEMI-FORMAL Technology for life skills Internet use for shopping and organising. Phones use and selfies Using electronic devices</p>	<p>AAC Expressing likes and dislikes</p> <p>COMPUTING SEMI-FORMAL Communication and information Expressive communication - sharing information using ICT.</p>	<p>AAC Expressing likes and dislikes</p> <p>COMPUTING SEMI-FORMAL ICT in the community Technology for independence – online bus timetable. Using ICT to communicate with member of the public.</p>
	<p>COMPUTING PRE-FORMAL Introduction to ICT Music – playing different songs using switches/eye gaze/touch screen. Switches for pause, play etc. Sensory studio</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>COMPUTING PRE-FORMAL Coding Beyond cause and effect Choice making switch/eye gaze/touch activities</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 PRE-FORMAL Communication and information Using communication aids (high and low tech) to request items in shops, restaurants</p>	<p>COMPUTING PRE-FORMAL ICT in the community Visiting local area – self-service machines in shops/library. Using ICT to make choices in the community</p>

Creative and Expressive Arts	Entertainment		Transport		Water	
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COMPOSING, LISTENING, PERFORMANCE, RECORDING / INSTRUMENTAL SKILLS DEVELOPMENT
 DRAMA SKILLS CAN BE UTILISED IN ALL CURRICULUM AREAS: ROLEPLAY, GAMES, CIRCLE TIME, SPEAKING & LISTENING

	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
FORMAL	<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>WJEC unit 6312 Three Dimensional studies- sport and movement</p>	<p>ART: Clothing/ Textiles Design for a purpose e.g. designing for a famous person or character</p> <p>WJEC unit 6312 Three Dimensional studies- sport and movement</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>South America</p> <p>Peru: Arpillera Folk Art</p> <p>Felt and sewing.</p> <p>WJEC unit 6308 Painting and Drawing- portraits</p> 	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>North America</p> <p>Explore designing and creating different 3D structures from North American culture including totem poles and rain sticks.</p> <p>Experiment how different materials combine to create different effects WJEC unit 6308 Painting and Drawing- portraits</p>	<p>ART: Artist Focus</p> <p>Develop understanding of the artist Kandinsky looking at techniques and styles.</p> <p>Explore mixing materials to create a piece of art in the style of Kandinsky.</p>  <p>WJEC students- Artist study- Andy Warhol</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>WJEC students- Catch up/ Prom/ Junk model project</p>

	<p>DRAMA: Cross Curricular to engage & encourage exploration Drama skills – performer identity Improvisation Celebrate ourselves as performers (Formal Qualifications)</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>DRAMA: Cross Curricular to engage & encourage exploration Performer’s courage – audience, camera, recording This Is Me Reading scripts and plays Remembrance service contribution (Formal Qualifications)</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>DRAMA: Look at environmental awareness and public speaking</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>DRAMA: Work experience, life skills, role play work situations/job interviews</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>Formal Drama – Performance Skills Exploring and developing characters, movement, improvisation & performance linked to Out of this World, Myths or Illusions Media Exploring Advertising – Selling through Fantasy</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>Drama -Formal Drama – Performance Skills Exploring and developing characters, movement, improvisation & performance linked to Out of this World, Myths or Illusions Media Exploring Advertising - Selling through Fantasy</p> <p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>
<p>SEMI FORMAL</p>	<p>ART: Portraits Explore <i>portraits of self</i> which have been edited into particular styles.</p> <p>Pupils to explore these styles themselves to create <i>portraits of others</i> e.g. Pop Art and other Modern Art styles</p>	<p>ART: Clothing/ Textiles Exploring materials creating something for a character Focus: mixed materials</p> <p>Link with favourite story/ film/ tv characters.</p>	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>South America</p> <p>Peru: Arpillera Folk Art</p> <p>Felt – layering felt to create an image.</p> 	<p>ART: 3D art and combining materials <i>Focus: Near and Far – art in our locality and around the world</i></p> <p>North America</p> <p>Explore creating different 3D structures from North American culture including totem poles and rain sticks Music – Middle East/ Eastern Europe. Compose own music in an accessible way and record this to be shared</p>	<p>ART: Artist Focus Kandinsky – explore use of colour and mixed materials to create something in the style of Kandinsky.</p> <p>Consider use of oil, water and paint to create art that moves e.g. sensory bottles, ‘lava lamps’ etc...</p>  <p>Open-ended Drama (Drama for real-life, Drama from a story, Drama from TV or film).</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 

			Music – South American music - West Side Story? Pupils stating whether they like it through their preferred means of communication.			
	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>	<p>MUSIC: WJEC Personal Progress Requirements Performance to Audiences Developing Musical Identity Exploring Personal Music Tastes Curating Music Collections Instrumental Skills Practice Understanding a venue Developing Independent skills to set up for ensemble playing in a variety of circumstances Rehearsal Skills Critical friend work Solo and Ensemble Composition to explore genres and individual songs</p>
PRE-FORMAL	<p>ART: Portraits</p>	<p>ART: Clothing/ Textiles Exploring materials through Attention Autism, SMILE</p>	<p>ART: 3D art and combining materials</p>	<p>ART: 3D art and combining materials</p>	<p>ART: Artist Focus</p>	<p>ART: Colour and Techniques Focus artist: Willem De Kooning</p>

	<p>Explore <i>portraits of self</i> which have been edited into particular styles.</p> <p>Pupils to explore these styles themselves to create <i>portraits of others</i> e.g. Pop Art and other Modern Art styles</p> <p>Drama:– intensive interaction and play skills</p>	<p>pack, Sensology with a focus on weaving linked to favourite story/ tv/ film characters.</p> <p>Drama:– intensive interaction and play skills</p>	<p><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>South America</p> <p>Peru: Arpillera Folk Art</p> <p>Exploring felt puppets to a Peruvian story as well as through Attention Autism, SMILE pack, Sensology with a focus on exploring the culture of Peru.</p>  <p>Music – South American music - West Side Story? Pupils stating whether they like it through their preferred means of communication.</p> <p>Drama: to include sensory cognition skills</p>	<p><i>Focus: Near and Far – art in our locality and around the world</i></p> <p>North America</p> <p>Explore art from North American including rain sticks, totem poles and the festival of the day of the dead. This can be explored through Attention Autism as well as Sensology.</p> <p>Music – Middle East/ Eastern Europe. Compose own music in an accessible way and record this to be shared</p> <p>Drama: Sensory Story linked with Literacy story. Exploring through sound, touch, taste, sight and smell.</p>	<p>Kandinsky – explore mixing materials such as oil, water and paint to create both 2D (painting) and 3D art (use of movement e.g. sensory bottles) through Attention Autism.</p>  <p>Open-ended Drama (Drama for real-life, Drama from a story, Drama from TV or film).</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>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 Open-ended Drama (Drama for real-life, Drama from a story, Drama from TV or film).</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>
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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)
	<p>MFL Y10 – Consolidation – new Options Group Y11 - Food</p> <p>Humanities – Geography Focus Responding to a Major Tectonic Event</p> <p>RE Yr 10 –Team work Yr 11- Travel Training</p>	<p>MFL Y10 - What’s the time? Y11 – Food Likes and Dislikes</p> <p>Humanities – Geography Focus Responding to a Major Tectonic Event</p> <p>RE Yr 10 -Bullying Yr 11 – Bullying</p>	<p>MFL Y10 – Seasons Y11 – What do you look like?</p> <p>Humanities – Geography Focus Threatened Ecosystems</p> <p>RE Yr 10 – Responding to a major tectonic event Yr 11- Threatened Ecosystems</p>	<p>MFL Y10 - Numbers (Higher) Y11 – At the Zoo</p> <p>Humanities – Geography Focus Threatened Ecosystems</p> <p>RE Yr 10 - Responding to a major tectonic event Yr 11 – Threatened Ecosystems</p>	<p>MFL Yr 10 - Sports likes and dislikes Yr 11 – The alphabet – letter names and sounds, spelling your name and other words</p> <p>Humanities – History Focus Non-British Society in the Past (Native Americans)</p>	<p>MFL Yr 10 – At school; likes and dislikes Yr 11 – Cultural Project</p> <p>Humanities – History Focus Non-British Society in the Past (Native Americans)</p>
SEMI FORMAL	<p>Humanities – History Focus History of Technology (Exploring old and new)</p> <p>Religious Festivals and celebrations. Turn taking activities. Accessing the community.</p>	<p>Humanities – Geography Focus Leisure in Local Area</p> <p>Religious Festivals and celebrations. Turn taking activities. Accessing the community</p>	<p>Humanities – History Focus Local History of Transport</p> <p>Religious Festivals and Celebrations</p>	<p>Humanities – Geography Focus Our Local Community (Out and About)</p> <p>Religious Festivals and Celebrations</p>	<p>Humanities – Geography Focus Water – where does it come from, where does it go?</p>	<p>Humanities – History Focus Water Transport</p>
PRE-FORMAL	<p>Humanities – History Focus History of Technology (Exploring old and new)</p> <p>Communication and Social relationships.</p>	<p>Humanities – Geography Focus Leisure in local Area</p> <p>Communication and Social relationships.</p>	<p>Humanities – History Focus Local History of Transport</p> <p>Religious Festivals and Celebrations</p>	<p>Humanities – Geography Focus Our Local Community (Out and About)</p> <p>Religious Festivals and Celebrations</p>	<p>Humanities – History Focus Water – Wet and Dry</p>	<p>Humanities – History Focus Water Transport</p>

Maths and Science	Ourselves		The Earth		Fantasy	
FORMAL	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>Maths Y10</p>	<p>Maths Y10</p>	<p>Maths</p>	<p>Maths Y10</p>	<p>Maths Y10</p>	<p>Maths Y10</p>

<p>Number: Place value addition, subtraction, multiplication and division Fractions</p> <p><u>Y11</u> Number addition, subtraction, multiplication and division Fractions Percentages</p> <p>Entry Level - Functional Skills WJEC WJEC Unit 6370 Introduction to Whole Numbers Time</p> <p><u>DT</u> Y10 – Resistant materials – Night Light Y11 – Resistant materials – Solar Light</p>	<p>Calculator Skills Reverse Operations Simple Algebra Decimals Money Shopping & Budgeting</p> <p><u>Y11</u> Maths Skills in the Workplace Money Finance & Budgeting</p> <p>Entry Level - Functional Skills WJEC WJEC Unit 6372- Working with Fractions</p> <p><u>DT</u> Y10 – Electronic – Night Light Y11 – Electronic – Solar Light</p>	<p><u>Y10</u> Number Data tables Measuring time Bar graph Data investigations</p> <p><u>Y11</u> Number and Money Measures and position Shape and data Entry level practice and papers</p> <p>Entry Level - Functional Skills WJEC WJEC Unit 6373 Using Money</p> <p><u>DT</u> Y10 – Resistant materials – Mono Speaker Y11 – Resistant materials – Cam Toy</p>	<p>Number patterns Data handling: tally charts, bar graphs, data investigations</p> <p><u>Y11</u> Money and calculators Money and problem solving Shape & Space Entry level practice and papers</p> <p>Entry Level - Functional Skills E2 & E3 papers WJEC WJEC Unit 6374 2D and 3D shapes, properties, symmetry</p> <p><u>DT</u> Y10 – Electronics – Mono Speaker Y11 – Resistant Materials – Cam Toy</p>	<p>Number - Rounding Measures Length Perimeter Area</p> <p><u>Y11</u> Money Entry level practice and papers</p> <p>Entry Level - Functional Skills WJEC WJEC Unit 6374 2D and 3D shapes, properties, symmetry</p> <p><u>DT</u> Y10 – Resistant materials – Sweet Dispenser Y11 – Resistant materials – Picture Frame</p>	<p>Negative numbers Temperature Capacity Weight Averages</p> <p><u>Y11</u> Entry level papers Money Budgeting Time and travel Lifeskills maths problems</p> <p>Entry Level - Functional Skills WJEC WJEC Unit 6377- Data Handling</p> <p><u>DT</u> Y10 – CAD/CAM 3D Print – Key Ring Y11 – Resistant materials – Picture Frame</p>
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SCIENCE						
	Intro to science and safety <i>Science and the Human Body (3)</i>		Variation and Adaptation (3)		Energy in the home and workplace (3)	Renewable energy (3) Start Health and Safety (3) if time
Year 11 2024-2025	Chemical Products in the home and their environmental impact (2) Health and safety (as part of Chemistry units) Year c		Making useful Compounds (3) Health and safety (as part of Chemistry units)		Own presentation	Preparation for adulthood
	Year a Developing Self Awareness – All About me 6074	Developing Self Awareness – All About me 6074	Developing Skills for the work place – Keeping Safe 6061 (focus on light/road safety)	Developing Skills for the work place – Keeping Safe 6061 Earth and Beyond due to missing out in lockdown	Engage with the world around us – objects 6079 (focus on materials)	Engage with the world around us – objects 6079 (focus on materials)
	Forces, movement and energy	Our planet, and its hazards	What is the world made of?	What is the world made of?	Own presentation	Preparation for adulthood

	<p>I</p> <p>Year b</p> <p>Intro to science and safety <i>Science and the Human Body (3)</i></p>	<p>Energy in the home and workplace (3)</p>	<p>Renewable energy (3)</p> <p>Start Health and Safety (3) if time</p>			
	<p>Intro to science and safety</p> <p>Variation and Adaptation (3)</p>	<p>Chemical Products in the home and their environmental impact (2)</p>	<p>Preparation for adulthood</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, add/subtract, place value, sequences, ordinal numbers</p> <p>Money – shopping, budgeting, savings Enterprise – present making to sell</p> <p>ASDAN</p> <p>Science Human Body Body systems e.g. breathing, muscles.</p> <p>DT Pen Pots Decorate a tin can – choosing fabric/paper/string/ wool</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 – personal and visual routine, timetables including travelling, diaries</p> <p>Enterprise – present making to sell</p> <p>ASDAN</p> <p>Science Sound The human ear, how sounds are made/ vibrations. High and low pitch.</p> <p>DT Night light Decorate a glass jar with glass paint</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>ASDAN</p> <p>Science Forces Friction: air resistance, water resistance.</p> <p>DT Textile storage</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>Money – tickets, holiday, travelling, budgeting</p> <p>ASDAN</p> <p>Science Rocks Exploring rocks and fossils LOTC links</p> <p>DT Solar lights</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>ASDAN</p> <p>Science States of Matter Changing states</p> <p>DT Solar system mobile 3D 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 within environment, recognition</p> <p>ASDAN</p> <p>Science Animals Habitats: What makes animals suited to their environment?</p> <p>DT Make it Move (Syringe system)</p>

PRE-FORMAL	<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>ASDAN</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, personal and visual routine, timetables including travelling, diaries</p> <p>Enterprise – present making to sell</p> <p>ASDAN</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>ASDAN</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>Money – everyday life</p> <p>ASDAN</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>ASDAN</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 within environment, recognition</p> <p>ASDAN</p>
	<p>Science Human Body Body systems e.g. breathing, muscles.</p>	<p>Science Sound Exploring vibration</p>	<p>Science Changing Materials Cause and effect: friction</p> <p>DT Textile storage</p>	<p>Science Rocks Exploring rocks and fossils LOTIC links</p> <p>DT Solar lights</p>	<p>Science States of Matter Changing states</p> <p>DT Solar system mobile 3D shapes</p>	<p>Science Animals Habitats: What makes animals suited to their environment?</p> <p>DT Make it Move (Syringe system)</p>

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.						
YEAR 10	Term 1 (Cooperation)	Term 2 (Courage)	Term 3 (Honesty)	Term 4 (Perseverance)	Term 5 (Respect)	Term 6 (Kindness)
	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold Expressive arts</p> <p>PD Group 2-PSD entry level 2 Healthy Living</p>	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold My Community</p> <p>PD Group 2-PSD entry level 2 Healthy living</p>	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold The Wider World</p> <p>PD Group 2-PSD entry level 2 Managing Social Relationships</p>	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold Science and Technology</p> <p>PD Group 2-PSD entry level 2 Managing social relationships</p>	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold Sport and leisure</p> <p>PD Group 2-PSD entry level 2 Managing own money (MME2)</p>	<p>Y10 PD- Group 1 =- ASDAN bronze, silver Gold Communication A</p> <p>PD Group 2-PSD entry level 2 Managing Own Money</p>

	<p>PSHE/RSE: Building for the future – self-belief, stress management and future opportunities. Transition into Year 10.</p>	<p>PSHE/RSE: Peer influence, substance use and gangs – healthy and unhealthy friendships, assertiveness, substance misuse and gang exploitation</p>	<p>PSHE/RSE: Communication in relationships – personal values, assertive communication, relationship challenges and abuse</p>	<p>PSHE/RSE: Exploring influence – influence and impact of drugs, gangs, role models and the media</p>	<p>PSHE/RSE: Employability skills – employability and online presence</p>	<p>PSHE/RSE: Next steps – applications, skills for F.E., education and career progression (preparation for Year 11 college applications etc.)</p>
<p>YEAR 10</p>	<p>PE - Formal Team Competitive - WJEC <i>Understand rules and positional play</i> Basketball, hockey</p> <p>PE – Semi Formal Outdoor activities Personal and peer challenges, personal bests – balls, bean bags, frisbee to a target, in a hoop, kicked Swimming</p> <p>PE – PRE FORMAL Outdoor activities Personal and peer challenges, personal bests. Using a variety of equipment appropriate to the needs of the individual. Hydro (as applicable)</p>	<p>PE - Formal Team Competitive – WJEC <i>Officiating and basic analysis of performance</i> Tag Rugby or Football</p> <p>PE – Semi Formal Multi skills Rugby or football skills, or pick your favourite Panathlon activity and plan a competition Swimming</p> <p>PE – PRE FORMAL Multi skills Adapted Panathlon activities. Hydro (as applicable)</p>	<p>PE – Formal Frequent and Regular Physical Activities Warm ups – pupils to lead and know stretches Individual or Partner Activities Fitness circuits Cross country</p> <p>PE – Semi Formal Dance Wellbeing and fitness. Zumba/keep fit. Swimming</p> <p>PE – PRE FORMAL Dance Stimulus dance video – focus on developing imitation and experiencing movement patterns. Hydro (as applicable)</p>	<p>PE - Formal Individual and Partner Activities – WJEC Use of strategies and analysis of own and others performance. NAK – Target game Badminton</p> <p>PE – Semi Formal Fitness Visiting local gyms and learning to use the equipment. Outdoor gyms. Keeping fit. Swimming</p> <p>PE – PRE FORMAL Fitness Following a fitness program. Keeping fit. Personal Choice</p> <p>Hydro (as applicable)</p>	<p>PE - Formal Athletics – WJEC – Performing, analysing, basic officiating and rules.</p> <p>PE – Semi Formal Athletics Competition and challenge Swimming</p> <p>PE – PRE FORMAL Athletics Competition and challenge Hydro (as applicable)</p>	<p>PE - Formal Team Games Striking and Fielding - Cricket and Rounders. Focus on working as a team, positional play with fielders, and using basic tactics within both fielding and bating disciplines.</p> <p>PE – Semi Formal Team Games Striking and fielding – . working as a team, basic officiating, e.g. Mini Rounders, Kwik Cricket. Swimming</p> <p>PE – PRE FORMAL Team Games Experiencing hitting an object, fielding skills. Adapted mini games. Hydro (as applicable)</p>
<p>YEAR 10</p>	<p>Cooking and Nutrition Food preparation, cooking and serving module for WJEC Course – Food Preparation, Cooking and Serving – harvest link – bread, pastry, cereals</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve selection of dishes.</p>	<p>Cooking and Nutrition Food preparation, cooking and serving module for WJEC Course – Food Preparation, Cooking and Serving – festivals link – baking methods</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes</p>	<p>Cooking and Nutrition Food preparation, cooking and serving module for WJEC Course – Food Preparation, Cooking and Serving – food miles link – fruits and vegetables</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p>	<p>Cooking and Nutrition Food preparation, cooking and serving module for WJEC Course – Food Preparation, Cooking and Serving – where food comes from link – meats, how to prepare and prevent cross-contamination</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p>	<p>Cooking and Nutrition Formal Food preparation, cooking and serving module for WJEC Course – Food Preparation, Cooking and Serving – hydration, seafood, fish recipes</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p>	<p>Cooking and Nutrition Formal WJEC Course – Food Preparation, Cooking and Serving – hydration – food for sport</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p>

	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>
	<p><u>LBS WJEC Preparing for Work Y10</u> -Harvesting Produce/ Basic animal needs</p> <p><u>DofE Y10 Silver</u> Introduction to Silver DofE Volunteering</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y10</u> -Basic animal care/ Gardening skills</p> <p><u>DofE Y10 Silver</u> Volunteering</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y10</u> -Planting seeds, Pruning/ Preventing Disease</p> <p><u>DofE Y10 Silver</u> Volunteering</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y10</u> -Preparing seed beds, planting seeds/ Caring for Sick animals</p> <p><u>DofE Y10 Silver</u> Volunteering</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y10</u> -Planting out. Watering/ working together as a team</p> <p><u>DofE Y10 Silver</u> Volunteering</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y10</u> - Caring for plants, harvesting produce/ Animal enrichment Group work</p> <p><u>DofE Y10 Silver</u> Introduction to Expedition Skills</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>
<p>YEAR 11</p>	<p><u>Lifeskills- Formal-Healthy Lifestyles</u> Taking care of your body and mental health and making healthy choices in regards to drugs and alcohol.</p> <p><u>D of E</u> - Expedition skills</p>	<p><u>Lifeskills-Formal-Healthy Lifestyles</u> Drugs Alcohol Smoking</p> <p><u>D of E</u> - Expedition skills</p>	<p><u>Lifeskills- Formal- Managing money-banking skills</u> Different ways we get money Different ways to pay for things Bank accounts Basic budgeting</p> <p><u>D of E</u> - Expedition skills</p>	<p><u>Lifeskills-Formal- Managing money-banking skills</u> Different ways we get money Different ways to pay for things Bank accounts Basic budgeting</p> <p><u>D of E</u> - Expedition skills</p>	<p><u>Life Skills: Planning a journey and Personal safety</u> How to keep safe in your community when out and about Road safety as a pedestrian and passenger Bus and train timetables Opening hours Planning a journey</p>	<p><u>Life Skills: Transition work-moving on to college</u> Getting to college Who do I know there What will I study Where do I go if I need help Saying goodbyes</p>

	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> Communication B</p> <p><u>PD Group 2-PSD entry level 2</u> Making most of leisure time</p> <p><u>PSHE/RSE:</u> Mental Health – mental health and ill health stigma, safeguarding health (including periods of transition or change)</p>	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> Health and Wellbeing</p> <p><u>PD Group 2-PSD entry level 2</u> Making most of leisure time</p> <p><u>PSHE/RSE:</u> Addressing extremism and radicalisation – communities, belonging and challenging extremist views</p>	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> My Environment</p> <p><u>PD Group 2-PSD entry level 2</u> Personal safety in home and community</p> <p><u>PSHE/RSE:</u> Intimate relationships – Relationships & Sex education including consent, contraception, the risks of STIs and attitudes to pornography</p>	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> Number handling</p> <p><u>PD Group 2-PSD entry level 2</u> Personal safety in home and community</p> <p><u>PSHE/RSE:</u> Healthy Relationships - Relationships & sex expectations, pleasure and challenges, including the impact of the media and pornography</p>	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> World of work</p> <p><u>PD Group 2-PSD entry level 2</u> Prep for work</p> <p><u>PSHE/RSE:</u> Continuation of Intimate and Healthy relationships – ensure all covered and questions from pupils answered.</p> <p>Begin Work Experience preparation from T6.</p>	<p>Y11 <u>PD- ASDAN bronze, silver Gold</u> Portfolio building for moderation</p> <p><u>PD Group 2-PSD entry level 2</u> Prep for work</p> <p><u>PSHE/RSE:</u> Work Experience – Preparation for and evaluation of work experience and readiness for work.</p> <p>1 x week's work experience</p> <p>Transition to college & emotions surrounding this.</p>
YEAR 11	<p><u>PE - Formal Team Competitive- WJEC</u> <i>Develop use of strategies and tactics within a game.</i> Basketball/Frisbee</p> <p><u>PE – Semi Formal Outdoor activities</u> Personal and peer challenges, personal bests – balls, bean bags, frisbee to a target, in a hoop, kicked Swimming</p> <p><u>PE – PRE FORMAL Outdoor activities</u> Personal and peer challenges, personal bests. Using a variety of equipment appropriate to the needs of the individual. Hydro (as applicable)</p>	<p><u>PE - Formal Individual /partner activities – WJEC</u> Use of strategies within games and understanding and enforcing rules NAK and Boccia</p> <p><u>PE – Semi Formal Multi skills</u> Rugby or football skills, or pick your favourite Panathlon activity and plan a competition Swimming</p> <p><u>PE – PRE FORMAL Multi skills</u> Adapted Panathlon activities. Hydro (as applicable)</p>	<p><u>PE - Formal Preparing for Sporting activities - WJEC</u> Develop a warm up and understand why we perform it. Understand the different types of fitness. Warm Ups Fitness and Cross Country</p> <p><u>PE – Semi Formal Dance</u> Wellbeing and fitness. Zumba/keep fit. Swimming</p> <p><u>PE – PRE FORMAL Dance</u> Stimulus dance video – focus on developing imitation and experiencing movement patterns. Hydro (as applicable)</p>	<p><u>PE - Formal Preparation for moderation – WJEC</u> Students to recap what they have learnt and prepare for moderation. Recap major sports and go through a mock moderation session</p> <p><u>PE – Semi Formal Fitness</u> Visiting local gyms and learning to use the equipment. Outdoor gyms. Keeping fit. Swimming</p> <p><u>PE – PRE FORMAL Fitness</u> Following a fitness program. Keeping fit. Personal Choice</p> <p>Hydro (as applicable)</p>	<p><u>PE - Formal WJEC – Preparing for Moderation/recapping activities</u> Athletics – preparing for Sports day, rules and measuring.</p> <p><u>PE – Semi Formal Athletics</u> Competition and challenge Swimming</p> <p><u>PE – PRE FORMAL Athletics</u> Competition and challenge Hydro (as applicable)</p>	<p><u>PE - Formal Striking and fielding – cricket and rounders.</u> Focus on working as a team. Positional play with fielders. Using basic tactics within both fielding and batting disciplines.</p> <p><u>PE – Semi Formal Team Games</u> Striking and fielding – . working as a team, basic officiating, e.g. Mini Rounders, Kwik Cricket. Swimming</p> <p><u>PE – PRE FORMAL Team Games</u> Experiencing hitting an object, fielding skills. Adapted mini games. Hydro (as applicable)</p>
YEAR 11	<p><u>Cooking and Nutrition Food preparation, cooking and serving module</u> for <u>WJEC Course</u> – Food Preparation, Cooking and</p>	<p><u>Cooking and Nutrition Food preparation, cooking and serving module</u> for <u>WJEC Course</u> – Food Preparation,</p>	<p><u>Cooking and Nutrition Food preparation, cooking and serving module</u> for <u>WJEC Course</u> – Food Preparation,</p>	<p><u>Cooking and Nutrition Food preparation, cooking and serving module</u> for <u>WJEC Course</u> – Food Preparation, Cooking and</p>	<p><u>Cooking and Nutrition Formal Food preparation, cooking and serving module</u> for <u>WJEC Course</u></p>	<p><u>Cooking and Nutrition Formal WJEC Course</u> – Food Preparation, Cooking and</p>

	<p>Serving – harvest link – bread, pastry, cereals</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve selection of dishes.</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>Cooking and Serving – festivals link – baking methods</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>Cooking and Serving – food miles link – fruits and vegetables</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>Serving – where food comes from link – meats, how to prepare and prevent cross-contamination</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes Be able to cook and serve a selection of dishes</p>	<p>– Food Preparation, Cooking and Serving – hydration, seafood, fish recipes</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>	<p>Serving – hydration – food for sport</p> <p>FORMAL Be able to use a selection of basic preparation skills. Be able to select suitable equipment to complete tasks. Be able to cook and serve a selection of dishes.</p> <p>SEMI FORMAL Be able to use basic food preparation skills. Weigh and measure food. Select equipment with guidance. Use equipment safely and hygienically. Prepare, cook and serve a selection of dishes.</p> <p>PRE-FORMAL Be able to use basic food preparation skills. Select equipment with guidance. Be able to cook and serve a selection of dishes</p>
	<p><u>LBS WJEC Preparing for Work Y11</u> -Harvest Produce/ Selective breeding</p> <p><u>DofE Y11 Silver</u> Expedition Skills- Navigation</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y11</u> -Working together as a team/</p> <p><u>DofE Y11 Silver</u> Expedition skills- Camp craft</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y11</u> - Complete coursework folders.</p> <p><u>DofE Y11 Silver</u> Expedition Skills – First Aid</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y11</u> -Complete coursework folders.</p> <p><u>DofE Y11 Silver</u> Expedition Skills- Expedition Prep</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y11</u> -Course finished, complete outdoor tasks in groups</p> <p><u>DofE Y11 Silver</u> Build up to Practice expedition</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>	<p><u>LBS WJEC Preparing for Work Y11</u> -Course finished, complete outdoor tasks in groups.</p> <p><u>DofE Y11 Silver</u> Build up to Qualifying expedition</p> <p><u>Semi Formal & Pre Formal: LOtC Outdoor Learning grids</u> -Theme and values based.</p>