

Curriculum Map – 1st Year

It is our aim to ensure students have access to a rich, deep and meaningful curriculum. Our curriculum is not static. It evolves over time in line with our approach to curriculum design which is student-led, therefore the projects detailed below are an example of what students may choose. Students may also decide to pursue something completely different, the planning of which will be facilitated by staff as required. Curriculum design focuses on subject-specific, transferable skills with the layering of knowledge. The progression through the curriculum is reflected by the pace at which our students learn. Being mindful of this, some planned activities within Schemes of Work may continue to be taught in the following term (where appropriate). In some cases, personalised Programmes of Study are taught to cater for varying starting points, needs and abilities. The subject teacher will always be able to give a more detailed indication of where the student is in their learning and specifics of what they are working on.

Maths Topic Map & Key Areas of Study

Maths Topic Map & Key Areas of Study					
PURPOSE TERM (11 weeks)		POSITIVITY TERM (11 weeks)		PERSERVERENCE TERM (11 weeks)	
Properties of Number & Four Operations	Money	Calendar and Time	Geometry	Measures	Statistics
<i>Place Value Rounding, Multiples Four operations Use and interpret operation signs when problem solving Methods of calculation Using inverse operations Estimating Worded Problem solving</i>	<i>Appreciate purchasing power Exchanging notes and coins Using decimal notation Interpret a calculator display Solving money problems Carry out investigations involving money</i>	<i>Using calendar and dates Telling time Roman Numerals Solving time problems 12 and 24 hours Convert between hours, minutes, seconds.</i>	<i>Recognising properties of 2D and 3D shapes Nets Symmetry Reflection Angles Triangles</i>	<i>Adding weight, length and capacity Reading scales Converting standard units of measure Working out area & perimeter Read and compare temperature</i>	<i>Construct and interpret charts Complete and extract information from tables, tallies and range of charts Solving problems based on statistical information Mean Mode Median & Range.</i>

English Topic Map & Key Areas of Study

PURPOSE TERM (11 weeks)		POSITIVITY TERM (11 weeks)		PERSERVERENCE TERM (11 weeks)
<p><u>Non-fiction:</u> Articles, Newsletters & Blogs</p>	<p><u>Folk Tales:</u> Myths, Legends & Fables</p>	<p><u>Biographies and Autobiographies:</u> Diary of Anne Frank</p>	<p><u>Poetry:</u> Introduction and Exploration</p>	<p><u>Fiction:</u> Garden of Lost Secrets & Reading for Pleasure</p>
<p><i>Engage in reading activities related to media texts, e.g. advertisements, newspapers and magazines, websites, tabular data, adverts, leaflets, postcards. Focus: Key words/information, recognise some features of a given media text, such as newspaper, magazine, leaflet, comic, cartoon, film, e.g. headline, close-up, graphic, bullet-point, speech bubble, captions</i></p> <p><i>Develop skills in expressing a persona; opinion; plan, draft, edit, proofread - writing for a range of purposes, building awareness of 'audience'.</i></p> <p><i>Respond to a media text e.g. an advertisement, a website, a news item, select specific information from media texts and show some understanding of how the texts address the needs of an intended audience</i></p>	<p><i>Identifying and interpreting themes, ideas and information in literature and other writing; drawing inferences; expressing a point of view sometimes supported by evidence. selecting, organising and emphasising facts, ideas and key points; creating emotional impact; using language creatively, imaginatively and persuasively.</i></p> <p><i>Engage with a selection of texts based on a chosen theme and take part in discussion about the common theme as represented in each text and will be encouraged to make personal responses to the theme. • Either make an individual presentation OR take part in a group presentation. Listening to and responding appropriately to any questions and feedback.</i></p>	<p><i>Explore the portrayal of life through writing; similarities and differences between autobiographies and biographies; identifying text structure used; compare and contrast the use of point of view. Develop skills in expressing a personal preference, giving reasons. Explore different writing styles and plan in fine detail their own autobiography</i></p> <p><i>To read, understand and follow narrative; diary entries; inferences from information read in text. Exposure to and explore subject-specific terminology.</i></p> <p><i>How to use a dictionary</i></p> <p><i>Historical and social context</i></p> <p><i>Use of literary devices.</i></p> <p><i>Understand different conventions experiment with own style. Plan in fine detail their own autobiographical work, understand importance of drafting pieces.</i></p>	<p><i>Understand & interpret poems on the theme of friendship.</i></p> <p><i>To identify imagery</i></p> <p><i>Identify features of a poem.</i></p> <p><i>Reading for meaning</i></p> <p><i>Language techniques</i></p> <p><i>Analyse rhyme scheme in poems.</i></p> <p><i>Annotate rhythm in a poem.</i></p> <p><i>Identify and understanding personification, alliteration & metaphors.</i></p> <p><i>Identify and recreate different poetry forms: acrostic poems, haiku, shape.</i></p> <p><i>Syllables -How to write your own poem (workshops) -How to perform poetry (spoken word event across English) -Listening to and interpreting themed poems.</i></p> <p><i>Peer assessment</i></p>	<p><i>Character, setting & narrative sequence; using reading to develop personal writing skills.</i></p> <p><i>Developing comprehension skills, locating & extracting information for a variety of purposes. Extend abilities to express thoughts and ideas through various oracy-based activities.</i></p> <p><i>Language and structured writing opportunities, exploring key themes related to the text e.g. friendship, independence, taking responsibility and developing ability to empathise. Acquiring new vocabulary and extending skills in identifying and using figurative language.</i></p> <p><i>Encouragement to read more frequently and reflect on their enjoyment of reading; 'Rate and Review' books they read.</i></p> <p><i>Participate in activities which would support them in reading more widely and sharing their thoughts on what they read.</i></p>

Wellbeing Topic Map & Key Areas of Study

PURPOSE TERM (11 weeks)		POSITIVITY TERM (11 weeks)		PERSERVERENCE TERM (11 weeks)	
SEMH: Building connections and emotional resilience <i>- PASS Assessments, Personal Space, Behaviour Morals, Mindful colouring, Identifying characteristics of mental health, Articulating emotions.</i>		SEMH: Personal Power & Resilience - <i>Building self-esteem, Appreciating self and others, Kindness and gratitude, Recognising how we learn and grow from mistakes</i>		SEMH: Choices and Responsibilities - <i>Exploring the Iceberg model, Self-management, Breathing</i>	
SEMH: Collaboration - <i>Collective strengths, Exploring group dynamics, Using empathy to understand each other</i>		SEMH: Aspirational thinking - <i>Recognising things to be proud of, Evaluating changes & progress, Goal setting and scaling success</i>			
SEMH: Introduction to Lego Skills - <i>Introducing the builder, supplier and engineer. Improving communication skills and team work.</i>	SEMH: Using Lego Skills - <i>Developing skills, such as turn taking, collaboration and social communication.</i>		SEMH: Sand play 1 - <i>Start to resolve previous traumas using the third person of a sand play figure.</i>		
SEMH: Creative expression through music - <i>Creative outlet to build task endurance, reduce anxiety by serving as an emotional release, boost memory, and help develop an appreciation for individuality.</i>					
Physical: Tennis, Fine Motor Skills, Hand-Eye coordination - <i>Tennis, Mindful walking, playdough, painting, swing ball</i>	Physical: Forest School Skills - <i>Whittling, Den building, Bow and arrow making, Volcanoes, Leaf printing.</i>	Physical: Indoor games - <i>Fitness bingo, red light./green light, indoor free play stations, bean bags, egg and spoon race</i>	Physical: Outdoor games - <i>Frisbee, football, Captain's order, swing ball, basketball, challenge cards</i>	Physical: Tennis - <i>Ready position and clear, Forehand / backhand, tennis drills and games.</i>	Physical: Introduction to Yoga - <i>Yoga. Introduce difference poses and breathing exercises.</i>
PSHE: Personal Hygiene - <i>Appearance, Hand and body washing, Hygiene products, Teeth cleaning</i>	PSHE: Me and My Relationships - <i>Codes of behaviour, types of relationships and families, bullying, introduce peer abuse</i>	PSHE: Respectful Relationships 1 - <i>Different types of Abuse, Understanding risk, Characteristics of healthy relationships</i>	PSHE: Healthy Living - <i>Importance of diet, exercise and sleep, balanced and healthy lifestyles.</i>	PSHE: Introduction to Puberty - <i>Changes to body, body image, emotional changes, body parts, consent.</i>	PSHE: Introduction to World of Work - <i>Economic wellbeing and money, Difference between needs and wants, Strengths & interests, Aspirations, Rights & Responsibilities.</i>
PSHE: Online safety - <i>Identifying and reducing online risk. How to report concerns and get support, Understanding hurtful behaviour and how to respond, Appropriate Use of Social Media. Using Search Engines, Interacting over apps/games, Cyber-bullying, Grooming, 3 C's (Contact, Content, Conduct), Reporting concerns,</i>					

Project Topic Map & Key Areas of Study

PURPOSE TERM (11 weeks)	POSITIVITY TERM (11 weeks)	PERSERVERENCE TERM (11 weeks)
Animal Habitats (EXAMPLE)	How dark were the dark ages? (EXAMPLE)	Seed to Salad (EXAMPLE)
<i>Habitat survey</i> <i>Visit/Volunteer to a Wildlife Trust</i> <i>Research endangered species</i> <i>3D model of a habitat</i> <i>SMSC: Law of Conservation.</i> <i>Debating Conservation & Endangered Species</i> <i>Quadrat survey</i> <i>Food chains and adaptations</i> <i>Maths in the living world</i> <i>Pond dipping</i> <i>Resecting your environment</i> <i>Presentation on habitats</i>	<i>Creatively design a letter written as a dark ages character.</i> <i>Research Feudal system. How is it different from today?</i> <i>Literacy Text: The book of the Lion.</i> <i>Collaborative working</i> <i>Visit to a Medieval Castle</i> <i>Compare and contrast Feudal to modern day system: different ways to present (debate, video, ppt, written).</i> <i>Science: diseases of Medieval Britain</i> <i>Cooking: cook a dish from Medieval Britain.</i> <i>Play: role play a character/role</i> <i>What jobs were in Medieval Britain?</i>	<i>Creating an allotment</i> <i>Plant growth: monitoring and what a plant needs to grow</i> <i>Recipes using seasonal foods: designing, writing and cooking</i> <i>Measuring Area and Perimeter</i> <i>Budgeting</i> <i>Planning a journey</i> <i>Design invites/seed packet</i> <i>Waste recycling</i> <i>Volunteering at community allotment</i> <i>Visit to a strawberry farm and making jam</i>

Curriculum Map – 2nd Year

It is our aim to ensure students have access to a rich, deep and meaningful curriculum. Our curriculum is not static. It evolves over time in line with our approach to curriculum design which is student-led, therefore the projects detailed below are an example of what students may choose. Students may also decide to pursue something completely different, the planning of which will be facilitated by staff as required. Curriculum design focuses on subject-specific, transferable skills with the layering of knowledge. The progression through the curriculum is reflected by the pace at which our students learn. Being mindful of this, some planned activities within Schemes of Work may continue to be taught in the following term (where appropriate). In some cases, personalised Programmes of Study are taught to cater for varying starting points, needs and abilities. The subject teacher will always be able to give a more detailed indication of where the student is in their learning and specifics of what they are working on.

Maths Topic Map & Key Areas of Study

Maths Topic Map & Key Areas of Study					
PURPOSE TERM (11 weeks)		POSITIVITY TERM (11 weeks)		PERSERVERENCE TERM (11 weeks)	
Ratio	Ratio and Problem solving	Functional Skills – Number	Functional Skills - Ratio	Functional Skills - Measure & Geometry	Functional Skills - Statistics
<i>Identifying fractions, Fractions of Amounts. Equivalence, Add, subtract & multiply fractions</i>	<i>Introduction to FDP, Converting between fractions, decimals & percentages, Problem solving involving fractions, decimals and percentages</i>	<i>Understand and use whole and negative numbers in practical contexts, Add, subtract, multiply and divide whole decimal numbers using a range of strategies.</i> <i>GCSE Unit of Work: Prime Numbers, Factors, Square & Cube root, Basic Algebra, Simplifying Expressions</i>	<i>Understand and use equivalences between common fractions, decimals and percentages, Solve simple problems involving ratio, Use simple formulae expressed in words for one- or two-step</i> <i>GCSE Unit of Work: Ratio & Proportion, Use of co-ordinates in quadrants, Gradients & straight lines.</i>	<i>Solve problems requiring calculation, including money, time, length, weight, capacity and temperature, Convert units of measure in the same system, Finance, Construct geometric diagrams, models and shapes</i> <i>GCSE Unit of Work: Foreign currency, Exchange Rates, Volume, Rotations, Translation, Enlargement, Tessellation, Scale, Construction, Circles</i>	<i>Extract and interpret information from tables, diagrams, charts and graphs, Collect and record discrete data and organise and represent information in different ways, Use data to assess the likelihood of an outcome.</i> <i>GCSE Unit of Work: Pie Charts and Line graphs, Correlation, Probability</i>

English Topic Map & Key Areas of Study

PURPOSE TERM (11 weeks)	POSITIVITY TERM (11 weeks)	PERSERVERENCE TERM (11 weeks)	
<p><u>Classic Literature:</u></p> <p>Roald Dahl Shakespeare</p>	<p><u>Media:</u></p> <p>Drama Skills and Tools An Inspector Calls</p>	<p><u>Poetry:</u></p> <p>Experimenting and Performing</p>	<p><u>Reading for Pleasure:</u></p> <p>Range of Short Stories</p>
<p><i>Identifying character, setting, narrative sequence and making predictions.</i></p> <p><i>Encourage exploration of the narrative, plot and characters focusing on the theme of actions + consequences and the importance of independent decision-making.</i></p> <p><i>Take part in a wide range of drama tasks: explore in role, relating the experience of character/s to situations in their own lives.</i></p> <p><i>Prepare a visual piece of work on an aspect of the literature for a wall display.</i></p> <p><i>Write an analysis of key characters.</i></p> <p><i>Participate in a group discussion & improvisation on scenes of the play & explain how Shakespeare creates atmosphere and mood in the scene, e.g. through language, sounds and costume</i></p> <p><i>Watching a production of a chosen Shakespeare play and convey an informed, personal response, in writing, to the play.</i></p> <p><i>Higher level study will allow opportunities to engage with a Shakespearean text, exploring context + traditions as well as completing basic textual analysis of key scenes and begin to gain awareness of different genre as well as making comparisons between two contrasting productions.</i></p>	<p><i>Work imaginatively alone, in pairs, in groups and as a whole class.</i></p> <p><i>Develop physical control.</i></p> <p><i>Recognise the importance of, and put into practice, gesture, movement and expression in communicating meaning to an audience.</i></p> <p><i>Recognise the need for context to emotion to portray believable characters.</i></p> <p><i>Develop vocal control by understanding pitch, pace, volume, tone and emphasis.</i></p> <p><i>Improvise spontaneously from a given stimulus.</i></p> <p><i>Begin to understand and work with script.</i></p> <p><i>Understand the importance and use of silence/pause.</i></p> <p><i>Begin to explore ideas and feelings sensitively.</i></p> <p><i>Respond to the work of others.</i></p> <p><i>Begin to formulate methods of self-evaluation.</i></p> <p><i>Read the play and participate in a group discussion on aspects of the play.</i></p> <p><i>Comprehension tasks.</i></p> <p><i>Participate in a group improvisation of a scene from the play</i></p> <p><i>Discuss the characters, plot and themes of the play</i></p> <p><i>Convey an informed, personal response, in writing, to the play.</i></p>	<p><i>Theme of Changes</i></p> <p><i>Identifying imagery in selection of poetry</i></p> <p><i>Poetic devices</i></p> <p><i>To use imagery in own poetry</i></p> <p><i>Using stimuli from own experiences to create poetry.</i></p> <p><i>Developing and using editing and proofreading</i></p> <p><i>Performance skills, timing, volume, energy, breath, relaxation</i></p> <p><i>Performance Poetry and visual support</i></p> <p><i>Sharing skills by creating tutorials on poetry for other students/ years</i></p>	<p><i>Re-enforce learning by building on skills, confidence and independence for communication and language skills.</i></p> <p><i>Opportunity for teachers to revise key skills identified as needing further work.</i></p> <p><i>Read a selection of fiction and non-fiction texts, use the text to learn how: to infer, comment on language and structure and to compare ideas and express personal preferences.</i></p> <p><i>Take part in group discussions and make an individual presentation</i></p> <p><i>Core literacy skills including, planning, writing, using punctuation effectively, spelling strategies; writing techniques to engage the reader e.g. vocabulary, sentence variety, twists and turns in the story, openings and endings and editing skills and proof read to correct.</i></p>

Wellbeing Topic Map & Key Areas of Study

PURPOSE TERM (11 weeks)		POSITIVITY TERM (11 weeks)		PERSERVERENCE TERM (11 weeks)	
SEMH: Understanding ourselves and others	SEMH: Collaboration and Teamwork	SEMH: Understanding our brains	SEMH: Resilience	SEMH: Developing stress management skills	SEMH: Positive Psychology
<i>Challenging stigma and misconceptions, Recognising signs of common mental health concerns, Building emotional resilience, Healthy coping strategies</i>	<i>Attachment play-based games, Tolerating and encouraging others, cooperation skills, team building</i>	<i>Introduction to Fight/Flight/freeze. Impact of experiences on our brain, parts of the brain, identifying signs of struggles and conflict.</i>	<i>Understand the importance of resilience. Explore the skills and strengths for goal setting, Developing skills and strengths to increase resilience. Life stories, Paralympian guest speaker, Top 10 resilience tips.</i>	<i>Types of stress (academic, physical, social, financial, traumatic, changes, family problem). Identifying stress responses. Strategies to support.</i>	<i>Meaningful life; hope and optimism, flow, happy memories, capacity to recover, character strengths and virtues, emotion coaching,</i>
SEMH: Introduction to Lego Skills Stop Motion	SEMH: Building on Lego Skills Stop Motion		SEMH: Sand play 2		
<i>Learning how to use Apple Stop Motion app, planning a stop motion theme.</i>	<i>Improving focus and resilience by creating a Lego Stop Motion video.</i>		<i>Use sand play to help prepare students for transition.</i>		
SEMH: Creative expression through music					
<i>Creative outlet to build task endurance, reduce anxiety by serving as an emotional release, boost memory, and help develop an appreciation for individuality.</i>					
Physical: Equine Empowerment 1 Team Games	Physical: Equine Empowerment 1 Rounders	Physical: Orienteering 1 Yoga	Physical: Orienteering 2 Advanced Forest Skills	Physical: Equine Empowerment 2 Tennis	Physical: Equine Empowerment 2 Tennis
<i>Equine assistant learning promotes the development of trust, resilience and respect/communication. Team games: table tennis, circuits, pirates, Building Character, Improve physical confidence, Ignite sporting interests, Working together as part of a team</i>	<i>Equine assisted psychotherapy: learn about feelings, behaviours and patters in themselves and others. Rounders: hand eye coordination, team work, throwing and catching a ball, Fielding, running, hitting drills.</i>	<i>Orienteering: Introduction to the map, measure your 1m pace, memory exercises, learning controls Yoga: mindful breathing, learning different poses.</i>	<i>Orienteering: relay races, partner directions, team games. Advanced Forest Skills: building birds nest, mini raft, landscape art, collage, weaving.</i>	<i>Building of prior sessions: Equine assistant learning promotes the development of trust, resilience and respect/communication. Tennis: building on tennis skills. Pairs and doubles matches Taking turns to umpire.</i>	<i>Building on prior sessions: Equine assisted psychotherapy: learn about feelings, behaviours and patters in themselves and others. Tennis: building on tennis skills. Pairs and doubles matches Taking turns to umpire.</i>
PSHE: My identity, Evaluating Self and Others	PSHE: Bullying	PSHE: Respectful Relationships 2	PSHE: First Aid	PSHE: Physical and emotional changes & puberty	PSHE: Transition and Preparing for the wider world
<i>Recognising personal strengths, Building self-confidence and self-esteem, Personal skills and achievements, Giving and receiving constructive feedback.</i>	<i>Impact of bullying, consequences of and dealing with hurtful behaviour, how to challenge bullying.</i>	<i>Peer pressure, Importance of trust, indicators of healthy and unhealthy relationships.</i>	<i>Understanding what First Aid is, Recovery position, signs and symptoms of common ailments and treatment, Introduction to CPR.</i>	<i>Internal reproductive organs, making informed decisions, physical and emotional changes, keeping safe.</i>	<i>Evaluating changes and progress, embracing new opportunities, Careers, How to access support, Importance and benefits of lifelong learning.</i>

Project Curriculum Map & Key Areas of Study

PURPOSE TERM (11 weeks)	POSITIVITY TERM (11 weeks)	PERSERVERENCE TERM (11 weeks)
Musical Communication (EXAMPLE)	Design a School (EXAMPLE)	Plastic Pollution (EXAMPLE)
<p><i>Reading range of literature and research playlists</i></p> <p><i>Analysis of literary themes</i></p> <p><i>Character development</i></p> <p><i>Exploring use instruments and different types of music</i></p> <p><i>Listening and analysing playlists</i></p> <p><i>Collaborative working</i></p> <p><i>Peer critique</i></p> <p><i>Creating new music</i></p> <p><i>Using editing software</i></p>	<p><i>Virtual visit to different types of school</i></p> <p><i>Cost of resources/materials</i></p> <p><i>Produce a brochure of new school</i></p> <p><i>How do we learn? Link to design of the school.</i></p> <p><i>Design an app for the school</i></p> <p><i>Making the school environmentally friendly.</i></p> <p><i>Present school ideas to the LA.</i></p> <p><i>Research on the internet.</i></p> <p><i>Creating drafts</i></p> <p><i>Collaborative working</i></p>	<p><i>The problem of plastics – comparing different types of plastic</i></p> <p><i>Local and Global impact</i></p> <p><i>Different forms of ocean pollution</i></p> <p><i>Research effects of dumping rubbish in the sea</i></p> <p><i>Current campaigns – pollution or social</i></p> <p><i>Famous campaigners</i></p> <p><i>Explore ways to reuse plastic</i></p> <p><i>Creating an online informative campaign</i></p>