

Laleham Gap School



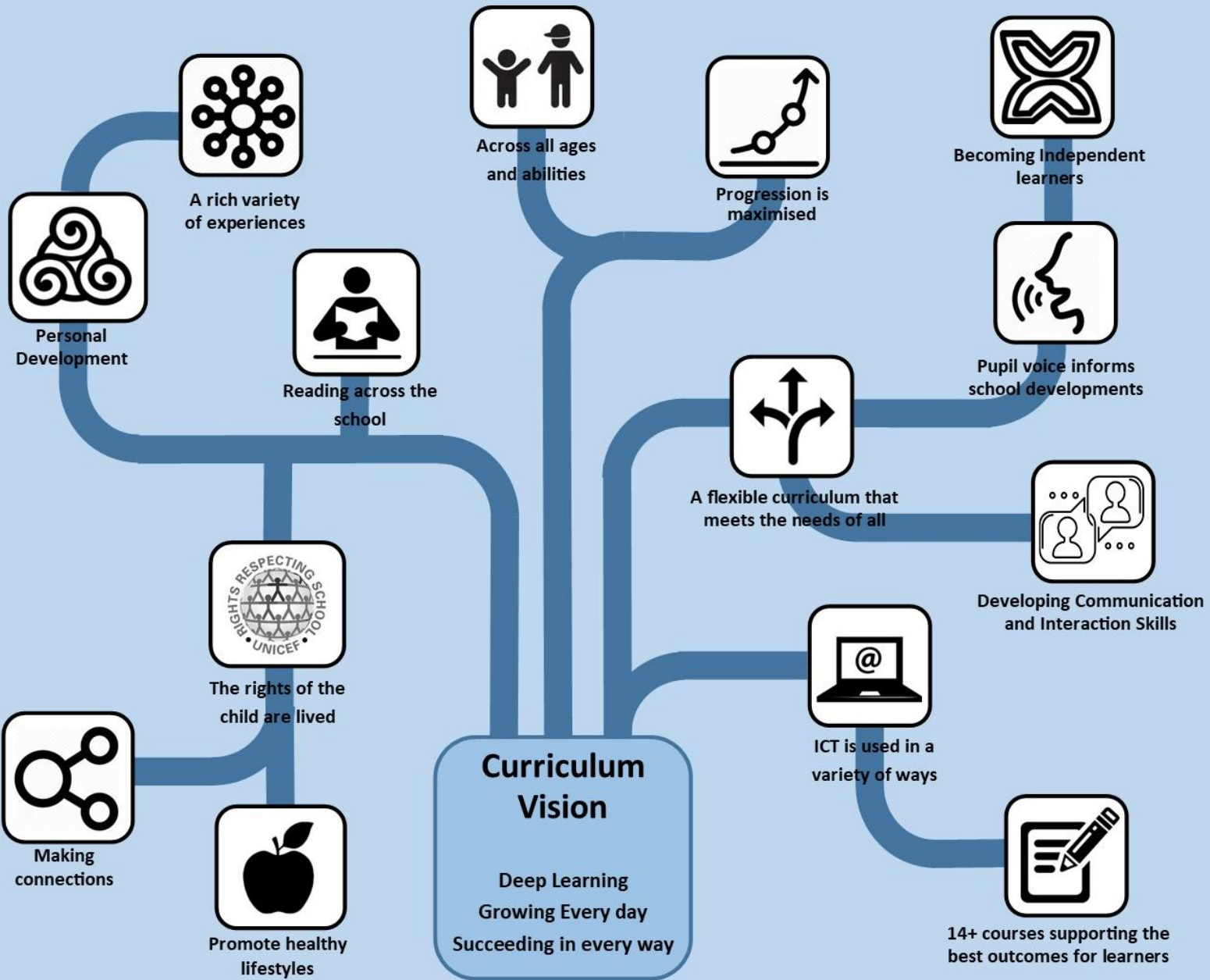
Learn



Grow



Succeed



Curriculum Intent

At Laleham Gap School, our intention is that our young people learn, grow and succeed to develop as independent, confident resilient learners with high aspirations in all areas of development, both academically and pastorally. Pupils at all stages are encouraged to achieve their potential. Our learners are stretched and challenged, being encouraged to expand their knowledge and skills through varied curriculum opportunities. Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable learning experiences, both inside and outside the classroom and is enriched at all levels to provide pupils with a range of transferable skills.

Curriculum leaders play an important part in the success of the curriculum by performing a central role in a regular programme of monitoring, evaluation and review. The design of the curriculum ensures that the needs of individuals and small groups of pupils can be met within the environment of high-quality teaching and learning, supported by targeted interventions to meet specific needs. Regular wellbeing meetings evaluate the impact of the interventions on pupil outcomes.

Primary

Most of our Primary pupils are working on Topics in line with Cornerstones which are adapted to meet the needs of the individuals and the current cohort. The topics offer an engaging starting point, as well as a broad and balanced curriculum, to encourage the love of learning with vast cross curricular links, using every opportunity to learn outside the classroom. Examples of this are Forest school, Beach school, using our local area and Inclusive Sport events.

We also use EQUALs Formal Curriculum to bridge the gap for our students who are working consistently and over time below age related expectations towards the National Curriculum. These strands include English, Maths, Independence, Outdoor Schooling, Physical Wellbeing, Play and Leisure and The World Around Me.

Maths, English and Science are usually taught discretely, with the students' individual needs at the forefront. White Rose helps to inform our Maths planning and provides sequential resources across Primary. Little Wandle is used to ensure consistent, high quality teaching of phonics and early reading for every child. This, as well as Cornerstones and our extensive reading activities in a discrete and consistent manner help students continue to grow a love of reading. All classes have a heavy focus on Learning 4 Life which is a PSHE based curriculum and Personal Development, encompassing personalised activities and interventions based on EHCPs.

TELT Moderation - occurs within our Primary department twice per academic year with our fellow Trust Partners. These result in group agreement for each of the core subjects from EYFS to Yr6. At each moderation attended, all judgments have been agreed by method of peer triangulation.

Secondary

Key Stage 3

We recognise that every child is an individual and the curriculum reflects that. Outside of the core curriculum offer, there are an array of opportunities available to ensure a well-rounded learning experience for all of our pupils; we constantly provide enhancement opportunities to further engage our young people. Pupils move into Key Stage 4 with the skills and confidence to access a wide range of curriculum opportunities.

Key Stage 4

Our aim is that pupils leave us at the end of Key Stage 4 with the skills, confidence and resilience to be able to transition successfully to further education, employment or training. To this end, we aspire to offer a curriculum in Key Stage 4 that is rich in terms of the experiences offered to our unique, individual pupils and provides opportunities for all pupils to be able to follow a program of study that meets their needs, interests and abilities.

Post-16

Our aim is to develop our pupils personally, socially and emotionally to prepare them for transition into four possible pathways:

- 1) A further education college
- 2) School sixth forms
- 3) Preparation for Employment
- 4) Alternative post 16 providers

Our Post 16 Provision aims to prepare a small cohort of existing Laleham Gap pupils who have been identified as being at risk of becoming Not in Employment, Education or Training (NEET) to be ready for one of the pathways identified above. East Kent has a wide range of post 16 education and employment opportunities. Many year 11's at Laleham Gap School will move into post 16 provision with ease and find immediate success. However, some clearly will need more help and preparation in this transition. Our Post 16 provision aims to prepare students for a successful transition on an individual basis.

Implementation

In the Primary Department, we use the Cornerstones Curriculum to plan and deliver a rich, cross-curricular approach to teaching, with common themes running through each topic for each term. Pupils have the opportunity to access a wide range of texts through which to access their learning. We aim for pupils to have a 'memorable experience' within each term that is related to their topic which will engage and enthuse them through providing access to cultural experiences both inside and outside the school. Each topic also includes innovation challenges to provide a broad learning experience and to encourage them to become independent learners. The maths curriculum is taught separately. For our students who are not ready for the National Curriculum, we use the EQUAL's formal pathway to ensure all of our learner's needs are met. We regularly track pupil progress using formative assessment methods on Insight and Cornerstones to identify gaps in learning and inform planning. We have dedicated staff to provide interventions in the core curriculum areas for those pupils who require it.

Being 3-form entry, the Secondary Department has Curriculum leads for the core areas of Maths, English and Science who are on the Middle Leadership Team of the school. They lead the planning and delivery of their curriculum areas for their team of subject-specialist teachers. Other curriculum subjects are delivered by subject specialists who teach across the secondary department and maintain responsibility for the teaching and learning of their subjects.

The majority of our curriculum follows an adapted version of the National Curriculum, we also have designated lessons for Personal Development (Primary and Secondary)

During Personal Development lessons, pupils are taught by their class teachers (Primary) or form tutors (Secondary). During this time, they learn skills which are particularly relevant to them, according to their individual Provision Plans which are written in response to needs identified on their Education, Health and Care Plans.

All secondary pupils access 'Learning for Life' lessons which support the acquisition of essential social, emotional and communication skills that support them to thrive now and beyond LGS. Starting in Year 7, pupils learn a wide range of skills related to, and including, statutory PSHE content delivered in a bespoke SEN-friendly approach.

Our unique young people have a wide range of needs, interests and abilities. As such, our Key Stage 4 curriculum offer reflects that. We offer a variety of curriculum opportunities for our older learners. They include GCSE, BTEC, Entry Level and Functional Skills qualifications. Some of our pupils who are more academically able have the opportunity to achieve the highest GCSE grades, and do. Our Key Stage 4 curriculum offer is designed so that pupils who wish to study a full suite of GCSE subjects have the chance to do so, giving them the opportunity to attain the entrance grades for sixth form settings in mainstream

schools. We also allow pupils the opportunity to work towards qualifications at the local Further Education College, preparing them for the transition into education, employment or training when they leave us. Pupils in Year 11 attend Work Experience placements, which are highly successful, giving them the opportunity to experience the world of work in preparation for later life.

To ensure consistency and accuracy of teacher assessment, teaching staff take part in a range of moderations activities. These include using nationally recognised assessments, taking part in nationwide comparative judgment activities, attending TELT and KsENT moderation events and in school moderation activities.

Our post-16 provision is designed to prepare a small cohort of pupils for transition into the next phase of their education. As every child is different, our post-16 offer is reflective of the needs of our pupils. The curriculum includes a continuation in their English and Maths education as required. However, the main focus is on their independence and the skills required to transition successfully from Laleham Gap School. We are offering a personalised, targeted transition from year 11 to support and help them gain access to these pathways.

The Phoenix building provides an excellent environment for independence and life skills training. Located at Ozengell Place, it provides a safe and stimulating learning environment where the students have continuing access to the full range of facilities and therapies Laleham Gap School offers.

The curriculum is led by the 14+ Lead, who works closely with other Laleham Gap school leaders. This ensures that the team benefits from extensive opportunities for professional development offered by Laleham Gap School and the Collaborative Learning Alliance of Special Schools.

Impact

In the Primary Department, we use Insight to assess pupil progress. A high proportion of our pupils make at least good progress, as can be seen in our progress report. As well as on-going formative assessment practices, we conduct pupil progress reviews across the school to ensure that we are aware of the academic progress of all of our pupils. We conduct learning walks, lesson observations and monitoring activities to ensure a high standard of planning, teaching, and learning.

Progress measures in the Secondary Department are subject-specific, allowing specialist teachers to plan and assess against national standards and prepare pupils for the Key Stage 4 curriculum offer that we provide. As far as academic measures are concerned, pupils at Laleham Gap School perform outstandingly well when compared to pupils attending similar provisions across the county and the country.

We are proud that our pupils leave us and are successful in the education, employment and training that they move on to when they leave us.

We enhance our Core offer with the following range of person-centred pathways designed to meet the needs of our most complex learners. These pathways are integrated with the Core curriculum, allowing learners to move between them to build on their strengths and pursue their interests. We limit the use of pathways to ensure that as many pupils as possible benefit from specialist teaching and to reduce the risk of curriculum narrowing.

Wave Provision (Whole School)

Intent

1. Provide a safe introduction and transition to LGS for pupils whose Autism and anxiety significantly affect their ability to access the main school environment
2. Maintain connection with school through a flexible, meaningful, and individualised structure that supports gradual, successful reintegration over time
3. Nurture a sense of belonging for pupils experiencing Emotionally Based School Non-Attendance (EBSNA), ensuring they feel valued, understood, and supported.

Implementation

The Wave provision is a multi-functional, needs-led space offering an achievable blend of academic, wellbeing, and therapeutic activities. Its core purpose is to empower young people to engage, develop their potential, and work toward reintegration that feels safe, manageable, and sustainable.

- Pupils may attend individually or as part of a small cohort (2–3 pupils), depending on assessed need and suitability at the time
- The provision operates through a timetabled and dynamic model, with staff continuously assessing and reviewing pupils' needs to deliver appropriate and effective support
- Each pupil receives a personalised timetable, reviewed termly with input from the young person and their family
- Communication across the school reinforces the overarching aim: supporting pupils with EBSNA through thoughtful and structured reintegration

The Wave room is designed to be warm, welcoming, and nurturing, mirroring aspects of the main site classrooms (tables, desks, computer screens) while also offering a calm, comfortable seating area for regulation and wellbeing.

Alongside academic and emotional support, pupils access personal development opportunities that align with targets identified in provision plans and ongoing dialogue with families.

Once a pupil is settled in the space, academic and emotional (Thrive) baseline assessments may be carried out to:

- Inform teaching staff of current levels and needs
- Support planning for an accessible, dignified, and appropriate reintegration pathway—whether into the Wave class next door, the Strive class, or the core school offer

We work closely with class teachers and tutors to:

- Co-design clear, realistic integration plans
- Manage communication around pupil readiness, needs, and academic positioning to ensure reintegration is well-paced and successful

Impact

The Wave provision aims to achieve the following long-term outcomes:

- Children learn, grow, and succeed in ways that are accessible, meaningful, and appropriately challenging within Laleham Gap
- Increased resilience, confidence, and self-esteem, empowering pupils to engage more fully with learning and school life
- Improved attendance and engagement, particularly for pupils who are non-attending due to emotionally based factors
- Greater whole-school awareness and understanding of EBSNA, leading to more effective, compassionate approaches across the school
- Strengthened trust and rapport with parents and carers, through consistent communication and collaborative planning

Wave Class (Secondary)

Intent

The Wave Class builds directly on the foundations established in the Wave Provision. After pupils have achieved stability, emotional regulation, and initial engagement in the smaller, highly individualised provision, the Wave Class aims to:

1. Support pupils to transition from individualised, therapeutic engagement toward small-group learning, developing the skills needed for participation in a classroom environment
2. Increase learning readiness, including acceptance for routine, directed tasks, and peer presence
3. Develop personalised learning and wellbeing plans that help pupils engage more deeply and consistently with their academic progress
4. Prepare pupils for reintegration into the Strive Class or the core school offer, ensuring the transition feels achievable, structured, and emotionally safe

Implementation

The Wave Class provides a structured, nurturing environment that bridges the gap between the Wave Provision and the expectations of Strive or the main school.

Progression from the Wave Provision

Pupils entering the Wave Class will typically have:

- Engaged positively with the Wave Provision on a personalised timetable
- Begun to re-establish routines and trust in school
- Reconnected with learning through bespoke academic and wellbeing tasks

The Wave Class builds on these strengths and gradually raises expectations in a supportive, predictable manner.

The Wave Class offers:

- A consistent, class-based setting
- Clear routines and structure similar to the main school
- Increased opportunities for peer interaction, cooperative learning, and social development

The Wave Class focuses on developing:

- Emotional resilience

- Independence skills, such as task initiation, organisation, and transitioning between activities
- Gradually increasing task duration and expectations this prepares pupils for the higher levels of independence and engagement required in Strive or the school's core offer
- Regular communication with families provides updates and gathers feedback
- Class teachers from Strive or mainstream are gradually introduced to the pupil through visits, shared sessions, and joint planning, ensuring reintegration feels safe and predictable

Impact

The Wave Class aims to deliver sustained, measurable improvements for pupils transitioning from the Wave Provision.

- Increased confidence and resilience demonstrated through greater participation and engagement in group-based learning
- Improved emotional regulation, enabling pupils to remain in the classroom and manage challenges more independently
- Stronger academic progress, supported by personalised plans and improved readiness to learn.
- Successful transition to Strive or the core school offer, with pupils feeling prepared, supported, and motivated
- Greater trust and confidence in the school, built through consistent communication and visible progress
- A clearer understanding of the pupil's strengths, needs, and pathways, leading to improved collaboration with parents
- Increased attendance and engagement, particularly for pupils with EBSNA
- A more consistent, whole-school approach to understanding and addressing EBSNA, informed by the progression model from Wave Provision → Wave Class → Strive/Core
- A strengthened culture of early intervention, reducing long-term disengagement, and promoting meaningful reintegration

Strive class (Secondary)

Intent

- To design tailored provision plans that increase pupils' engagement, participation and investment in their learning within a small-group setting, with opportunities for support from subject specialists
- To develop and refine strategies that enable pupils to successfully integrate into other classes across the school
- To provide a safe, nurturing environment where pupils can build their readiness to learn in specialist subject lessons
- To help pupils become motivated, confident learners who are enabled and prepared to access the school's core curriculum offer
- To ensure all pupils are able to learn, grow and succeed in ways that are meaningful, accessible and appropriate to their individual needs
- To empower pupils by building their resilience, confidence and self-esteem

Implementation

- Develop personalised provision and support plans, informed by pupil voice, assessment and collaboration with staff and subject specialists
- Use targeted strategies and approaches that promote emotional regulation, readiness to learn and gradual exposure to the whole school environment
- Create a consistent, predictable, safe classroom culture that fosters trust, engagement and positive relationships
- Work closely with families to build rapport, maintain open communication and ensure a joined-up approach to supporting each pupil
- Provide professional development opportunities for staff to increase awareness, understanding and effective practice relating to Emotionally Based School Non-Attendance (EBSNA)

Impact

- Increased attendance and engagement for pupils who previously struggled to attend due to emotionally based needs
- Improved learner confidence, resilience and emotional readiness, enabling successful transition into specialist subject
- Stronger partnerships with parents, leading to enhanced trust, communication and collaborative problem-solving

- Pupils feel safe, motivated and prepared to access the school's full curriculum offer, making meaningful progress academically, socially and emotionally

Quartz Class (Primary)

Intent

The Quartz class is designed to offer a nurturing, structured, and relationship-focused environment for pupils who require a higher level of adult support than is available within the Core Primary provision. Its aims are to:

- Provide a safe learning environment with an increased adult-to-pupil ratio to ensure each pupil receives the support, attention, and regulation opportunities they need
- Enable pupils to build trusting relationships with both peers and staff, creating the foundation for successful learning
- Refine and extend pupils' social and emotional strategies, enabling them to participate more confidently and appropriately in learning and play
- Help pupils feel valued and confident as learners, supporting their sense of belonging and positive identity within school
- Prepare pupils to reintegrate into the school's Core offer, equipped with improved emotional regulation, social skills, behaviour for learning, and resilience
- Developing life skills such as cooking and ordering from the shops/restaurants.

Implementation

Quartz operates as a structured, nurturing environment that provides intensive support while maintaining clear, consistent expectations. The model is designed to bridge the gap between individualised support and the more independent expectations of the Core Primary provision.

High Adult-to-Pupil Ratio

- Staff are able to provide close supervision, modelling, coaching, and rapid responses to emotional or behavioural needs
- Pupils receive individualised support during transitions, social interactions, and learning tasks
- The ratio allows for proactive intervention rather than reactive behaviour management

Relationship-Based Approach

- Staff prioritise trust-building, co-regulation, and predictable communication, helping pupils feel safe and connected
- Daily routines emphasise positive interactions, shared activities, and supported peer engagement
- Pupils gradually build confidence working alongside others, reducing dependence on 1:1 adults

Development of Social Skills and Behaviour for Learning

Social communication and interaction are taught explicitly through:

- Structured play
- Role modelling
- Guided peer tasks
- Problem-solving discussions

Staff support pupils in refining their strategies for:

- Emotional regulation
- Turn-taking
- Conflict resolution
- Following instructions
- Coping with challenges and change
- Learning tasks are adapted to develop focus, persistence, and independence

Therapeutic and Specialist Input

Pupils access intervention based on assessed need, which may include:

- Educational Psychology input
- Thrive or similar emotional development programmes
- Speech and Language Therapy

- Occupational Therapy if required

Opal Cycle A	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Do you want to be friends? Physical Education	 What's that sound? Understanding the World	 Are we there yet? Understanding the World	 Do dragons exist? Literacy	 How high can I jump? Physical Development	 What can you see in summer? Understanding the World
Memorable Experiences/ Learning outside the classroom links	Friendship scenarios Outdoor learning environment to reflect all areas of learning as in daily planners	Silent Disco/Classroom disco party and lights Outdoor learning environment to reflect all areas of learning as in daily planners	Imaginary Journeys - on the train on the airplane class-based role play and virtual experience. Outdoor learning environment to reflect all areas of learning as in daily planners. Park visit linked	Walmer Castle visit (If suitable) Make cardboard giant castle if on site. Outdoor learning environment to reflect all areas of learning as in daily	Park Trip Park trips, design your own sports day.	Beach Trip Beach trips, create a beach in our outside area.

			to active listening skills and Philosophy Thinking Moves.	planners. Walmer castle visit linked to active listening skills		
Communication and Language	Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Target	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets
Personal, Social and Emotional Development	Active listening skills	Active listening skills	Active listening skills	Active listening skills	Philosophy Thinking Moves - Thinking back Good practices in eating, exercise and sleeping.	Philosophy Thinking Moves - Thinking back Good practices in eating, exercise and sleeping.
Understanding the World	2 Simple Games, learning games and turn taking How are we the same and how are we different? Observing others and the world around us - making comments and observations.	Making and changing sounds	Different countries and cultures - how are they the same and how are they different? Being safe - road safety changes in the world around us - seasons and weather.	Castle people Weeks 1-3 and castle animals weeks 4-6 investigation	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.

Expressive Arts & Design	Mark making - gross and fine motor -what and who can we draw? Make a big me - what can I tell you about me? what can I include in my self collage/artwork?	Making instruments. Decorating, designing and planning.	Exploring and using media and materials; Being imaginative Large Group artwork	Create a dragon and castle using cardboard/junk modelling/colour mixing for decoration.	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.
English	Sound games - Phase 1 listening and attention focus Phase 2 satpinmdg and initial/final sounds blending and segmenting Recognising our names	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Daily writing interventions Reading; Writing Daily Literacy play challenges
English Text	Have You Filled a Bucket Today? Lost and Found Colin and Lee, Carrot and Pea Mr	Noisy Farm – Campbell The Quiet Book The Loud Book – Underwood Peace at Last –	We're Going on a Bear Hunt The Great Balloon Hullabaloo Mr Gumpy's Outing The Ultimate Book of Vehicles	Non-Fiction animal texts to contrast with Fiction key texts below George and the Dragon	Kicking a Ball Allan Ahlberg The Rabbit and the Turtle (Aesop's Fables) Eric Carle The Sports Day Nick Butterworth and Mick Inkpen Mr. Men Sports Day Roger Hargreaves It's Sport	Summer is Here! Heidi Pross Gray What Can You See in Summer? (Seasons) Sian Smith Guess How Much I Love You in the Summer Sam McBratney Summer Days and Nights Wong Herbert Yee Poems about Seasons Brian

	Big Nursery Rhymes/Action Rhymes Shark in The Park A Day of rhymes ~Pooley Pip and Posy: The New Friend The Lion and the Mouse	Murphy The Very Quiet Cricket - Carle Nursery Rhymes/Action Rhymes Noisy Poems – Bennet The Musical Life of Gustav Mole – Meyrick The Noisy Noisy Farm – Stansby The Listening Walk – Showers Noisy Orchestra (Noisy Books) – Taplin	Children's Picture Atlas On a car journey: What can you spot? -I Spy Nursery Rhymes/Action Rhymes Tip, tip, Dig,Dig - Garcia Duck in The Truck – Alborough Seaside Poems - Bennett Mr Gumpy's Motor Car. The Snail and the Whale At the airport: What can you spot?	- Wormell A Dragon in the Classroom - poem The Pet - poem Tony Bradman	s Day (Schoolies) Roger Priddy Peppa Pig: Peppa's Gym Class Peppa Pig: Daddy Pig's Fun Run Topsy and Tim Sports Day Jean and Gareth Adamson	Moses Planting a Rainbow Lois Ehlert Pop-up Garden (Usborne) Fiona Watt
Maths White Rose Maths	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and sorting by size/length/weight etc. Making 2-6 in different	Number formation Following/creating/correcting patterns More and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.	Comparative language investigations through daily play challenges. Castle Wall counting activities and gold coins in jar investigation and number focus. More	Concepts of addition and subtraction	Number formation Following/creating/correcting patterns Sharing, doubling and halving Number bonds to 10

	sorting by size/length/weight etc. Making 2-5 in different ways 2/3 step patterns	ways patterns in sound		and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.		
Music	In group starting and stopping together	Christmas performance preparation	Musical elements. Loud and quiet. Fast and slow.	Recognising pitch. High and low	Sing and sign	Sing and sign
L4L	My World: Class and School Charter; Vote for School Council rep. Belonging to a family Same and Different: making friends	Being Me: feeling special, safe and part of a class; introduction to rights and responsibilities. Anti-bullying: Understanding what bullying is and knowing what to do. Explore Christianity 1 What is Christmas?	It's My Body: Clean as a whistle Can I eat it? I can choose	Sparkle and Shine! (Everyone can sparkle) We are all Unique. Superhero Me (Fun exploring superheroes and our own super strengths) Explore Christianity 2	Stay calm and ask for help Caring for others	Introduction to Life Cycles and change. preparing for transition to new class Safety first: Staying safe around strangers Safe secrets and surprises

		Christmas traditions and gift giving.		(Link to Easter – collaboration with QRBC)		People who can help
Computing	Exploring games / toys Using buttons for control	Exploring Images Creating new images	Keeping safe online What is personal information	Exploring Sounds Selections to make sounds	Exploring real technology Using real equipment	Exploring control technology Simple programming onscreen

Opal Cycle B	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Do you want to be friends? Physical Education	 Will you read me a story? Literacy	 How does that building stay up? Understanding the World	 Why don't snakes have legs? Understanding the World	 What is a shadow? Understanding the World	 Who lives in a rock pool? Understanding the World
Memorable Experiences/ Learning outside the classroom links	Friendship scenarios Outdoor learning environment to reflect all areas of learning as in daily planners	Fairy tales picnic Outdoor learning environment to reflect all areas of learning as in daily planners	Role Play Building Site Bus tour of new builds around Laleham Gap School to look and take pictures.	Zoo visit if suitable Outdoor learning environment to reflect all areas of learning as in daily planners. Park visit linked to active listening skills and Philosophy Thinking Moves.	Outdoor learning environment to reflect all areas of learning as in daily planners. Zoo visit linked to active listening skills and Topic learning.	Seashore visit Outdoor learning environment to reflect all areas of learning as in daily planners Beach School

Communication and Language	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where/what doing) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Language Through Colour (Who/Where/what doing/when/what) and individual Communication and Interaction Provision Plan Targets	Active Listening Skills Thinking Back - Philosophy thinking moves. Language Through Colour (Who/Where/what doing/when/what) why and how questions Individual Communication and Interaction Provision Plan Targets
Personal, Social and Emotional Development	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships Who's in our class? Name and features games.	Managing feelings and behaviour; Making relationships Family members, LTC who linked learning.	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships Who's in our class? Name and features games.	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships	Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships/ Philosophy thinking moves, social situations rehearsals.
Understanding the World	People and communities; The world; Technology	People and communities; The world; Technology	Different countries and cultures - how are they the same and how are they different? Being safe - road safety changes in the world around us - seasons and weather.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	Healthy food choices and diet - food likes and dislikes. Food tasting from around the world and trying new things.	People and communities; The world; Technology Different environments/making and verbalising basic features different environments and cultures around the world.

Expressive Arts & Design	Mark making - gross and fine motor -what and who can we draw? Mark making - gross and fine motor -what and who can we draw? Make a big me - what can I tell you about me? what can I include in my self collage/artwork?	Exploring and using media and materials; Being imaginative	Exploring and using media and materials; Being imaginative Large Group artwork	Moving in different ways to music/like different animals. Linking music to emotions Create your own dance or movement sequence	Moving in different ways to music. Linking music to emotions Create your own dance or movement sequence.	Sounds around us - making and manipulating sound
English	Sound games - Phase 1 listening and attention focus Phase 2 satpinmdg and initial/final sounds blending and segmenting Recognising our names	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Gross and fine motor skills, clever hands and Phase 1/2 learning as per differentiation. Name recognition and writing. Mark making/writing initial sounds	Daily writing interventions Reading; Writing Twinkl Phonics Program at individual/group level Sentence level with tricky words where applicable.	Daily writing interventions Reading; Writing Daily Literacy play challenges
English Text	Funnybones Nursery Rhymes Starting School (Ahlberg) Monkey and Me Nursery Rhymes/Action Rhymes Mrs Wobble The Waitress Mr Tick The Teacher My	Enormous Turnip Cinderella Goldilocks & the three bears Red Riding Hood Gingerbread Man Jack and the Beanstalk	Three Little Pigs Billy Goats Gruff Squash and a Squeeze - Julia Donaldson A House in the Woods - Inga Moore	Blue Chameleon Emily Gravett Reptiles (Usborne Beginners) Catriona Clarke Snakes (Froglets Learners) Annabelle Lynch Rumble in the		The snail and The Whale – Donaldson At the Beach – Harvey Rainbow Fish On the Seashore - Milborne At the Beach - Owen Nursery Rhymes/Action Rhymes Seaside Poems –

	Mum My Dad Can't You sleep Little Bear Master Tracks Train Duck in the Truck	Nursery Rhymes/Action Rhymes Mr Doodle had a Poodle – Moncure A Day of rhymes ~Poole		Jungle Giles Andreae The Snake Hotel Brian Moses The Mixed-Up Chameleon Eric Carle Shapes With Snakes (AniMaths) Tracey Steffora Snakes (Usborne Discovery) Rachel Firth The Selfish Crocodile Faustin Charles		Bennett The shark in The Dark - Bently First Book of the Seashore (RSPB) Come away from the water, Shirley – Burningham Exploring Rock Pools – McDougall Sally and the Limpet – James
Maths White Rose Maths	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and sorting by size/length/weight etc. Making 4/5 in different ways More and less - shape space and measure	Numbers; Shape, space and measures Number recognition and counting objects Shape Recognition 2-D Ordering and sorting by size/length/weight etc. Making 2-6 in different ways patterns in sound	Number formation Following/creating/correcting patterns More and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.	Comparative language investigations through daily play challenges. Castle Wall counting activities and gold coins in jar investigation and number focus. More and Less 1/2/3/4 more and less with practical problems, songs, role play and number lines.	Concepts of addition and subtraction	Number formation Following/creating/correcting patterns Sharing, doubling and halving Number bonds to 10

Music	In group starting and stopping together	Christmas performance preparation	Musical elements. Loud and quiet. Fast and slow.	Recognising pitch. High and low	Sing and sign	Sing and sign
L4L	Different types of families. Trust and boundaries between people. Gender Diversity Recognising but accepting differences. My World: Class and School Charter; Vote for School Council rep.	Being Me: Hopes and fears; rights and responsibilities; rewards and consequences; choices. Anti-bullying: Recognising right and wrong in behaviour	It's My Body: My body, my business Active and Asleep Happy, Healthy Food	'Around the World with Max and Lemon' Similar but not the same We are all unique Being a good friend	Who are First Aiders? Diverse Britain: My School My Community My Neighbourhood	Introduction to Life Cycles and change. preparing for transition to new class Safety first: Keeping safe Staying safe at home Staying safe outside

Computing	Exploring games / toys <i>(Using buttons for control)</i>	Exploring images <i>(Creating new images)</i>	Keeping Safe Online <i>(What is personal information)</i>	Exploring Sounds <i>(Selections to make sounds)</i>	Exploring real technology <i>(Using real equipment)</i>	Exploring control technology <i>(Simple Programming on screen)</i>
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Ruby & Topaz Cycle A	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 The Enchanted Woodland Science	 Dinosaur Planet History	 Superheroes Physical Education	 The Scented Garden Science	 Towers, Tunnels and Turrets Design and Technology	 Splendid Skies Science
Memorable Experiences/ Learning outside the classroom links	Visit a local woodland, onsite forest school Woodland Visit; School Plant & Bug Hunt; Nature Walk	Visit a natural history museum Visit a natural history museum; Beach Visit (Fossil Hunt); Dino Scavenger Hunt	Superhero hunt Superhero Search; Adventure Trail; Obstacle Course	Visit a garden centre or florist Park Trip; Planting Bean Seeds; Planting Sunflower Seeds; Garden Centre Visit	Visit a local castle Castle Visit; Building STIXX Towers Outside; Gathering Natural Materials, Trip To Wildwood Play Fort	Nature's treasures walk Nature Walk; Visit and Observatory; Monkton Nature Reserve; Forest School; Beach School
English	Little Wandle Placement Assessments, letter formation, name reading, recalling and	Little Wandle Groups, letter formation, name	Little Wandle Groups, letter/ word formation,	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills	Little Wandle Groups, letter/ words formation, capital letters and	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills

	formation, fine motor skills Recounts; story telling	writing, fine motor skills Fact files, Poetry and riddles	name writing, fine motor skills Descriptions, Comic strips	Instructions, Information texts	full stops, fine motor skills Letters, Posters	Postcards, Nonchronological reports
English Text	The Gruffalo, Stick Man – Julia Donaldson, Hansel and Gretel	Where the Wild Things Are – Maurice Sendak	Traction Man is Here – Mini Grey; Superkid – Claire Freedman	The Enormous Turnip – Vera Southgate	The Tunnel – Anthony Browne; Sir Scallywag and the Battle for Stinky Bottom – Giles Andreae	Lila and the Secret of Rain – David Conway; Chicken Licken – Vera Southgate
Maths White Rose Maths	Place value: counting objects, recognising numbers as words, number formation, one more and one less, comparing groups, greater than, less than, equal to	Addition & Subtraction, shape, money (relating to the Christmas fair)	Place value and addition and subtraction within 20 and 50, length and height,	Place value and addition and subtraction within 50, mass and volume	Multiplication and division, fractions	Position and direction, place value within 100, money, time
Science	Plants and animals; Identifying and classifying	Plants and animals	Human body; Eating healthily; Working scientifically	Plants	Habitats; Everyday materials; Working scientifically	Seasonal changes

Art & Design	Working with natural materials; Drawing; Painting	Large and small-scale modelling	Drawing and modelling superheroes	Observational drawing; Sculpture; Flower-pressing	Sculpture using natural materials	Collage; Painting
Design & Technology	Building structures; Making party food	Designing and making	Superfoods; Making masks	Making fragrant products	Making models of towers, bridges and tunnels	
PE	Team games	Dance; Tactical games	Superhero action movements; Dance; Agility and strength		Defend and attack games; Balance and coordination	Dance
Humanities	Making maps	Locating continents and oceans Events beyond living memory; Significant individuals – Mary Anning	Historical heroes and heroines	Plants in the local environment; Plants of the world	Amazing structures around the world; Towers and bridges in the local area Castles and castle life; Significant individuals – Isambard Kingdom Brunel	Seasonal and daily weather patterns Significant individuals – Sir Francis Beaufort
L4L			It's My Body:			

	My World: Class and School Charter; Vote for School Council rep. Belonging to a family Same and Different: making friends	Being Me: feeling special, safe and part of a class; introduction to rights and responsibilities. Anti-bullying: Understanding what bullying is and knowing what to do. Explore Christianity 1 What is Christmas? Christmas traditions and gift giving.	Clean as a whistle Can I eat it? I can choose	Sparkle and Shine! (Everyone can sparkle) We are all Unique. Superhero Me (Fun exploring superheroes and our own super strengths) Explore Christianity 2 (Link to Easter – collaboration with QRBC)	Stay calm and ask for help Caring for others	Introduction to Life Cycles and change. preparing for transition to new class Safety first: Staying safe around strangers Safe secrets and surprises People who can help
Computing	Exploring games / toys	Exploring Images Creating new images	Keeping safe online What is personal information	Exploring Sounds Selections to make sounds	Exploring real technology	Exploring control technology

	Using buttons for control				Using real equipment	Simple programming onscreen
Music	Collecting/recording sounds	Christmas performance preparation	Superhero themes	Soundscapes	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

Ruby and Topaz Cycle B	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Moon Zoom! Design and technology	 Street Detectives History	 Paws, Claws and Whiskers Art and design	 Bright Lights, Big City Geography	 Muck, Mess and Mixtures Art and design	 Beachcombers Science
Memorable Experiences/ Learning outside the classroom links	Alien crash scene investigation Monkton Nature Reserve -	Walk around the local community Walk to Local Park;	Visit from an animal owner or visit a zoo, wildlife park or rescue centre	A royal visit Den Building. Betteshangar	Messy mixtures morning	Beach visit Forest school

	Stargazers; Bottle Rockets	Photography		Visi	Outdoor Sensory Experience; Mud Kitchen	
English	Little Wandle Placement Assessments, letter formation, name reading, recalling and formation, fine motor skills Posters, Adverts, character descriptions	Little Wandle Groups, letter formation, name writing, fine motor skills Nursery rhymes, Instructions; Adverts, Diaries	Little Wandle Groups, letter formation, name writing, fine motor skills Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills Adventure narratives; Instructions; Emails; Character descriptions	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills Labels, lists and captions; Recipes; Poetry; Narratives; Leaflets	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills Tongue twisters; Letters; Non-fictions texts
English Text	Man on the Moon – Simon Bartram; Beegu – Alexis Deacon; Aliens in Underpants Save the World – Claire Freedman	Paddington Goes to Town – Michael Bond; The Elves and the Shoemaker – Vera Southgate and Robert Lumley	Puss in Boots – Ladybird; Animal Poems – compiles by Jennifer Curry; Just So Stories – Rudyard Kipling	Dick Whittington – Russell Punter; The Town Mouse and the Country Mouse – Susanna Davidson; Katie in London – James Mayhew	The Magic Porridge Pot – Rosie Dickins; The Day the Crayons Quite – Drew Daywalt; The Pencil – Allan Ahlberg	The Snail and the Whale – Julie Donaldson; Tiddler – Julie Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle
Maths White Rose Maths	Place value	Addition & Subtraction, shape, money (relating to the Christmas fair)	Place value and addition and subtraction, length and height,	Place value and addition and subtraction, mass and volume	Multiplication and division, fractions	Position and direction, place value within 100, money, time

Science	Properties of everyday materials; Working scientifically	Everyday materials; Plants	Animals, including humans; Working scientifically	Everyday materials; Working scientifically	Everyday materials; Working scientifically	Habitats; Living and non-living things; Food chains; Basic needs of animals; Working scientifically
Art & Design	Models of the Solar System	Famous local artists; Creating views from the local area	Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Masks and products		Printing; Food landscapes; Mixed media pictures and collages; Colour mixing; Using clay	Sketchbooks; 3-D modelling; Sand art; Seascapes
Design & Technology	Designing and making space-themed vehicles; Evaluating toys; Using mechanisms	Making models; Baking; Making signs; Designing buildings	Designing labels; Designing and making animal enclosures	Exploring mechanisms; Constructing moving models; Understanding where food comes from; Designing and making souvenirs; Models of London landmarks	Food tasting; Origins of food; Healthy meals; Following recipes; Designing an outdoor kitchen	Finger puppets
PE	Team games	Dance; Tactical games	Movements; Dance; Agility and strength		Defend and attack games; Balance and coordination	Dance

Humanities	Satellite images Significant people – Astronauts; Changes within living memory	Fieldwork in the local area; Human and physical features; Using and making maps; Aerial images Changes within living memory; Significant people; Places and events in the local area	Using and making maps; Describing physical features	Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities The Great Fire of London		Coastal features
L4L	Different types of families. Trust and boundaries between people. Gender Diversity Recognising but accepting differences. My World: Class and School Charter; Vote	Being Me: Hopes and fears; rights and responsibilities; rewards and consequences; choices. Anti-bullying: Recognising right and wrong in behaviour	It's My Body: My body, my business Active and Asleep Happy, Healthy Food	'Around the World with Max and Lemon' Similar but not the same We are all unique Being a good friend	Who are First Aiders? Diverse Britain: My School My Community My Neighbourhood	Introduction to Life Cycles and change. preparing for transition to new class Safety first: Keeping safe

	for School Council rep.					Staying safe at home Staying safe outside
Computing	Presenting Information – Mouse control and selecting	Programming – Bee-Bots (pushing buttons)	Keeping Safe online Understanding screen time rules	Using the internet Topic related how to search the internet	Programming – 2code Coding on screen	Presenting Information Animations – 2animate creating moving pictures
Music	Using technology to record sounds	Christmas performance preparation	Carnival of the animals	Soundscapes	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

Ruby and Topaz Topaz Cycle C	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Animal Parts (linked with Paws, Claws and Whiskers) Science	 Memory Box History	 Bounce PE	 Wiggle and Crawl Science	 Land Ahoy Geography	 Rio de Vida Music
Memorable Experiences/ Learning outside the classroom links	Visit from an animal owner or visit a zoo, wildlife park or rescue centre	Visit a soft play area or a session with a local sports team	Teddy bears' picnic	Minibeast hunt	Visit a marina, boat yard or RNLI station	Brazilian carnival day in class
English	Little Wandle Placement Assessments, letter formation, name reading, recalling and formation, fine motor skills Recounts; story telling	Little Wandle Groups, letter formation, name writing, fine motor skills, Fact files, Poetry	Little Wandle Groups, letter/ word formation, name writing, fine motor skills, Comic strips	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills, Instructions, Information texts	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills, Letters, Posters	Little Wandle Groups, letter/ words formation, capital letters and full stops, fine motor skills Postcards, Nonchronological reports

English Text	Animal non-fiction books, The Pet Shop- Allan Alhberg	Owl Babies – Martin Waddell	The Frog Prince – Susanna Davidson; The Sports Day – Mick Inkpen and Nick Butterworth	The Very Hungry Caterpillar – Eric Carle; The Bad-Tempered Ladybird – Eric Carle; Mad about Minibeasts! – Giles Andreae	The Troll – Julia Donaldson; The Adventures of Sinbad the Sailor – Katie Daynes; Grace Darling – Anita Ganeri	Jabuti the Tortoise – Gerald McDermott
Maths White Rose Maths	Place value	Addition & Subtraction, shape, money (relating to the Christmas fair)	Place value and addition and subtraction, length and height,	Place value and addition and subtraction, mass and volume	Multiplication and division, fractions	Position and direction, place value within 100, money, time
Science	Caring for the environment	Animals' body parts; Animal groups – amphibians, birds, fish, invertebrates, mammals, reptiles; Carroll and Venn diagrams; Pets; Carnivores, herbivores and omnivores; Earthworms; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research	Animals, including humans; Working scientifically	Habitats; Animals, including humans; Working scientifically	Everyday materials; Working scientifically	
Art & Design	Sculpture	Drawing; Painting; Collage; Family portraits	Drawing; Painting; Collage; Family portraits	Observational drawing; Model making	Observational drawing; Printing	Carnival masks and headdresses; Collage

Design & Technology	Materials; Mechanisms	Making picnic foods; Celebration cards; Making a memory box	Making picnic foods; Celebration cards; Making a memory box	Origins of food; Selecting natural materials	Mechanisms; Structures	Carnival instruments; Making flags; Recipes
PE	Throwing and catching	Team games	Dance; Traditional games	Dance		Dance; Football; Athletics
Humanities		Fieldwork in the local area	Fieldwork	Using and making maps; Locational knowledge; Directions	Locating countries and cities; Comparing areas of UK with Rio de Janeiro	
L4L	Class and School Charter links to Global community; Vote for School Council rep. Family roles and responsibilities;	Being Me: Setting personal goals and facing challenges positively. Anti-bullying: Words can hurt. What to do?	Think Positive: Keep Calm and Relax You're The Boss Always Learning	Different types of families 'Part of the Party' storybook Embracing differences and inclusion	LOtC: Understanding and caring for our local environments Introduction to First Aid: Stay safe, stay calm, do your best.	How babies grow in humans and animals; Family stereotypes; Puberty – preparing for changes.

	Conflicts and solutions; power of words. (Text: 'Buckets, Dippers and Fillers')		Exploring Buddhism experience and visits			preparing for transition to new class Growing up: Your family, my family Getting older Changes
Computing	Presenting Information (2Publish & Creating images)	Programming (Discovery Education)	Keeping Safe Online (Online Communication - Emails)	Presenting Information (Creating Documents Word)	Game Designs (Creating Games 2DIY)	Animation (Stop Animation)

Sapphire and Emerald Cycle A	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 One Planet, Our World	 Tribal Tales	 Misty Mountain, Winding River	 Ancient Civilisations	 Investigating Our World	 Time Traveller
Memorable Experiences/ Learning outside the classroom links	Orienteering around the school grounds.	Prehistoric site? Forest School	Visit a river	Being an archaeologist	Natural art in the grounds Local area walk	Interview different generations Growing vegetables
English	Sentence writing focus Writing stories set in space Labelling diagrams Instructions	Diary entries Poetry Information books Factfiles	Leaflets Explanations – Cause and effect conjunctions	Poetry Instructions Recounts	Sports factfiles Exercise/food diaries Research	Recounts Characters Stories Biographies

English Text	Return – Picture Book Mr Benn - Spaceman	Stone Age Boy	King of the Cloud Forests	Secrets of a Sun King	Atlases	Tom’s Midnight Garden
Maths White Rose Maths	Place Value Addition and Subtraction	Multiplication and Division Fractions Money	Measures – Height, length, perimeter and area	Measures – Mass and capacity Fractions	Time Shape	Statistics Position and direction
Science	Earth and space; Working scientifically	Sound	Rocks Water cycle	Forces; Magnets Mechanisms; Working scientifically	Animals including humans; muscles and skeletons Food groups	STEM Week Scientists and Inventors Investigating Plants; Working scientifically
Art & Design	Space splatter pictures	People and Places	Vista		Natures Art	Art in Science
Design & Technology	Design a rocket	Weaving and knotting	Making mountains	Tomb Builders		Build a time machine
PE	Rugby	Rugby	Dance/aerobics		Cricket Athletics	Tennis Athletics
Humanities	Countries, continents,	Stone Age Stone Age farming	Mountains and volcanoes	Ancient civilisations	Map work Climate zones	Chronology

	Using maps, using compasses		Journey of a river		Biomes World cities The UK	
	History of Space Travel					
L4L	My relationship with and through technology: online communities, screen time, staying safe, online gaming. My World: Comparison with Laleham and schools in developing countries; Vote for School Council rep.	Being Me: Plans for the upcoming year; Understanding my rights and responsibilities as a pupil at this school and as citizen of this country Cultural differences: Recognising Racism, enjoying and respecting other cultures. (Black History Month) Anti-bullying: rumours and name-calling	It's My Body: Harmful Substances How we think and feel about our bodies Healthy Choices Exploring Buddhism experience and visits	Neurodiversity Pride Celebration of Neurodiverse role-models	Peaceful places Making our own sacred/special place Safety, Spending and Saving Emergency First Aid (How to get help, recovery position.)	Preparing for teenage identity; coping with change. preparing for transition to new class/ secondary

Computing	Programming Rainforest coding – exploring programming through a game	Presenting Information Presenting information on a screen	Keeping safe online Blogs and posts	Simulations and Minecraft	Databases An introduction to 2Investigate	Programming Microbits
Music	World music	Christmas performance preparation	Nature songs	World music	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

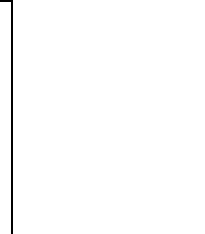
Sapphire and Emerald Cycle B	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 Alchemy Island Music	 Gallery Rebels Art and Design	 Off with Her Head! History	 Darwin's Delights Science	 Pharaohs History	 Beast Creator Science
Memorable Experiences/ Learning outside the classroom links	Delivery of mystery box Mysterious messages	Visit a gallery (e.g. The Turner Gallery) Organise and create an art exhibition for students, staff, parents/carers to visit. Invite local artists and organisations into school (e.g.	Elizabeth I deathbed scene Visit a Tudor castle/fort (e.g. Deal Castle) Visit a local library or museum (or both!) and find out about our local area in the Tudor times. Are	Animal specimen observation Visit a Natural History Museum/ museum with a fossil display Visit the beach/ farm/ zoo- investigate and classify a range of animals.	Mummification scene Visit a museum exhibition on ancient Egypt. Make a model pyramid from building blocks outside- who can make the tallest/ strongest? Make	Visit a local butterfly or tropical house to see and handle a range of minibeasts (invertebrates). Invite a specialist speakers to give talks and explanations about

		Art Builders) Create art in outside spaces (e.g. ephemeral art) Trips to places to practise drawing from observation (e.g. seaside/ countryside landscapes)	there any maps, buildings or artefacts from that era?	Sketch plants and flowers from observation in outdoor spaces	flatbread with authentic Egyptian dips or salads	different creatures. Find out which flowers and herbs attract minibeasts. Plant a bulb or seed in a pot or planter and see who comes to visit. Go on a bug hunt in a local park or woodland. Visit a local museum or nature centre to find out more about minibeasts and bugs (e.g. Monkton Nature Reserve) Build a bug hotel in the school
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English	Riddles, report writing, question writing – interviewing Poetry	Research; Short narratives; Expressionist poetry; Surrealist narratives; Explanations	Biographies; Poetry and riddles; Newspaper reports; Persuasive letters; Dialogue	Labelling and journals; Diaries; Letters; Explanations; Newspaper reports	Chronological reports; Fact files; Research skills; Mystery stories; Play scripts	Non-chronological reports; Instructions and advertisements; Comic strips; Limericks and kennings; Fantasy narratives
English Text	A Wizard of Earthsea	Framed – Frank Cottrell Boyce	Treason – Berlie Doherty	Sky Hawk – Gill Lewis	Phoenix Code – Helen Moss	Charlotte's Web – E.B. White
Maths White Rose Maths	Place value Addition and Subtraction	Multiplication and division Fractions Money	Measures	Time Shape	Fractions Four operations	Statistics Position and Direction
Science	Magnetism Working scientifically	Light	Famous scientists	Evolution and inheritance; Living things and their habitats; Working scientifically	Investigations Plants	Living things and their habitats STEM week
Art & Design		Great artists of the 19th and	Portraits; Sketching Tudor	Creating sketchbooks;	Drawing artefacts; Headwear;	Drawing; Perspectives

		20th centuries	fashions; 3-D modelling	Observational drawing	Hieroglyphic amulets	
Design & Technology		Tools and materials			Egyptian food; Making tombs and pyramids	Making models
PE		Dance	Tudor Dance			
Humanities		Locational knowledge Famous Artists throughout history	Maps The Tudors	Maps; Geographical similarities and differences; Islands of the world Significant individuals – Charles Darwin, Mary Anning	Human and physical features of Egypt; The River Nile; Tourism Ancient Egypt	Fieldwork; Contrasting locations
L4L	Vote for School Council rep. Empathy and respect in relationships.	Being Me: Identifying goals and opportunities to role-model; Democracy and Pupil Voice at Laleham Gap School and across the UK.	It's My Body: Your Body is your own Exercise Right, Sleep Tight	LGBT Pride Protests and Celebrations History of Pride	One World: Global Citizens Global Warming	Romantic relationships (incl. safe and appropriate communication) Preparing for transition to new class/ secondary

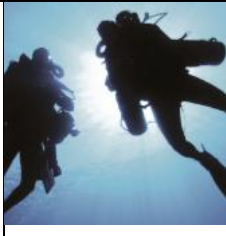
	What does 'normal' mean to you? Disability, disorder or difference?	My World: Universal Rights: How I can impact my local and global community. Anti-bullying: Power struggles and why some people bully	Taking Care of Our Bodies		Energy Emergency First Aid: What to do when things go wrong.	Growing up: Changing bodies Changing emotions Just the way you are Summer Safety Skills
Computing	Presenting Information Presenting information on a page	Programming Block An introduction to Scratch	Keeping Safe online Emails and Posts	Introduction to Networks How the internet works	Programming Microbits	Spreadsheets An introduction to Excel
Music	Remixes	Christmas performance preparation	Musicals (Six)	Nature songs	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

Quartz and Onyx Cycle A	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	 All about me	 Urban Pioneers	 Burps, bottoms and Bile	 Scrumdiddlyumptious!	 Predator!	 Gods and Mortals
Memorable Experiences/ Learning outside the classroom links	Forest school Vote for a trip of their interest	Walk around local area. Chalk graffiti on outside area Bus trip to town	Visit dentist Science fair	Supermarket Visit Mud Kitchen Chef to visit	Forest School Animal experience Zoo trip	Outside drama Olympic events Visit track and field sports venue
English	Lists Fact files	Characters, letters, Newspaper reports, Poetry, Leaflets.	Fact files; Explanations using idioms; Fantasy narratives; Slogans; Persuasive texts	Recounts; Recipes; Poetry; Non-chronological reports; Advert	Recounts; Leaflets; Poetry; Dilemma stories; Speeches	Character profiles; Diaries; Instructions; Myths and legends; Character descriptions
English Text		Emil and the Detectives – Erich Kästner; The Family from One End Street – Eve Garnett	Demon Dentist – David Walliams	Charlie and the Chocolate Factory – Roald Dahl	The Diary of a Killer Cat - Anne Fine	Greek Myths for Young Children – retold by Heather Amery

Maths White Rose Maths	Place value Addition and subtraction	Multiplication and division	Fractions Length and perimeter	Fractions Mass and capacity	Time Shape Statistics	Place value Addition and subtraction
Science	Investigations	Light and dark; Sources and reflectors; Shadows; Sun safety; Working scientifically	Teeth types; Tooth decay and hygiene; The digestive system; Working scientifically	Nutrition	Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; Working scientifically	Investigations
Art & Design		Photography; Graffiti art; Observational drawing	Make a model of the digestive system	Sculpture Still Life Cooking and nutrition Designing and creating packaging	3-D models	3-D sculpture; Greek art and design
Design & Technology		Digital maps; Programming; Audio recording; Online research	Healthy foods; Textiles; Working models	Invent a smoothie	Selecting and using materials	Moving parts; Making models
PE	Team games	Agility and balance	Rugby Football	Cricket Tennis	Comparing performances; Competitive games	Athletics
Humanities	Map work Design school environment	Maps and Town Plans. Local history study		Food miles and fair trade	Fieldwork; Using maps Prehistoric - Fossils	Ancient and modern-day Greece; Geographical

						features; Using maps Ancient Greece
L4L	Class and School Charter links to Global community; Vote for School Council rep. Family roles and responsibilities; Conflicts and solutions; power of words. (Text: 'Buckets, Dippers and Fillers')	Being Me: Setting personal goals and facing challenges positively. Anti-bullying: Words can hurt. What to do?	Think Positive: Keep Calm and Relax You're The Boss Always Learning Exploring Buddhism experience and visits	Different types of families 'Part of the Party' storybook Embracing differences and inclusion	LOtC: Understanding and caring for our local environments Introduction to First Aid: Stay safe, stay calm, do your best.	How babies grow in humans and animals; Family stereotypes; Puberty – preparing for changes. preparing for transition to new class Growing up: Your family, my family Getting older

						Changes
Computing	Presenting Information (2Publish & Creating images)	Programming (Discovery Education)	Keeping Safe Online (Online Communication - Emails)	Presenting Information (Creating Documents Word)	Game Designs (Creating Games 2DIY)	Animation (Stop Animation)

Quartz and Onyx Cycle B	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	All about me	 Potions	 I am Warrior!	 Road trip USA!	 Traders and Raiders	 Blue Abyss
Memorable Experiences/ Learning outside the classroom links	Forest school Vote for a trip of their interest	Scientist to visit/ STEM or Pfizers Forest school Making potions	Battle re-enactment Trip to Museum	Food from USA Virtual road trip Travel agent visit	Trip to Viking ship Museum trip Sailing boat experience	Beach school Visit an aquarium Kent wildlife trust visit RNLI visit
English	Lists Fact files	Labels and instructions; Letters; Play scripts; Poetry; Non-chronological reports	Historical narratives; Play scripts; Instructions, invitations and menus; Letters	Postcards; Emails; Diaries	Reports; Myths and legends; Character profiles	Poetry; Dilemma stories; Biographies; Persuasive letters;
English Text		Alice's Adventures in Wonderland – Lewis Carroll	Thieves of Ostia – Caroline Lawrence		The Saga of Erik the Viking – Terry Jones	Treasure Island – Robert Louis Stevenson; 20,000 Leagues Under the Sea – Jules Verne

Maths White Rose Maths	Place value Addition and subtraction	Multiplication and division	Fractions Length and perimeter	Fractions Mass and capacity	Time Shape Statistics	Place value Addition and subtraction
Science	Investigations	States of matter. [Are all liquids runny?] - Working scientifically; States of matter	- Working scientifically; Forces and magnets	Science investigation: Electricity	[How did Vikings dye their clothes?] - Working scientifically	Living things and their habitats; Animals, including humans; Working scientifically. [Are all sea creatures the same?] [How does pollution affect habitats?]
Art & Design		Design; Clay work; Crayon art; Photography	Drawing; Sculpture; Mosaic; Jewellery	Native American dreamcatchers; Weaving; Journey sticks	Patterns and print making; Sketchbooks	Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes
Design & Technology		Developing products	Shields and helmets; Roman food; Roman designs		Making weapons and jewellery; Models of Anglo-Saxon homes; Clay rune stones	Designing submarines; Working models

PE	Team games	Agility and balance	Competitive games; Building strength and agility	Rugby Football	Competitive games; Attack and defence games	Athletics
Humanities	Map work Design school environment	Historic use of potions	The Roman Empire and its impact on Britain. Comparing Britain and Italy; Using maps; Locational knowledge; Human and physical geography	Using world and US maps; Human and physical geography Native Americans	Using maps; Settlements; Europe Anglo-Saxons and Vikings	Seas and oceans of the world; The Great Barrier Reef; Environmental issues 19th century ocean exploration
L4L	Being Me: Being part of a class team; How my attitudes and actions affect myself and others. My World: Democracy links to Class, School and Global Charters; Vote for School Council rep.	Challenging assumptions including judging by appearance. Jealousy, Love and Loss – Memory boxes Anti-bullying: being a witness or a target – what to do.	Think Positive: Happy Minds, Happy People Thoughts and Feelings Changes	Diverse Britain: Tolerance and Respect British Values Tolerance Democracy	One World: Families Homes School	Puberty changes in boys and girls; accepting change. preparing for transition to new class Growing up: Our Bodies

			Exploring Buddhism on site	'Explore Hinduism' Week	Basic First Aid including Asthma and choking	Is it ok? Pink and Blue
Computing	Presenting Information (Combing Images and Text)	Programming - 2Code (Repeat and debugging)	Keeping Safe Online (Online Communication - Emails)	Simulations (<i>Introduction to 2simulate</i>)	Programming – Scratch Jr (Introduction to Scratch Jr)	Presenting Information (Branching Databases)

Strive Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Animal Care 	Food 	Myths and Legends 	All About Me 	Nature 	Around the World 
Topic NC links	Classification Adaptation Global Biomes	Human Nutrition Good Groups Digestive System Starch experiment	Greek Gods Ancient civilisation	Skeleton and Muscles Emotional Regulation	Climate Change Renewable Energy Food Webs Flowers and Pollination Natural Disasters	Locational Knowledge Using an atlas Humans Map reading
English	Poetry (Free Verse, Narrative Poetry) Fact Files	Instructions and Descriptive writing	Quests Creative Writing	Auto Biographies	Poetry Non-Chronological Report	Fiction
English Text	'Teachers Day in Bed'	How to Trap a Dragon Charlie and the Chocolate Factory	'Thesus and the Minotaur' 'Leo and the Gorgon's Curse' - Joe-Todd Stanton	'Boy' – Roald Dahl.	Haiku poems	Kensuke's Kingdom
Art	Water Colour Drawing skills	Printmaking Food themed art Clay	Pottery Textiles Mosaics	Colour Theory Painting Under the Sea	Observational Drawings Natural Materials – Beach, Twigs, Leaves etc.	Upcycling Projects
Trips	Sheep Ahoy Wingham Zoo	Charlie and the Chocolate Factory show	Jump	Wildwood and Betteshanger	Sheep Ahoy and Betteshanger	Wellbeing trip

Maths	Place Value	Addition & Subtraction	Shape	Length & Perimeter	Multiplication	Fractions
		Money	Time	Mass & Capacity	Statistics	Division
PE Theme	Fundamental Skills	Invasion Games	Aiming and Striking	Net Games	Throwing and Catching	Sports Day prep
Sports	Benchball Dodgeball Handball Football	Kabaddi Tag Rugby Basketball	Volleyball Cricket Dodgeball Table Tennis	Tennis Pickleball Badminton	Cricket Stoolball Dodgeball	Athletics Frisbee / Throwing Games Golf?
	Fitness	Fitness		Fitness	Fitness	
PSHE	Zones of Regulation	Christmas Fair	Social Skills	Emotions	Religious Education	Skills for Life
Computing	Yr7	Yr7	Yr7	Yr7	Yr7	Yr7

Strive Cycle B	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
Theme	Community 	Ecosystem 	Space 	History of Britain 	Influential People 	Endangered Animals 
Trips	Sheep Ahoy	Wildwood	Elevate	Dover Castle	Betteshanger	Wellbeing Trip
NC links	Mental Health Citizenship	Habitats Map Skills Coasts Food Webs Adaptation	Features of the solar system Days, Months, Years and Seasons The Earth and Atmosphere	Motte and Bailey Castles Battle of Hastings Dover Castle	Sport personalities Religious figures Artists, Scientists and Historical Figures.	Environmental Resources Climate Change Conservation
English	Poetry Acrostic Poems Rhyming Couplets Limericks	Narrative Writing	Non-Fiction Writing an article	William Shakespeare	Writing the World	Non-Fiction Imperative Writing Saving Species
English Text	Revolting Rhymes by Roald Dahl	The Cat in the Hat by Dr Seuss		The Tempest by William Shakespear	Nadine Dreams of Home	
Art	Drawing Skills Doodle Arm	Colour Theory Painting Tiger in Tropical Storm	Design a T-Shirt	Perspective Observational Drawing	Print Making	Willow Mask – exploring cultures
Maths White Rose Maths	Place Value (2wks) Sequencing Addition and Subtraction	Multiplication and Division Fractions	Decimals and Percentages Shape Time	Multiplication and Division Fractions	Perimeter and Area Statistics	Decimals Position and Direction Negative Numbers

PE Theme	Fundamental Skills	Invasion Games	Aiming and Striking	Net Games	Throwing and Catching	Sports Day prep
Sports	Benchball Dodgeball Handball Basketball Fitness	Kabaddi Tag Rugby Basketball Football Fitness	Volleyball Cricket Dodgeball Table Tennis	Tennis Pickleball Badminton Fitness	Cricket Stoolball Dodgeball Fitness	Athletics Frisbee Throwing Games Golf Fitness
L4L	Transition to secondary Belonging Protected Characteristics	Anti-bullying: Relationship Skills Christmas	Celebrations and Traditions New Year Chinese NY Valentines	World Book Day Easter Story Earth Day – Sustainability	Mental and Physical Health Diversity	Coping with change Adulthood Puberty
Computing	PowerPoint Scratch Coding	Word	Stop Motion	Film Making	Minecraft Education	Scratch Coding

	Year 7					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Poetry or Building Reading An introduction to poetry and how form, structure and clear choice of language can create meaning. Students will have the opportunity to experiment and enjoy a range of types of poems. Some students will be focused on building their literacy and reading skills using a progressive reading and writing scheme.	Who we are Diversity texts aimed at year 7 to help broaden the students understanding of the world	Reading Non-fiction Central text: 'Room 13' , 'Holes' or 'The Demon Headmaster' short fiction texts Texts are used to supporting our students to understand personal differences and build friendships. Through non-fiction students are familiarised with how literature tackles themes and the skills that writer's use. A super-readable text maybe used instead of a larger class reader.		A fun Introduction to Shakespeare and his stories! An introduction to the social and historical context of the bard whilst exploring the key scenes and stories through drama and spoken word. Some students will be focused on building their literacy and reading skills using a progressive reading and writing scheme.	Writing the World . This unit focuses upon improving grammatical knowledge and the effects of grammar. It shows how these techniques are used by nature documentaries and in the wider media.

Maths HW	Time Place Value Addition and Subtraction Multiplication and Division	Focus: Telling the time! Looking at clocks O'Clock Half past Minutes past Minutes to etc Making decisions and checking results Addition and subtraction Including using a calculator Fractions/Percentages $\frac{1}{2}$'s $\frac{1}{4}$'s Ratio and Proportion Handling data Real life money problems	Focus: Multiplying and Division Tessellations Repeatedly Translating a shape and rotating shapes, Angles Measuring and Drawing angles Calculating Angles Properties of triangles and quadrilaterals Triangles Classify triangles into Isosceles, equilateral, scalene and right angle.	Focus: Co-ordinates and Graphs Co-ordinates From mappings to graphs Naming Graphs from the real world Perimeter Activities outside, Make a perimeter film? Find perimeter of everyday objects. Etc Probability Probability Words Probability Scales	Focus: Symmetry Line Symmetry Rotational Symmetry Reflections Tessellations Time and money Weight/ mass Weighing ingredients, weighing people. Guessing weight of items. Adding and subtracting weight of items etc	Focus: 3D Shapes 3D Shapes and Nets Using Nets to Construct 3D shapes 3D Investigations Time and Money , division, multiplication, the four rules revision Area Functional skills task linked to everyday life and questions. Co-ordinate picture, number pictures, tessellations, Triangle pictures, 3D shape work
Maths BC	Time Place Value Addition and Subtraction Multiplication and Division	Algebraic Thinking Function machines, Sequences, and rules Terms in number Square and triangular Understand and use algebraic notation. Equality and equivalence.	Application of Number Solving problems with addition and subtraction Solving Problems with Multiplication and division Fractions and percentages of amounts.	Directed Number Operations and equations with directed number Addition and subtraction of fractions.	Lines and Angles Constructing, measuring, and using geometric notation. Developing geometric reasoning.	Reasoning with Number Developing Number Sense Sets and probability. Prime numbers and proof.

Maths AC	Time Place Value Addition and Subtraction Multiplication and Division		Algebraic Thinking Function machines, Sequences, and rules Terms in number Square and triangular Understand and use algebraic notation. Equality and equivalence.	Application of Number Solving problems with addition and subtraction Solving Problems with Multiplication and division Fractions and percentages of amounts.	Directed Number Operations and equations with directed number Addition and subtraction of fractions.	Lines and Angles Constructing, measuring, and using geometric notation. Developing geometric reasoning.	Reasoning with Number Developing Number Sense Sets and probability. Prime numbers and proof.
Science Biology Chemistry Physics	Cells Acids/Alkalis Forces	Cells Acids/Alkalis Forces	Ecosystems Chemical reactions Energy	Muscles/Bones Particles Sound	Animal Reproduction Mixtures & separation Current/Electricity		Animal Reproduction Mixtures & separation Current/Electricity
Computing & IT	Focus: Information Technology General Skills & Safety Rules Learning how to access school accounts, importance of strong	Focus: Information Technology Pivot and PowerPoint Children will learn how to create simple stick figure animations and export these into	Focus: Digital Literacy Keeping Safe Online Developing our understanding of how to safe online. Looking at our screen time, use of	Focus: Computer Science Block Editing - Scratch Developing our understanding of block editing, creating simple	Focus: Information Technology Spreadsheets Assess what they already know about Excel. Focus on being able to identify cell	Focus: Information Technology Networks To develop our understanding of networks. Looking at the internet, Wi-Fi and cloud computing.	

	passwords, file management and emails	PowerPoint to tell a story.	messaging apps and social media.	programs to create shapes and patterns.	references and enter information and formulae.	
History	Focus: 1066 and all that ✓ Chronology ✓ Story of Britain up to 1066 ✓ The Norman Invasion	Focus: Life and Power in the Middle Ages ✓ Castles ✓ Magna Carta ✓ Establishment of Parliament ✓ Peasants Revolt	Focus: Health and Medicine in the Middle Ages ✓ How smelly was the Middle Ages? ✓ Black Death ✓ Who healed the sick? ✓ Dangers of being a medieval King or Queen?		Focus: Here Come the Tudors ✓ Wars of the Roses ✓ Henry VII ✓ Henry VIII ✓ 6 wives of Henry VIII ✓ Reformation ✓ Edward VI ✓ Mary I	
Geography	Focus: Maps and Mapping ✓ Welcome to Geography ✓ Mapping Connections ✓ Creating an OS map ✓ Using grid references / coordinates ✓ Exploring Google maps ✓ Exploring What3words ✓ Ordnance surveys	Focus: Glaciers ✓ Your place...20,000 years ago! ✓ What and Where? ✓ How do glaciers shape the land? ✓ Landforms shaped by erosion Pt1 ✓ Landforms shaped by erosion Pt2 ✓ Landforms created by deposition ✓ More about the Lake District ✓ Do Glaciers matter	Focus: China ✓ An overview ✓ Chinese New Year ✓ A little history ✓ Mainland physical features ✓ Population ✓ How Shenzhen became a Megacity	Focus: Russia ✓ Meet Russia ✓ Main physical features ✓ Climate zones and biomes ✓ Population ✓ A tour of European Russia ✓ What is Russia doing about the Arctic Ocean?	Focus: Asia ✓ Where and what is Asia? ✓ Countries and Regions ✓ What's Asia like? ✓ Main physical features ✓ Population and Biomes	Focus: Kenya ✓ Hello Kenya ✓ Main physical features ✓ Climate zones and biomes ✓ Population ✓ What's Nairobi like? ✓ What does everyone do? ✓ On safari

PE	Focus – The fundamentals of throwing, catching and making contact with an object. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus – The importance of movement (how / when / where to move). This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table Tennis, Badminton, Basketball, Dodgeball, Tennis, Fitness, Kabaddi, Volleyball, Football, Benchball, Handball, Pickle ball, Cricket, Speed stacks & Stool ball.	Focus – The fundamentals of shooting or striking an object concentrating on the accurate and varying levels of power This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table Tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Volleyball, Handball, Pickle ball, Cricket, Speed stacks, Stool ball & Tennis.	Focus – Competitive game situations. Introducing scoring which leads to winning and losing. Thus, dealing with success and failure. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Piickle ball, Cricket, Speed stacks, Stool ball & tennis.	Focus – Throwing, catching, bowling This termly focus will be introduced, development and improved through the following physical activity rotation: Cricket, Handball, Basketball, Dodgeball, Football, Stoolball Rounders, Shot Putt, Ultimate Frisbee. Pupil Choice	Focus – Confident / proactive body position when throwing / catching an object. Sports day events - Athletics This termly focus will be introduced, development and improved through the following physical activity rotation: Javelin, Shot Putt, Long jump, Speed stacks, Sprinting, Relay, Cricket, Dodgeball, Football, Stoolball Rounders, Curling, boccia, & Ultimate Frisbee.
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Food Technology	<u>Focus: Introduction to Food Technology lessons.</u> The students will be introduced to The Eat Well Guide as well as hygiene and safety in the kitchen finding hazards and learning how to avoid them. Students will be encouraged to recognise and learn weights and measurements from a recipe as well as being introduced to how to use a knife safely	<u>Focus: The Eat Well Guide.</u> In this term students will continue to build on their confidence in the lesson by taking part in cooking sessions that link to ingredients from the Eat Well Guide, they will learn about the five main nutrients and begin to complete sensory evaluations.	<u>Focus: Use of equipment.</u> During this term our main aim will continue to be Hygiene and Safety. We will cover topics on where our food comes from and how we use our senses. Then gradually we will begin to encourage pupils to try new foods. Evaluating different products using our senses. There will be cooking during this unit. Continue to practice using the cooker.	<u>Focus Healthy eating.</u> To understand why it is important to eat a balanced diet. Is water important? We will compare healthy and unhealthy foods. What are nutrients? There will be cooking during this unit Seasonal foods Plan the making of a healthy picnic	<u>Focus Digestive system.</u> Why do we need to eat fibre? How does our body digest food? What can happen if you have too much or too little of different foods Pupils will design healthy eating poster. There will be cooking during this unit Identifying foods containing our key nutrients	<u>Focus exploring dairy products.</u> How is cheese made? How is milk processed? Types of milk Cheese tasting (optional). Types fats and there uses. Raising agents and there uses. Food use by dates and exploring summer recipes.
Fine Art	Focus colour Building on knowledge, skills and understanding learned at KS2 Developing a range of colour mixing and paint application skills. Introduction to basic elements of colour mixing and theory Using artists examples e.g. Paul Klee the Sea Farer to aid understanding of these techniques. Further exploratory work into studies of painting techniques. Theme ‘under the sea’ leading to a final	Focus Mask Making Explore use of masks culturally and historically African and Asian cultures and history of masks Pupils are introduced to and have opportunities to research artists e.g. Picasso, African art Japanese masks popular culture masks eg supper hero Halloween etc. Pupils use a design process to develop mask designs and then	Focus Digital Art photoshop basic techniques Pupils will become familiar with the IT program Photoshop through exercises and mini projects they will learn about Importing images Cropping and selecting Brightness and Contrast Saturation and colour Working With Layers.	Focus Drawing Observational drawing man made and natural forms Developing a range of mark making skills in paint and pencil, leading on to working with tone. Introduction to basic elements, recording and investigative drawing, formal analysis of the work of a range of artists relevant to the theme.	Focus Drawing /printmaking Natural forms theme Shells, leaves and fish Mono printing and polyblock printing incorporating monochrome and colour into drawings. Exploring formal elements such as Line, tone, texture, form, shape, proportion, perspective, negative/positive	Focus Mosaic Pupils research mosaics throughout history, Roman to modern focusing on Gaudi’s art work They will create their own mosaic design by selecting colours and cut them to make a paper mosaic designs based on a Gaudi inspired image. Collaborative working Class will choose the best design to make large scale.

	painting to demonstrate acquired skills. Pupils will be taught brush/handling painting skills, how to mix colours and paint colour wheel Be introduced to and have opportunities to research patterns from a range of cultures as appropriate, e.g. modernist painters abstract Chris Offili, Islamic, African, Celtic, etc.	develop making skills to construct their masks from card board, papermache mod rock and found materials.	This will introduce them to the necessary skills that they will need to manipulate digital images as they progress through the art and design curriculum.		space, foreground, middle ground and background.	
ACD	Focus Introduction to art, craft and design – Baseline assessment. Students are introduced to a wide range of media, materials and techniques, they are given opportunities to experiment with new things and develop existing skills whilst in a supportive environment. They are introduced to the idea of working to a design brief and begin to develop their	Focus Resistant Materials: working to a design brief - Peg stand picture holder design project (wood and plastics)– students work with wood and plastics in this design brief led Design and Technology project. Pupils learn about plastics and plastic memory. Pupils use a variety of tools and equipment in a	Focus Resistant Materials: working to a design brief – continued, exploring plastics. Skills based activities, consolidation of learning.	Focus Clay Skills: Pinch pot dinosaurs Exploring clay as a material, developing techniques and understanding of processes. This includes joining clay and exploring decorative techniques, including embossing, mark making and glazing.	Focus Graphic Design- All about me t shirt design brief- Students are given the opportunity to design a t shirt that celebrates them and that will act as an indirect self portrait. Students explore the work of artists who have experimented with indirect self portraits including	Focus Graphic Design- All about me t shirt design brief- Continued.

	understanding of the requirements of a brief.	workshop setting and develop their awareness of Health and Safety within the workshop.			Van Gogh and Peter Blake. They are encouraged to experiment and explore composition and develop an understanding of Graphic techniques.	
Learning for Life	Transition to secondary school and getting to know one another. Laleham being a Rights Respecting School Do we need to feel the 'same as' to belong? Feeling safe in school Building healthy relationships	Year 7 Council campaigns and election. Introduction to Financial Literacy Anti-Bullying Week 10-14.11.25 Parliament Week 24-30.11.25	How can we optimise our mental and physical health? Stress Toolkit: Exercise Sleep Play Self-Talk Hydration Personal and Period Hygiene	Exploring Faith Protected Characteristics: Religion Experiential exploration of Paganism and Christianity	First Aid: Bleeding; School First Aiders; First Aid Kits; Getting help. Reduce, Reuse, Recycle Sustainability: how can we be responsible at home and school?	Sun, Sea and Safety Staying safe throughout the Summer Managing change and influences Managing physical, emotional and relational changes. (Incl: Puberty education)

Language Skills	Focus: Writing to Recount Identifying and applying the features of a recount text Learning is informed by <i>Talk for Writing</i>	Focus: Writing to Recount Identifying and applying the features of a recount text Learning is informed by <i>Talk for Writing</i>	Focus: Writing to Advise Identifying and applying the features of an advice text Learning is informed by <i>Talk for Writing</i>	Focus: Writing to Advise Identifying and applying the features of an advice text Learning is informed by <i>Talk for Writing</i>	Focus: Writing to Review Identifying and applying the features of a review text Learning is informed by <i>Talk for Writing</i>	Focus: Writing to Review Identifying and applying the features of a review text Learning is informed by <i>Talk for Writing</i>
Music	The Voice Vocal skills and social music making Using the voice in various ways To use the voice and hear examples of different ways the voice is used Enabling students to participate in group singing and recognise features of vocal music	Performance Developing ensemble rehearsal skills either on an instrument or vocals To play as part of a group To use instruments together To be able to create class performances	Intro to Music Production Learn how to use Music Technology to create music Using music technology to make music Use Ableton and Bandlab to support creating beats and sequencing Students will access technology to create music	Hooks and Riffs Explore the ideas and functions behind some of music's most iconic hooks and riffs Understand the function of hooks and riffs Define the function of a hook and riff Students will have learnt to play some iconic riffs	Film Music Understanding how music is used in film To look at the importance of music in film Demonstrate examples of the ways music is used in film Students will have learnt film music keywords and looked at how to compose for film	African Drumming Using African drums for performance and to understand rhythm To experience world music rhythms and features Demonstrate features of drumming circles To be able to use features of African music

Drama	Focus: Introduction to Drama Introductory sessions on body language, facial expressions, team building, gesture, emotions	Focus: Drama Techniques Pupils are introduced to the basic skills of the rehearsal process and how these activities help an actor with their role.	Focus: Film Trailer Pupils create a Film trailer using iMovie on iPads. They must come up with ideas, storyline and	Focus: Team Games. Pupils learn and play a variety of Drama games focussing on turn-taking, winning, losing and participation.	Focus: Circus Background Focussing on the life of PT Barnum and the creation of the Circus	Focus: Circus Skills Pupils are introduced to the variety of Circus Skills and take part in an all-workshop with professional Circus performers
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	Year 8					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Gill Lewis Central text: ‘Sky Hawk’ Through this story of friendship, conservation and an exciting rescue mission students will learn about the writer’s craft, foreshadowing and how to write a range of non-fiction and creative texts. NB –teacher discretion is used during the teaching of non-fiction texts and alternative texts maybe used to help		Dystopian Fiction This unit covers a range of texts from a popular genre and covers a range of analytical skills, character and persuasive writing. There are opportunities to enjoy additional books and films alongside to deepen the understanding of this genre.		David Almond/William Blake Skellig This scheme is an in depth analysis of a much beloved book. During this unit students will develop their comprehension and critical reading skills. There are also opportunities for them to develop and appreciation of one of Britain’s finest poets: William Blake. NB –teacher discretion is used during the teaching of non-fiction texts and alternative texts maybe used to help	

	enthuse students and aid enjoyment of reading. A super-readable text maybe used instead of a larger class reader.			enthuse students and aid enjoyment of reading		
Maths HW	Focus: Number Place value and Ordering and rounding Reading and writing whole numbers in figures and in words, Know what each digit represents. Handling data, Measure Including Problems. Using a calculator Calculator sheets Understanding Multiplication and Division (If possible 'long')	Focus: Telling the time! Looking at clocks O'Clock Half past Minutes past Minutes to etc Making decisions and checking results Addition and subtraction Including using a calculator Fractions/Percentages $\frac{1}{2}$'s $\frac{1}{4}$'s Ratio and Proportion Handling data Real life money problems	Focus: Multiplying and Division Tessellations Repeatedly Translating a shape and rotating shapes, Angles Measuring and Drawing angles Calculating Angles Properties of triangles and quadrilaterals Triangles Classify triangles into Isosceles, equilateral, scalene and right angle.	Focus: Co-ordinates and Graphs Co-ordinates From mappings to graphs Naming Graphs from the real world Perimeter Activities outside, Make a perimeter film? Find perimeter of everyday objects. Etc Probability Probability Words Probability Scales	Focus: Symmetry Line Symmetry Rotational Symmetry Reflections Tessellations Time and money Weight/ mass Weighing ingredients, weighing people. Guessing weight of items. Adding and subtracting weight of items etc	Focus: 3D Shapes 3D Shapes and Nets Using Nets to Construct 3D shapes 3D Investigations Time and Money , division, multiplication, the four rules revision Area Functional skills task linked to everyday life and questions. Co-ordinate picture, number pictures, tessellations, Triangle pictures, 3D shape work

Maths BC	Place Value and Proportion Place Value and ordering integers and decimals. Fraction, decimal and percentages equivalence.	Application of Number Solving problems with addition and subtraction Solving Problems with Multiplication and division Fractions and percentages of amounts.	Directed Number Operations and equations with directed number Addition and subtraction of fractions	Lines and Angles Constructing, measuring, and using geometric notation. Developing geometric reasoning.	Reasoning with Number Developing Number Sense Sets and probability. Prime numbers and proof.	Proportion and Reasoning Ratio and Scale
Maths AC	Proportion and Reasoning Ratio and Scale Multiplicative Change Multiplying and Dividing Ratio	Representations Working in the Cartesian Plane Representing Data Tables and Probability	Algebraic Techniques Brackets, equations, and inequalities Sequences and equalities.	Developing Number Fractions and Percentages Standard index form Number Sense	Developing Geometry Angles in Parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	Reasoning with Data The data handling cycle Measure of locations
Science Biology Chemistry Physics	Food & digestion Periodic Table Light	Food & digestion Periodic Table Light	Breathing & respiration Combustion Earth & Space	Plant reproduction Metals & their uses Fluids	Unicellular organisms Rocks & material Energy transfer	Unicellular organisms Rocks & material Energy transfer
Computing	Focus Digital Literacy Computer Systems	Focus Information Technology Spreadsheets Revisit formulas introduce simple	Focus Computer Science HTML Basics Introduce HTML and over the term practice adding text,	Focus Digital Literacy Keeping Safe Online	Focus Information Technology Presenting Information	Focus: Digital Literacy Cyber Security Introduction to the laws surrounding the computing and

	Learning about what the purpose of the operating system is and introducing logic gates and truth tables.	functions and sorting / filtering, moving on to creating Charts by selecting the relevant information.	images and formatting colour to make a simple webpage.	To develop our understanding of how to stay safe online – looking at the laws and motives around sharing images inc. Nudes and semi nudes Looking at how to get support / be supportive.	To refine presentation skills; looking at how to successfully use action buttons and triggers to help with navigation.	how to ensure we are using computers effectively.
History	Focus: Queen Elizabeth I ✓ Elizabeth's 'Middle Way' ✓ Mary, Queen of Scots ✓ Spanish Armada ✓ Elizabeth's portraits	Focus: Exit The Tudors, Enter The Stuarts... From Civil War to Commonwealth ✓ James I ✓ Gunpowder Plot ✓ English Civil War ✓ Oliver Cromwell	Focus: The Restoration Period ✓ Charles II ✓ Great Plague, 1665 ✓ Great Fire of London, 1666	Focus: The Industrial Revolution ✓ What was the Industrial Revolution? ✓ Factories ✓ What made towns stink? ✓ Public health reforms ✓ Victorian crime and punishment ✓ Jack the Ripper ✓ Improvements in health and medicine		Focus: The Slave Trade ✓ What was the Slave Trade? ✓ Life of a slave ✓ Abolition of slavery
Geography	Focus: Geography and you. ✓ Thinking like a geographer ✓ Our island home ✓ Land's End to John O'Groats	Focus: Weather and Climate in the UK ✓ Recording the weather ✓ Why is our weather so changeable? ✓ Rain ✓ Urban Microclimates ✓ Extreme weather in the UK ✓ Skill Focus: Climate atlas maps ✓ Skills Focus: Physical atlas maps	Focus: The people of the UK ✓ A diverse country ✓ Measuring population ✓ The impacts of migration ✓ Living in Leicester	Focus: Work Rest and Play in the UK ✓ The world of work ✓ Changing employment ✓ Communication and transport	Focus: Physical Landscapes in the UK ✓ UK landscapes ✓ Landscape processes ✓ River Landscape ✓ Coastal Landscape	Focus: Challenges and Opportunities in the UK ✓ Poverty in the UK ✓ Water supplies ✓ Waste management ✓ Air pollution ✓ Energy ✓ Skills focus: GIS

	✓ The UK in Europe ✓ Exploring the local environment ✓ Learning about the UK using OS maps ✓ Skills focus: OS maps	✓ How to: Cartographic (map) skills	✓ Comparing rural areas ✓ Skill focus: Population pyramids	✓ How do we spend our free time ✓ The geography of sport ✓ Skills focus: decision making exercises.	✓ Mountain and Glacial Landscape	✓ How to... geographical skills
PE	Focus – Movement into gaps and Spaces This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball,	Focus – Selecting the correct Pass / action at the right time. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus – Selecting the correct time to Shoot. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus - The importance of teamwork. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed	Focus – Throwing and bowling with varying power and direction. This termly focus will be introduced, development and improved through the following physical activity rotation: Cricket, Handball, Basketball, Dodgeball, Football, Stoolball Rounders, Shot Putt, Ultimate Frisbee.	Focus – Feilding techniques and positioning in the field. This termly focus will be introduced, development and improved through the following physical activity rotation: Javelin, Shot Putt, Long jump, Speed stacks, Sprinting, Relay, Cricket, Dodgeball, Football, Stoolball

	Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.			stacks, stool ball & Tennis.	Pupil Choice	Rounders, Curling, boccia, & Ultimate Frisbee.
Food Technology	Focus: <u>To improve confidence in the kitchen</u> Health and safety and safe use of equipment recap questions. Safe use of an oven to make a baked product. Building on recipe reading skills and identifying weights and measurements Safe use of knives. Different types of diets and food cultures. How to adapt a recipe to make it healthier.	Focus: introduction to other cuisines Food miles and fair trade. Eat well guide recap questions and identify the nutrients. Identify seasonal foods. Different religious diets. Identifying the skills used in cooking.	Focus: introduction to other cuisines The students investigate and cook examples of foods from around the world, identifying what skills they are using to make them.	Focus: Where our food comes from The students learn where we get meat and fish from and what the main nutrients we get from these products. Where do vegans and vegetarians get protein from. The pupils will be cooking examples of protein and carbohydrate-based meals.	Focus: plan food for a meal for a teenager The pupils will be researching what nutrients a teenager would need then identifying a suitable meal for them. Students will also investigate how to make a dough	Focus: plan food for a chosen event Students choose an event to plan a menu for, they are given three events to choose from and focus on one for their project, the students design the food for the event, describe why its nutritious and cook chosen recipes from their work.
Fine Art	Focus Complex colour mixing and abstract art Pupils will learn about complex colour mixing	Focus abstract art design process (colour ,shape and pattern) and acrylic painting Using their knowledge of abstract	Focus Picasso 3d mixed media and construction Pupils will concentrate on designing and making a mixed media 3D head which shows they have understanding of	Focus myself Photo shop construction all about me Developing photoshop skills by	Focus portraiture Photography and drawing the human head, proportion Pupils will be introduced to	Focus Pop art and photographing objects Pupils will learn about Pop Art to be able to recognise

	techniques such as skin tones. And practice their brush and paint application control They will then experience a 2D design process to design an abstract painting using the formal rules of abstract art. During this project they will research and explore 20C abstract artists such as Rothko, Mondrian and Pollak etc	Pupils will explore the use of colour, shapes and patterns in non western cultures such as aboriginal painting and Tibetan mandala sand paintings. As part of the process they will be introduced to acrylic painting techniques by designing and making an abstract painting on canvas.	cubism and how to use materials such as cardboard, glue and paint to make a decorated structure. They will use their painting skills learnt from the abstract painting project to explore mark making, pattern and surface decoration. They will start to analyse their work as it progresses and when it is finished. they will do research in to Pablo Picasso's portraits and will look how his ideas were influenced by his interest in African Art	producing a visual representation of their interests, dreams and dislikes By producing an art work based loosely on Holbine's Ambassadors Working on skills selecting appropriate size images, cutting out of background, resizing and colour light balance.	techniques for recording proportions of the face/head by first hand observation and also build on techniques for gridding up their image and drawing it Pupils use their knowledge of tone to help create the illusion of 3D Students will use ICT in a range of ways to take and edit photos and present their ideas.	Pop Art Images explore the concepts of social media and celebrity, research and analyse images in order to develop own ideas. They will develop and refine skills in drawing, painting, photography and image manipulation. They will research and explore the work of artists such as Andy Warhol and Peter Blake They will produce both digital and traditional pop art images.
ACD	Focus Observation and Mark making (mixed media / ceramics)– Students will	Focus African Masks design project (withies)– students work in both 2-D and 3-D. Using withes they are asked	Focus African Masks design project (withies)– continued. Extension activities include clay masks (using slab	Focus Lino printing design brief (print making) – students are set a design brief to make a	Focus Monsters (ceramics) - students are encouraged to develop their	Focus Converse design brief (Graphics)– students are set a live brief by Converse, they are

	initially focus on drawing in this unit, exploring and experimenting with different ways that we can record, this is aimed at developing their confidence and resilience whilst building upon their skills, knowledge and understanding. This will develop into looking at alternative methods of mark making, including printing and clay. They investigate and make responses to the work of Durer through mono printing (developing their understanding	to create a mask sculpture, taking inspiration from masks from the African continent. They develop their knowledge and understanding of Africa and meanings that masks have (symbolic). Pupils develop their 3D work into large 2D paintings, exploring space and scale.	techniques and found materials as decorative elements).	range of 2 – 3 colour lino printed gift cards, learning about reductive print methods and simplification of a design. The theme is animals and their environments. They explore and analyse the work of a range of suitable artists including Edward Bawden, Angie Lewin and Mark Hearld, making personal responses to their work. This builds on previous printing experiences (Poly printing and mono printing)	imaginations and creativity, being guided through different processes and experiments to generate their own ideas for their double pinch pot monsters. They will continue to develop their knowledge of clay as a modelling material and the limitations of it.	asked to respond to the brief by designing a shoe based around a game of their choice. They develop their skills of composition, layout, colour arrangement. They are challenged to think about their target audience and if they are meeting the requirements of their client.
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	and willingness to experiment with mark making).					
Learning for Life	Neurodiversity and Me Protected Characteristics: Disability Practical exploration of Neurodiversity including our own strengths and challenges so we can understand how to learn and live successfully.	Yr8 Council campaigns and election. Introduction to UK Parliament including the roles of citizens, Parliament and the monarch. Saving, borrowing, budgeting and making financial choices. Click and pay: Phones and financial risk <u>Anti-bullying Week:</u> Bullying Detox Digital resilience	Wellbeing Toolkit January Blues: Mental Health First Aid Growth vs Fixed Mindset Resilience training Self-Care Nutrition and Vaccinations (Incl HPV)	Exploring Faith (2) Protected Characteristics: Religion Experiential exploration of Paganism and Buddhism Animal Rights and Animal Care (2026: Sikhism and link with Volunteering and Community acts)	First Aid: CPR, AEDs and Emergency. Asthma and Allergies	Keeping ourselves safe (bike, road and rail safety; Safer relationships Managing control and coercion Adolescent toolkit Body Image Self-Esteem

Music	Performance Developing ensemble rehearsal skills, interpretation, arranging and performance skills To play as part of a group To use instruments together To be able to create class performances	Jazz An exploration of jazz music, the origins, concepts and features To recognise jazz and its features To use these features in performance and through listening To be able to use improvisation and syncopation in their work	Video Game Music Recognising the use of music in games To look at the importance of music in games Demonstrate examples of the ways music is used in games Students will have learnt game music keywords and looked at how to compose for a game	Composing An introduction to composing original music ideas How music can be put together Provide a chance to collaborate on their ideas for a class composition Students will all have had the chance to experiment with original ideas and to discuss the structure of their work	Rap Looking at the origins of rap music and lyric writing Using the voice to rap To examine rap and lyrics as a way to communicate Enabling students to experiment with lyrics and have the chance to use their voices	Samba Looking at the music of Brazil. Perform as part of a group To experience world music rhythms and features Demonstrate features of Samba baterias To be able to use features of Samba music
Drama	Focus: : History of the Theatre A whistle-stop tour from ancient Greece to the present day. There are stops to spend some time in the medieval mystery plays,	Focus: History of the Theatre cont... Elizabethan Theatre and having a look at Commedia dell'arte, and 18 th Theatre Design before finishing up examining the multi-million pound shows of today	Focus: Harry Potter Using Hogwarts as a backdrop, pupils learn a variety of expand on their previous knowledge of acting from a script.	Focus: Harry Potter cont...	Focus: Horror School. Pupils investigate tension, atmosphere, climax and anti-climax and how this is created in film and onstage. Research on well-known 'monsters' and the chance to	Focus: Roald Dahl Pupils explore the life and work of the great children author. Looking at scripts to some of his books and theatrical productions of his work

					design their own scare maze	
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	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths HW	Multiplying and dividing by 10,100 and 1000 Using display and worksheets Time Negative numbers Angles Understanding Multiplication and Division (If possible 'long') Lattice and long multiplication	Rounding Coordinates Fractions/fractions of amounts. Decimals (Money / Change) Area and surface area Real life money problems	Algebra Percentages Circles Data Handling	Working with measures BODMAS/ BIDMAS Scale Drawing	Coordinates Using information to solve problems Two way tables Angle properties Angles around a point.	Symmetry and rotational symmetry Money and time problems Co-ordinate picture, number pictures, tessellations, Triangle pictures, 3D shape work Money programmes Symmetry and rotational symmetry Money and time problems Functionalskills.co.uk Functional skills worksheets/ booklets Start Entry level scheme of work
Maths BC	Algebraic Techniques Brackets, equations and inequalities Sequences Indices	Developing Number Fractions and percentages Standard Index Form Number Sense	Developing Geometry Angles in parallel lines and polygons Area of trapezia and circles	Reasoning with Data The data handling Cycle Measures of locations	Reasoning with Algebra Straight line graphs Forming and Solving equations Testing Conjectures	Constructing 2D and 3D 3D Shapes Constructions and congruency

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths AC	Reasoning with Algebra Straight line graphs Forming and Solving equations Testing Conjectures	Constructing 2D and 3D 3D Shapes Constructions and congruency	Reasoning with Number Numbers Using Percentages Maths and Money	Reasoning with Geometry Deduction Rotation and translation Pythagoras' theorem	Reasoning with Proportion Enlargement and similarity Solving ratio and proportion problems	Representations Probability Algebraic representations Revision
English	Frankenstein – Novel or playscript Students will have either access to the play version of Mary Shelley's classic tale and be able to explore the themes of science and being an outsider. NB – teacher discretion is used during the teaching of non-fiction texts and alternative texts maybe used to help enthuse students and aid enjoyment of reading In addition to this students will be studying a range of War themed prose, non-fiction and poetry to develop a wide sense of how literature deepens our understanding of what it is to be human.  Shakespeare Midsummer's Night Dream/Romeo and Juliet/Tempest During this term students will learn the plot, themes and study character from a popular Shakespeare play. As well as developing their understanding and appreciation for Shakespeare they will develop their creative and transactional writing skills. Who We Are A range of Fiction/Non-Fiction texts and poetry to examine the diversity of people in Britain today. This scheme will build on the students Young Entrepreneurs! (From red Ignite book) Skills for building a business Understanding how English is used in the world of work. Reading and writing persuasive texts and assessed on speaking and listening. Enrichment – groups design products and produce persuasive posters and a speech to sell to other groups. Careers: Building experience and understanding of how writing comes into the “real World”					

During years 10 and 11 students are entered for Functional Skills exams as their needs require. Teachers will adjust lessons and teaching throughout to enable learners to achieve these preparatory qualifications

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science Biology Chemistry Physics	Key concepts in Biology Key concepts in Chemistry Motion & Forces	Key concepts in Biology Key concepts in Chemistry Motion & Forces	Cells & control Chemical Change Motion & Forces	Cells & control Chemical Change Conservation of Energy	Genetics Extracting Metals & Equilibria Waves	Genetics Extracting Metals & Equilibria Waves
Computing & IT	Focus Information Technology Handling Data Children to be introduced to the principles of data handling. To know the difference between data and information and how to present information effectively.	Focus Digital Literacy Keeping safe online To develop understanding of how to stay safe online and look at how we can identify fake news. We will also look at emergence of AI	Focus Digital Literacy How a Computer Works Recap what the children can remember about computer systems. This term they will learn about hardware and software and will participate in taking a computer apart to locate internal hardware.	Focus Computer Science Flow Diagrams and an Introduction to Python Introduction to Flow diagrams and the symbols used as a tool to plan simple algorithms.	Focus Information Technology Spreadsheets Recap cell references and formulae / basic functions developing into introducing more complex functions such as SumIFs, COuntIF / Countifs, Vlookup, including how to present data as	Focus Information Technology Introduction to Interfaces Introduction to interfaces, developing understanding of planning and creating a working interface.

	Year 9						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
					charts inc. Pivot charts.		
History	Focus: A New Century ✓ Tackling poverty and public health ✓ Suffrage movement ✓ Emily Davison	Focus: World War One ✓ Origins of World War One ✓ Enlisting ✓ Trench life ✓ Shell shock ✓ Medicine in WWI ✓ Soldiers of the Empire ✓ Armistice ✓ League of Nations		Focus: Power In The Early 20th Century ✓ Democracy and dictatorship ✓ Communism ✓ 1920s Germany ✓ Rise of Hitler ✓ Nazi Party ✓ Why was there another war?	Focus: World War Two ✓ Overview ✓ Dunkirk ✓ Soldiers of the Empire ✓ Medicine in WWII ✓ The ‘Final Solution’ ✓ Nuclear War		Focus: The Post War World ✓ NHS ✓ Cold War ✓ EEC and EU
Geography	Focus: The Middle East ✓ Introducing the Middle East ✓ Physical geography ✓ Climate zones and biomes ✓ People and economies	Focus: Our physical world ✓ Our underwater world ✓ Earthquakes ✓ Volcanoes ✓ Global weather and climate ✓ Skills focus: Comparing maps	Focus: Our living world ✓ Eco systems – who’s eating who? ✓ The Mediterranean biome ✓ Coral reefs – rainforests of the sea	Focus: Our unequal world ✓ Food inequality ✓ Health inequality ✓ The geography of chocolate ✓ Employment and the shock of Covid-19 ✓ COVID-19 and vaccine inequality ✓ Skills focus: Scatter graphs	Focus: Global issues ✓ Plastic in the ocean ✓ Climate change ✓ Sustainable tourism ✓ Wilderness areas under threat	Focus: World cities ✓ Urbanisation ✓ Rural – urban migration in China ✓ Megacities ✓ Housing the poor: Focus on China ✓ Sustainable cities ✓ Skills focus: Choropleth maps and proportional	

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	✓ Challenges in the Arabian Peninsula ✓ Conflict in the Middle East ✓ A world of extremes	✓ The Story of bamboo ✓ Where does my breakfast come from? ✓ Skills focus: Choropleth maps and proportional symbols	✓ Skills focus: Maps and satellite photos ✓ Global development ✓ Escaping inequality		✓ The geography of conflict zones	- symbolsSkills focus: Maps and satellite photos – Antarctica ✓ How to skills
PE	Focus – Dynamic recycled movement into gaps and Spaces This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton,	Focus – The application of defensive play. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football,	Focus – The application of attacking play This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball,	Focus – The application of rules within sport. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus – Aiming into the correct space/s within the playing area. This termly focus will be introduced, development and improved through the following physical activity rotation: Cricket, Handball, Basketball, Dodgeball, Football, Stoolball	Focus – Effective use of power and control when throwing / bowling. This termly focus will be introduced, development and improved through the following physical activity rotation: Javelin, Shot Putt, Long jump, Speed stacks, Sprinting, Relay, Cricket, Dodgeball, Football, Stoolball Rounders, Curling, boccia, & Ultimate Frisbee.

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.		Rounders, Shot Putt & Ultimate Frisbee.	
Food Technology	<u>Focus Food Nutrition and Health.</u> During this term students we will re-visit general practical skills but in more detail. Pupils will demonstrate they understand the key skills through practical activities, keeping a record of what skills they have used in the practical lessons.	<u>Focus: Making food in a sauce or a Stew.</u> This will involve the students Tenderising and marinating, making sauces as well as understanding skills and the importance of high-level skills, how to adapt a recipe, how to understand food labels and calorie information. What is a nutritional analysis? The importance of research.	<u>Focus: using different types of pastry.</u> Pasty making to include shortcrust, puff, and choux. Food storage, freezing. Temperature of a freezer. There will be cooking during this unit.	<u>Focus: Food Nutrition and Health.</u> Students will be learning about different cuisines from around the world. This will be linked to independent learning in preparation for year 10 GCSE. Introduction to our Young Chef of the Year Competition. Making time plans	<u>Focus: Young Chef of the year competition.</u> Pupils will choose what they would like to cook and plan the making. Think about how they are going to present their food. Competition time	<u>Focus Seasonal cookery</u> What is a risk assessment and how will it help when planning? Demonstrate confidence and creativity when Preparing food for a sporting event. GCSE preparation for next year

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fine Art	Focus 2D visual art Drawing Texture tone Pupils work in 2D, researching and developing a body of work relating to the theme of texture, working from and influenced by the work of chosen artists and designers. Initial studies can lead to development into a painting or drawing And a printmaking piece in term 3 Observational drawing will drive the ideas for the outcome of this project.	Focus Texture Photography and Photoshop texture use photography techniques include portraiture and macro photography use of light and SLR cameras and ICT in a range of ways to take and edit photos to develop and present their ideas based on texture. Out come will be a silhouette image of themselves disguised in a photographed and manipulated texture.	Focus Print making natural forms texture and drawing Print making with Perspex engraving (intaglio) Pupils will learn the technique of intaglio printing by creating a dry point engraving on to Perspex of a shell. They will be introduced to the techniques of plate inking and printing using a roller press to produce multiple images one of which they will hand colour in watercolour.	Focus My special world Photoshop construction of an imaginary world selecting cropping resizing and colour and toning images to create the world. This digital image will then be developed to produce a large scale drawn and painted /coloured outcome Using water colour paint or pastel. Pupil choice of media.	Focus ACD GCSE style theme from /old exam paper (spring into summer) idea generating, artist research, material investigation and experimentation, evaluation for filling the 4 assessment objectives	Focus ACD GCSE style theme produce a final outcome based on the theme of ‘spring into summer’ and last terms preparatory work. Pupils choose the most appropriate media to work with as a result of their media experiments. Summative assessment to GCSE criteria

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Photography Yr9	Focus week 1&4 intro to DSLR and camera basic settings pupils make tracing of a camera and label the basic knobs and buttons and describe the function of the camera. Sketch book page holding cameras, placing and use SD cards, zooming in, auto and manual settings. Menu and camera set up	Focus Weeks 7&8 saving and printing images file management Downloading from and using SD card printing images contact sheets Weeks 9&12 understanding aperture In relation to light Sketch book page	Focus Week 1-3 understanding shutter speed practical uses and Sketch book page Shutter speeds How it affects light Weeks 4-6 understanding ISO how it effects light Introduction to the light triangle	Focus Weeks 7-12 composition and photography rules Top Photography Composition Rules You Need To Know • Don't Cut Off Limbs. ... • Understand The Rule Of Thirds. ... • Use Frames. ... • Make The Most Of Lead In Lines / Shapes. ... • Simplify – Know Your Focus. ... • Watch The Background. ... • Look For Symmetry/Patterns. ... • Create Depth.	Focus Weeks 1-3 AO3 create and print contact sheets Selecting the best photos from a contact sheet. Adjusting the size and quality of a print. Weeks 4-6 exploring light experimental Light experiments using slow shutter speeds Fun with photography, chance and unpredictability.	Focus Weeks 7-12 introduction to portraiture lighting patterns Studio lighting 1 light understanding how to light a person when the light can be controlled to create a sense of mood and drama. Or enhance a personality.

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Weeks 5&6 position and point of focus Pupils learn how to focus a camera using manual and auto focus Focus rings on lens			• Shoot Both Vertical and Horizontal • Fill the frame Pupils explore the rules taking photographs and identifying the rules in sketch books e.g • Explain the Rule of Thirds • Take pictures demonstrating your use of the Rule of Thirds • Select one or two images and annotate with grid lines (using Pages or Google Documents) • evaluate - what have you learned? • Demo how to use the crop tool in Photoshop using the Rule of Thirds. Understanding what not to do Can a photograph be wrong? Look at examples of bad photographs. What is 'wrong' about them? Create deliberately 'wrong' photographs and explore the 'rules' of photography. What do students already know (or think they know) about photography?		

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ACD	Focus Gargoyles (ceramics) – Students will work to a design brief, ensuring constraints are met. They will be introduced to gargoyles and the Gothic genre. They will develop their understanding of other times and cultures through the exploration of the gothic genre, looking at architecture, film and literature (poem). By doing this they will develop their understanding of context and how gargoyles fit into	Focus Day of the Dead (textiles / 3D modelling) - Students will work to a design brief, ensuring constraints are met. Students are introduced to the Mexican festival of The Day of the Dead. They will be encouraged to empathise with peoples of different cultures and to develop an understanding that we live in a global society. Pupils will realise that art is not only concerned with the practical or purely aesthetic but also an exploration of cultures,	Focus Day of the Dead (textiles / 3D modelling) continued.	Focus Jon Burgerman project brief (graphics / 3D / resistant materials)- Students are set a live design brief to design a clock inspired by the contemporary applied artist Jon Burgerman. Students reflect upon his work and create their own ‘doodle’ characters. They experiment with ideas and compositions. Students will use MDF for their clock base, cutting and finishing using appropriate tools and equipment.	Focus Jon Burgerman project brief (graphics / 3D / resistant materials)- continued.	Focus Typography (ceramics and graphics) – Students will explore type and typography, its uses in communication and the roles it plays in advertising. They will develop a number of personal responses to a set brief, using a range of media, materials and techniques.

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	this context. In year 9 connections start to be made between the KS3 course and the KS4 GCSE programme of study.	meaning and the many important contemporary social issues and traditions. Pupils will work to design briefs and explore a range of media and materials culminating in a number of 2D and 3D design related outcomes, including silk painting, Mexican tin art and 3D modelling.				
Learning for Life	Personal and Relational Values Boundaries and behaviour. Peer approval / masking	Yr 9 Student Council campaigns and election Local and National Politics	How can substances impact on wellbeing? Exploration of legal/illegal substances which	Cross-curricular History Unit: Fact, Fiction and Faith Exploring Jewish faith and discrimination	First Aid Choking and Head Injuries Hygiene – laundry skills	Staying Safe Safety in relationships – including awareness of AI

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Respect and Assertiveness Emotional resilience: Problem-Solving and Team-Building Skills 	Think Twice (online and RL choices) Money Matters, Gaming, social media and algorithms: The pressure to spend online <u>Anti-bullying:</u> Peer Approval/Pressure and Gangs LGBT bullying	can impact our health: Sugar, Caffeine, Alcohol, Vaping, Drugs. Managing influences Impact of diet	Holocaust: Boy in Striped Pyjamas Protected Characteristics: Race, Religion		and online cultures Managing conflict and the dangers of running away 
Music	Through the Decades An overview and understanding of music from the 1960s to the present day. You will use listening and performance in a range of genres To track music through the years and play as part of a group To give background in the music of the time and to use instruments together To be able to create class performances using focus songs to illustrate features from the decades		Minimalism An exploration of some of the concepts of minimalism in Music. This can relate to other minimalist movements and incorporate the concept of phase shifting in composition	Live Lounge Developing ensemble rehearsal skills with a focus on interpretation and arranging To play as part of a group To use instruments together To be able to create class performances	EDM Learning how to create electronic dance music Using music technology to make music Use technology to try out creating features of EDM Students will access technology	Indian Music Understanding the rhythms and patterns used in Indian music To experience world music rhythms and features Demonstrate features of Indian Music To be able to use features of Indian music

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

				to compose original music	
Drama	Focus: Myths and Legends – The Legend of the Sun God. Pupils create their own legend, populate it with characters and go on an expedition to recover the lost treasures that the Sun God holds.	Focus: From Page to Stage. Pupils investigate the script and how the information on the page can affect the final performance of the piece.	Focus: Cluedo Using the famous board game as a starting point, pupils engage in some media studies and recording skills before using their knowledge to create their own version of the game.	Focus: Performance Support Introductory Sessions about lighting, sound, costume, make-up, masks and set design. All the areas that aren't acting	Focus: Acting Skills Pupils look to improve their overall performance skills. This thread runs through all 4 Units.

		Year 10					
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

English		Focus: Macbeth This classic Shakespearean tale is used to enthuse readers into the timeless themes of ambition and power. Throughout this unit lessons will be contrasted with preparation for Functional Skills. Some groups will do an alternative text: Ghost Boy as a high interest text		Focus: Modern Literature Text During this unit the students will study one of the GCSE Literature texts to focus on using reading to broaden understanding of key themes. The texts will also be used as a platform to develop key exam skills, both for Functional Skills and GCSE Language.		Focus: Extracts Students will work through a series of themed extracts which are selected to support the understanding of GCSE papers. There will be a range of 19 th , 20 th and 21 st century texts as well as fiction and non-fiction. During these terms the students will begin to practise the key assessment objectives for GCSE Language.	
Maths HW		Number: Place Value, Rounding, SSM: Compass and directions, time, Handling data: Probability	Number: Solving problems, calculator displays, fractions Algebra: Symbols, number patterns, function machines SSM: Parts of a circle, polygons, enlargements, length, perimeter, area, volume Data Handling: Pictograms, line graphs, lists of arrangements.	Number: Place value in decimals, addition and subtraction with decimals. Patterns and numbers, multiplying and dividing large numbers SSM: Angles, units of mass	Number: percentage of an amount, shaded fractions Handling data: Probability scale, read basic pie charts	Number: Negative numbers on a number line SSM: Estimate angles and length, naming 3D shapes, nets of 3D shapes. Data Handling: Averages Assessment B	Review and recap in preparation for Year 11

Maths BC		Functionals Skills level 1 Exam Preparation	Revision and Exam Functional Skills Level 1 Similarity Congruence and similarity and enlargement trigonometry	Developing Algebra Representing solutions of equations and inequalities Simultaneous equations	Geometry Angles and bearings Working with Circles Vectors	Proportions and Proportional Change Ratios and fractions Percentages and interest Probability	Delving into Data Collecting, representing and interpreting data
Maths AC		Place value and ordering numbers Comparing numbers BIDMAS Multiplying integers and decimals	Percentage of an amount (Calculator and non-calculator) Percentage increase and decrease Expressing one quantity as a percentage of another		Solving equations with unknowns on both sides including brackets Angles Angles in triangles Sum of interior angles of a polygon Interior and exterior angles in regular polygons Angles in parallel lines	Area of a parallelogram and trapezium Parts of a circle Circumference of a circle Area of a circle Solve problems involving semi- circles	Pythagoras Theorem Trigonometry Rotational symmetry Translations Reflections Rotation Enlargement

		Dividing integers and decimals Adding and subtracting integers and decimals All four operation with negative numbers Adding and subtracting fractions Multiplying and dividing fractions Fractions of an amount One amount as a fraction of another and fractions on a calculator	Percentage change Converting Fractions, decimals and percentages Reverse percentages Product of prime factors Finding HCF and LCM using Venn diagrams Powers and roots Use of powers – square roots, cube numbers and cube roots Basic calculations on a calculator <i>Term 3</i> <i>Rounding to 1,2 and 3</i>		Angles on quadrilaterals Bearings Area and perimeter of rectangles Area and perimeter of compound shapes Area of triangles	Volume of a cube and cuboid Volume of a prism Surface area of a cube and cuboid Surface area of triangular prisms Volume of a cylinder Surface area of a cylinder	Mixed transformations
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			<i>significant figures</i> <i>Estimating</i> <i>Forming algebraic expressions</i> <i>Substitution</i> <i>Expanding brackets</i> <i>Factorising expressions</i> <i>Expanding double brackets</i> <i>Factorising a quadratic</i> <i>Solving equations including with brackets</i>				
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Science GCSE Biology Chemistry Physics		Natural Selection Groups in the Periodic Table Light & EMS	Genetics Groups in the Periodic Table Light & EMS	Health, Disease & Medicines Reaction Rates Radioactivity	Health, Disease & Medicines States of Matter Energy Forces doing work	Plant Structure /Function Fuels & Earth Science Electricity & Circuits	Plant Structure /Function Fuels & Earth Science Electricity & Circuits
Computing (BTEC DIT 1 st Year)		Component 1 Exploring User Interface Design Principles and Project Planning Techniques Learning about the different types of interfaces, accessibility needs, planning and designing interfaces.		Component 1 Exploring User Interface Design Principles and Project Planning Techniques <i>Controlled Assignment (Set by exam board)</i>		Component 2 Collecting, Presenting and interpreting Data <i>Learning about different types of data and information, the importance of accurate presentation and data manipulation techniques.</i>	
History		Introduction to entry Level History and GCSE history - Entry level history to be taught alongside GCSE as topics compliment each other topics chosen: - Topic 2: The people's health - Topic 2: Germany 1925-55			Paper 2: Early Elizabethans 1558 – 1588 Including: Queen, government and religion 1558 – 1569 Challenges to Elizabeth at home and abroad 1569 – 1588 Elizabethan society in the Age of Exploration 1558 – 1588 Entry level assessment		Paper 1: Medicine through time c. 1250 – present Including: Medicine in Medieval England Medical Renaissance in England Medicine in the 18th & 19th centuries Medicine in modern Britain The British sector of the Western Front, 1914 – 1918: injuries, treatments & trenches Entry level assessment

PE		Focus – Reading an opponent’s physical actions and reacting to them. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus - The tactics of defending. Sports Leadership. This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed	Focus - The tactics of attacking. Sports Leadership This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus – Analysing another team / person’s tactics and counteracting them. Sports Leadership This termly focus will be introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Focus – Gaining an advantage over an opponent. Sports Leadership This termly focus will be introduced, development and improved through the following physical activity rotation: Cricket, Handball, Basketball, Dodgeball, Football, Stoolball Rounders, Shot Putt, Ultimate Frisbee. Pupil Choice	Focus – Fielding techniques and positioning in the field. Sports Leaders This termly focus will be introduced, development and improved through the following physical activity rotation: Javelin, Shot Putt, Long jump, Speed stacks, Sprinting, Relay, Cricket, Dodgeball, Football, Stoolball Rounders, Curling, boccia, & Ultimate Frisbee.
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			stacks, stool ball & Tennis.				
<u>Year 10: - B-Tec Food and Nutrition Level 1</u>		<u>Focus:</u> <u>The importance of meal planning</u> The students focus on learning how to plan a meal based on the main sections of the Eat Well Guide, they will learn what ingredients go on each section and the main nutrients, they will also learn about food labelling freshness bacteria prevention, budgeting when shopping and identifying free range and organic products.	<u>Focus: the importance of carbohydrates dietary fibre and fats.</u> The students learn Food storage and safe food temperatures, how to prevent food poisoning, identifying small and large pieces of kitchen equipment at their uses. Identifying where our ingredients come from, identifying religious and cultural diets and traditions.	<u>Focus: Understanding the importance of vitamins and minerals in our diets.</u> The students will learn how to Identify food trends, micronutrients and macronutrients. Identifying how to prevent iron deficiency. Food pricing.	<u>Focus Practice NEA (Subject theme to be confirmed).</u> For this part of the students course they will be completing coursework and start practice for their practical exam.	<u>Focus</u> <u>Plan and prepare a meal suitable for a chosen group</u> For this part of the students work they will be finishing up coursework and completing the practical exam.	<u>Focus mock exam and how our bodies get energy from the nutrients we consume.</u> The students will explore how to change diets to make them healthier by adding fiber or reducing sugar and fat intake.

ACD		Focus Welcome collection brief- From Atoms to Patterns Students will be given their design brief from their clients The Wellcome Collection commissioning them to design and make a range of products based on microscopic and cellular imagery. Students will produce a range of outcomes based on their research. They will be introduced to a variety of media and different 2D and 3D techniques and	Focus Continued from T1 They will develop practical art, craft and design skills. They will explore a range of artists, craftspeople and designers from the past to present. This it is hoped will be integral to their research, designing a making process.	Focus Continued from T1 and 2 Outcomes include: • Enamelled and cast pieces • Container/box • Fused glass products • Silk painting • Batik • Photography and photoshop work • Ceramic tiles	Focus Howletts Design brief Students will be given their design brief from their clients Howletts Zoo commissioning them to design and make a range of products for them. Students use sketchbooks to record their observations, ideas, feelings and insights. They work in a range of sizes and use a selection of media, techniques and materials Students are introduced to critical and contextual material in order to develop an understanding of the range of techniques used in historical and contemporary art and design.	Focus Howletts Design brief (continued) Students will produce a variety of outcomes based on their research. They will be introduced to a range of media and different 2D and 3D techniques and processes which will lead to specific outcomes (Wooden puzzle, lino prints, etched acrylic lamp using).	Focus Externally set assignment (exam practice) Students will be given a past paper with a range of starting points on, choosing one. They will be supported through the preparation and the development of their ideas, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 Assessment Objectives. They will produce an outcome
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		processes which will lead to specific outcomes (e.g enamelled and cast pieces, silk painting / textiles, ceramics, glass fused products...)					realising their intentions.
Photography Yr 10		Focus week 1&4 intro to DSLR and camera settings pupils make drawings of a camera and label the knobs and buttons and describe the function of the camera. Sketch book page zooming in, auto and manual settings. Using the Menu and camera settings Weeks 5&6 position and point of focus	Focus Weeks 7&8 saving and printing images file management printing images using contact sheets Weeks 9&12 understanding aperture practical uses depth of field practical demonstrations Sketch book page show depth of field by shooting a space at different F stops	Focus Week 1-3 understanding shutter speed practical uses and capturing movement Sketch book page Shooting out doors (windy day) shutterspeeds Moving objects class room splashes and water sharp or misty Weeks 4-6 understanding ISO aperture practical uses low light conditions granny photos Sketch book page	Focus Weeks 7-12 composition and photography rules Top Photography Composition Rules You Need To Know • Don't Cut Off Pupils explore the rules taking photographs and identifying the rules in sketch books • Take pictures demonstrating your use of the Rule of Thirds • Select one or two images and annotate with grid lines (using Pages or Google	Focus Weeks 1-3 AO3 create and print contact sheets Selecting the best photos from a contact sheet. Adjusting the size and quality of a print. Printer settings printing to different papers Weeks 4-6 exploring light experimental Light experiments using slow shutter speeds	Focus Weeks 7-12 introduction to portraiture lighting patterns Studio lighting 2 or more lights understanding how to light a person when the light can be controlled to create a sense of mood and drama. Or enhance a personality.

		Pupils learn how to focus a camera using manual focus and using focusing dots use photo selection points. Practical uses focus in many areas and Sketch book page	Exploring light triangle advanced		Documents) ● evaluate - what have you learned? ● Demo how to use the crop tool in Photoshop using the Rule of Thirds. Understanding what not to do Can a photograph be wrong? Look at examples of bad photographs. What is 'wrong' about them? Create deliberately 'wrong' photographs and explore the 'rules' of photography. What do students already know (or think they know) about photography?	Light restricted spaces and light sources such as glow sticks and LED's To create experimental photographs Chance unpredictable outcomes	
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Learning for Life		Transition to KS4 Is love all you need? Relationship with yourself and others including Gender and Sexual Identity. Screen vs reality. 	Yr10 Student Council campaigns and election. The Basics of Budgets and banking for a young person (income and expenditure, support available). Gambling – Financial Health ‘Wanna bet?’ <u>Anti-bullying:</u> Sexual behaviour and the law including Sexting and Grooming.	Health MOT Healthy Habits vs Addiction Body Image / Disordered Eating Sexual Health Part 1	The Right to Belong Communities, belonging and challenging extremism. Investigating the experiences of young asylum seekers and refugees. Spotlight on Islam	First Aid: Bleeding, Shock and Chest Pains. Choking, CPR, AEDs; Bone. Muscle and Joint Injuries	Balancing Act Physical desires and Emotional needs Consent and Coercion. Change, Grief, Loss/Endings 
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Music		Introduction to Bronze Arts Award run by Trinity College Part A – Take Part Provide opportunities for students to work as part of an ensemble both in school and as part of the KSENT joint performance which will take place later in the year	Part B – Be the audience Provide opportunities for the students to attend live music performances – Canterbury Festival	Part C – Arts Inspiration To select and research an artist who inspires you musically	Part D – skills share To be able to reinforce a musical skill To plan how to share with someone else To record how best to measure this		Introduction to Silver Arts Award run by Trinity College To be able to identify the units required for achievement of this level award
Drama		Focus Teamwork To improve skills in working as team to create a piece of Drama	Focus Devising To improve ability to create pieces of drama from various stimuli	Focus: Unit 3 Acting Skills Learning aim A: Explore and develop your acting skills and review your own practice	Focus Unit 3 Acting Skills Learning aim A: Explore and develop your acting skills and review your own practice	Focus Unit 3 Acting Skills Learning aim B: Demonstrate technical skills and techniques during a production process	Focus Unit 3 Acting Skills Learning aim B: Demonstrate technical skills and techniques during a production process

	Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Focus: A Christmas Carol This classic 19 th century novella is used to develop an understanding of Victorian writing and to further improve the students' key assessment objectives for GCSE.		Focus: Key Exam Skills Past papers and recommended texts are used and studied to improve understanding of the GCSE papers. Assessments and mock examinations are used to identify the key areas of improvements which each student needs to work on .		Focus: GCSE Examinations	Focus:
Maths HW	Number: Place Value, Rounding, SSM: Compass and directions, time, Handling data: Probability	Number: Solving problems, calculator displays, fractions Algebra: Symbols, number patterns, function machines SSM: Parts of a circle, polygons, enlargements, length,	Number: Place value in decimals, addition and subtraction with decimals. Patterns and numbers, multiplying and dividing large numbers	Number: percentage of an amount, shaded fractions Handling data: Probability scale, read basic pie charts	Number: Negative numbers on a number line SSM: Estimate angles and length, naming 3D shapes, nets of 3D shapes. Data Handling: Averages Assessment B	Revision and GCSE Exam

Maths AC	Geometry and Measure Vectors Constructing triangles Bisectors and loci, congruence and similarity	Statistics Charts, tables and averages Statistical diagrams, line graphs, statistical averages, sampling, pie charts, scatter diagrams, grouped data and averages November MOCK GCSE EXAMINATIONS	Probability Calculating probabilities, and not happen, mutually exclusive and exhaustive outcomes, experimental probability, expectations, choices and outcomes March MOCK GCSE EXAMINATIONS	REVISION	REVISION GCSE EXAMINATION	GCSE EXAMINATIONS
Science Biology Chemistry Physics	Ecosystems and material cycles Fuels & Earth Science Magnetism	Plant Structure/Function Chem – revision Magnetism & the Motor Effect	Control & Homeostasis Chem – revision Particle Model	Exchange & Transport Chem – revision Forces & Matter	FULL REVISION	
Computing (BTEC DiT – 2 nd year)	Component 2 Collecting, Presenting and interpreting Data Recap skills		Component 3 Effective Digital Working Practices <i>Learning about cloud technologies, cloud storage.</i> <i>The laws surrounding data and computers, ethical</i>		Component 3 - Practice exam style questions - External Exam (Set by exam board)	Study Leave

	Controlled Assessment (Set by Exam Board)		use of technology, flow charts, threats to technology			
History	Paper 3: Weimar and Nazi Germany, 1918 – 1939 Including: The Weimar Republic 1918 – 1939 Hitler's rise to power 1919 – 1933 Nazi control and dictatorship 1933 – 1939 Life in Nazi Germany 1933 – 1939 Entry level assessment			Paper 2: Superpowers & the Cold War 1941 – 1991 Including: Origins of the Cold War 1941 – 1958 Cold War crises 1958 – 1970 End of the Cold War 1970 – 1991		
PE	Focus – Movement into gaps and Spaces This termly focus will be introduced, development and improved through the following physical activity options: Tag Rugby, Table tennis, Badminton, Basketball,	Focus – To leader and give guidance to others. This termly focus will be introduced, development and improved through the following physical activity options: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football,	Focus – To understand how to organise / plan / participate in a recreational physical activity session. This termly focus will be introduced, development and improved through a physical	Focus – To understand how to organise / plan / participate in a recreational physical activity session, This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they are completed in.	Focus - To understand how to organise / plan / participate in a recreational physical activity session. This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They	Focus - To understand how to organise / plan / participate in a recreational physical activity session. This termly focus will be introduced, development and improved through a physical activities rotation which is designed by the pupils. Each rotation will be bespoke to each

	Dodgeball, Fitness, Kabaddi, Football, Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Benchball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	activities rotation which is designed by the pupils. Each rotation will be bespoke to each class. They have full control of the choice of activities and the order they are completed in.		have full control of the choice of activities and the order they are completed in.	class. They have full control of the choice of activities and the order they are completed in.
<u>Year 11:B- Tec Food and Nutrition Level 2</u>	<u>Focus: Food preparation and cooking skills</u> The students will learn how to use different types of skills to independently prepare and cook various recipes as a practice for when they complete the coursework exam.	<u>Focus: Identifying different cuts of meat/fish/shellfish and fruits and vegetables</u> The students identify how animals are reared and used for meats and the different cuts used for each animal. They research how fish is farmed and the different cuts and investigate the farming industry in this country and how our food is grown.	<u>Focus: Identifying different cooking methods.</u> Students identify the main cooking methods and describe them whilst using them in practical sessions.	<u>Focus Food and nutrition and Coursework started</u> Students recap the information about the Eat well guide and nutrients associated with each section and start planning the two courses they could make for the practical exam.	<u>Focus: Practical exam and evaluation</u> Students take part in preparing and cooking the chosen two course meal and evaluate the finished results completing and submitting the coursework	<u>Focus final exam.</u> Students take part in revision sessions and sit the final exam.

ACD	Focus GCSE Exam Question theme of Food or questions from last years exam paper pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	Focus Pupils will produce an outcome realising their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the	Focus GCSE Exam preparation Exam paper is delivered in January pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE	Focus planning for exam Plan their outcome making sure they realise their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper....brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.	Focus pupils take Exam (controlled test) realising their intentions in their final piece or pieces They present their preparation work and exam piece for internal and external moderation.	Focus N/A
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		ideas they have and getting them onto paper....brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.	Assessment objectives			
Photography Yr11	Focus GCSE Exam Question Abstract and strange pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and creators, experimenting with a range of media and	Focus Pupils will produce an outcome realising their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world	Focus GCSE Exam preparation Exam paper is delivered in January pupils are supported through the preparation and the development of their ideas, researching relevant artists designers and	Focus planning for exam Plan their outcome making sure they realise their intentions through working to fulfil the GCSE exam assessment objectives AO1 – DEVELOP ideas by looking at artists, designers and craftspeople. Getting inspiration from their work. Taking inspiration from the world around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with	Focus pupils take Exam (controlled test) realising their intentions in their final piece or pieces They present their preparation work and exam piece for internal and external moderation.	Focus N/A

	materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	around, putting ideas into context. AO2 – EXPERIMENT AND REFINE trying things out, experiment with media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper....brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.	creators, experimenting with a range of media and materials, refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	media and materials. Learning from mistakes and taking risks. AO3 – RECORD by drawing, photographing, collecting. Show the ideas they have and getting them onto paper....brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.		
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Learning for Life	Are we in the adult world at 16? Identity and Relationships Managing online influences including manosphere Marriage and relationship rights Being a Parent/Carer 	Yr11 House Leader campaigns and Staff vote Financial Health Making money online and protecting against exploitation <u>Anti-bullying focus:</u> Managing conflict in friendships and intimate relationships.	Mental Fitness: Managing pressure, anxiety and overwhelm – especially with Change and Exam Season. MHFA: Stress Bucket Time Management / Self-Care Sexual Health Part 2 Cancer Awareness: Self-examination	Equality: Faith and Families Protected Characteristics: Religion, Gender, LGBT, Sexual Orientation. Spotlight on faiths like Sikhism and Bahá'í Diverse Families Managing romantic challenges Coercion; Hate/revenge crime and support.	Exam Season Support Revision Relaxation Mental Fitness Self-Care Celebrating Growth and time at LGS. Managing transition to Post-16/College 
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Music	Unit 1 – Arts Practice Plan an arts challenge for yourself Identify strengths and areas for improvement in your chosen art form Create an action plan Set targets Implement and review the arts challenge Gather evidence about how you are developing Monitor progress Review progress	Unit 1 – Arts pathways Review an arts event from an audience perspective Demonstrate knowledge of the art form Understand the nature of a music review Share your review	Unit 2 – Leadership challenge Identify skills and qualities of a leader Create a leadership role in an arts project Assess the interests and abilities of the group Create a project plan Monitor and develop your skills Cooperate with others Problem solve Reflect			
Drama	Focus: Unit 2 Preparation, Performance and Production. Learning aim A: take part in the preparations for a live performance Learning aim B: demonstrate	Focus: Unit 2 Preparation, Performance and Production. Learning aim A: take part in the preparations for a live performance Learning aim B: demonstrate performance or	Focus: Unit 1 Individual Showcase Learning aim A: understand the skills required for the selected progression opportunity	Focus: Unit 1 Individual Showcase Learning aim A: understand the skills required for the selected progression opportunity Learning aim B: present a self-promotional response to the selected progression opportunity.	Focus: N/A	Focus: N/A

	performance or production skills and techniques in a performance.	production skills and techniques in a performance.	Learning aim B: present a self-promotional response to the selected progression opportunity.			
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Core Offer

This Core Offer will be available to all young people attending the Post 16 Provision at Laleham Gap School.



*Qualifications in these areas may be available where appropriate.

Pathway Information

Duration of provision	Places available	Rational	Who for?	Provision	Progress to...
One Year	Total 8 places	Support Transition	For those young people who require an extra year to prepare for their onward intended destination.	Includes: ■ Core Offer ■ Resits where possible ■ Possible college/6th form infill	1. FE College 2. School 6th forms 3. Training 4. Alternative Post 16 Providers aspirations/needs
Two Year	Total 5 places	Support Transition	For those young people who may require an extra two years to prepare for their onward intended destination.	Includes: ■ Core Offer ■ Resits where possible. ■ Work Experience Possible college infill	1. FE College 2. School 6th forms 3. Alternative Post 16 Providers
Two Year		Preparation for employment	For those young people who have decided they wish to progress into the workplace at 18.	Includes: ■ Core Offer ■ Resits where possible. ■ Supported Internship	1. Training 2. Supported Employment 3. Employment
Two Year		Bespoke Level 3 support package	For those where it is felt there is no appropriate Level 3 provision to match aspirations/needs	Could include: ■ Core Offer ■ Resits where possible. ■ Infill into 6th forms or colleges. ■ Use of online education platforms	1. University

Potential future destinations

Depending on the aspirations and needs of the young person we will then provide support on, or prepare the young person to transition into, one of the following destinations:



Further Education College

At relevant support level / course



6th Form

May include infill into pre-existing academic qualifications on offer in Key Stage 4



Employment

Through Work Experience of Supported Internship possibly leading to Traineeship or Apprenticeship



Alternative Curriculum Provision

Dependent upon interest and need.



Higher Education - University

*Only offered where it is felt there is no appropriate Level 3 provision to match aspirations / need