

Laleham Gap School Curriculum Vision



- Little Wandle
- Little Wandle Code
- National Curriculum (EYFS - KS4) Personalised & Adapted
- Reading +
- Sensory Curriculum
- Beach School
- Forest School

- Pupil Voice
- UNICEF Rights Respecting School
- Parent/Carer Engagement
- Governors
- KSENT
- TELT

- 14+ Courses
- 16+ Provision
- Work Experience
- Onward progression

LEARNING

COLLABORATION

OPPORTUNITY

LEARN

GROW

SUCCEED



FLEXIBLE CURRICULUM

SPECIALIST ENVIRONMENT

HEALTH & WELLBEING

PERSONAL DEVELOPMENT

- Core Offer
- Adaptive Teaching Pathways
 - WAVE Provision
 - WAVE Class
 - Strive
 - Quartz

- Visual Supports
- Laleham Gap Approaches
- Therapy Offer
- Emotional Regulation Support

- Wellbeing Support
- Therapy Offer
- Promote Healthy Lifestyles
- Zones of Regulation
- Restorative Practices

- EHCP Targets
- Thrive
- Developing C&I Skills
- Learning 4 Life
- Careers

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 for 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)

A sensory-rich, relationship-focused learning journey where every child is understood, supported, and able to thrive.

Intent - Our Approach

Quartz Class offers a sensory-led, relationship-focused, personalised curriculum for pupils who benefit from individualised learning experience. Every child's learning is shaped by their provision plan outcomes, ensuring teaching is meaningful, relevant, and directly connected to what they need to make progress.

We follow a multi-sensory curriculum that supports engagement, communication, regulation, and independence. A higher adult-to-pupil ratio to our core offer Primary class allows staff to provide calm, attuned, responsive support throughout the day. Approaches such as Intensive Interaction help develop early communication and connection, while specialist input from SALT, OT, and Educational Psychology is woven into everyday learning.

Although highly personalised, our curriculum remains aligned with the National Curriculum, Engagement Steps, and Primary Steps to ensure progress is monitored and celebrated.

Implementation - How We Teach

Learning in Quartz Class is delivered through sensory-rich, immersive experiences that follow a predictable structure each day. This helps pupils feel safe, calm, and ready to learn. Daily routines include:

- Sensory regulation routines

- Communication-focused sessions
- Exploration and discovery time
- Fine and gross motor development
- Calming and settling opportunities

Activities are adapted to each child's sensory profile, communication needs, and provision plan outcomes. Lessons include tactile exploration, movement-based learning, visual supports, sound cues, and activities that build body awareness.

Specialist therapeutic strategies and Intensive Interaction are used to support communication, shared attention, and relational connection. Tasks are broken down into small, achievable steps so that every child can access learning meaningfully while still working toward National Curriculum expectations.

Impact - The Difference It Makes

Children in Quartz Class make progress in ways that are meaningful to them. We aim to see improvements in:

- Shared attention and interaction
- Emotional regulation and readiness to learn
- Independence in sensory exploration and daily routines
- Early communication skills
- Progress toward EHCP and provision plan outcomes
- Confidence, wellbeing, and feeling safe in school

Progress is tracked through Engagement Steps, Primary Steps, provision plan reviews and observations. Most importantly, pupils experience **success, connection, and joy in learning**, with a curriculum that celebrates their strengths and supports their needs.

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 to active listening skills and Philosophy Thinking Moves.	Walmer Castle visit (If suitable) Make cardboard giant castle if on site. Outdoor learning environment to reflect all areas of learning as in daily planners. Walmer castle visit linked to active listening skills	Park Trip Park trips, design your own sports day.	Beach Trip Beach trips, create a beach in our outside area.

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	2Simple 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	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	Moving in different ways to music. Linking music to emotions Create your own dance or

	include in my self collage/artwork?				movement sequence.	movement sequence.
English	Sound games - Phase 1 listening and attention focus Phase 2 sat pin m d g 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 Big Nursery Rhymes/Action Rhymes Shark in The Park A Day of rhymes ~Pooley Pip and Posy: The New Friend	Noisy Farm – Campbell The Quiet Book The Loud Book – Underwood Peace at Last – Murphy The Very Quiet Cricket - Carle Nursery Rhymes/Action Rhymes Noisy Poems – Bennet The Musical	We're Going on a Bear Hunt The Great Balloon Hullabaloo Mr Gumpy's Outing The Ultimate Book of Vehicles Children's Picture Atlas On a car journey: What can you spot? -I Spy Nursery	Non-Fiction animal texts to contrast with Fiction key texts below George and the Dragon - Wormell A Dragon in the Classroom - poem The Pet - poem Tony Bradman	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 Sports 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	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 Moses Planting a Rainbow Lois Ehlert Pop-up Garden (Usborne) Fiona Watt

	The Lion and the Mouse	Life of Gustav Mole – Meyrick The Noisy Noisy Farm – Stansby The Listening Walk – Showers Noisy Orchestra (Noisy Books) – Taplin	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?			
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 2-5 in different ways 2/3 step patterns	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,	Concepts of addition and subtraction	Number formation Following/creating/correcting patterns Sharing, doubling and halving Number bonds to 10

				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	Recognising rhythms. Being able to speak and play rhythms	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? Christmas traditions and gift giving.	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

				(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 2026/2027	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	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

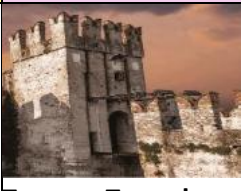
				and Philosophy Thinking Moves.		
Communication and Language	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where) and individual Communication and Interaction Provision Plan Targets	Active Listening Skills Turn Taking Focus Language Through Colour (Who/Where/what doing) and individual 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/what/when) 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	Healthy food choices and diet - food likes and dislikes. Food tasting from around	Healthy food choices and diet - food likes and dislikes. Food tasting from around	People and communities; The world; Technology Different environments/making and verbalising

			in the world around us - seasons and weather.	the world and trying new things.	the world and trying new things.	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	Enormous Turnip Cinderella Goldilocks & the three bears Red Riding Hood	Three Little Pigs Billy Goats Gruff Squash and a Squeeze - Julia Donaldson A House in	Blue Chameleon Emily Gravett Reptiles (Usborne Beginners) Catriona Clarke		The snail and The Whale – Donaldson At the Beach – Harvey

	Nursery Rhymes/Action Rhymes Mrs Wobble The Waitress Mr Tick The Teacher My Mum My Dad Can't You sleep Little Bear Master Tracks Train Duck in the Truck	Gingerbread Man Jack and the Beanstalk Nursery Rhymes/Action Rhymes Mr Doodle had a Poodle – Moncure A Day of rhymes ~Poole	the Woods - Inga Moore	Snakes (Froglets Learners) Annabelle Lynch Rumble in the 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		Rainbow Fish On the Seashore - Milborne At the Beach - Owen Nursery Rhymes/Action Rhymes Seaside Poems – 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 -	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,	Concepts of addition and subtraction	Number formation Following/creating/correcting patterns Sharing, doubling and halving Number bonds to 10

	shape space and measure			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	Recognising rhythms. Being able to speak and play rhythms	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>

Ruby 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/	Visit a local woodland, onsite forest school	Visit a natural history museum	Superhero hunt	Visit a garden centre or florist	Visit a local castle Castle Visit; Building STIXX	Nature's treasures walk

Learning outside the classroom links	Woodland Visit; School Plant & Bug Hunt; Nature Walk	Visit a natural history museum; Beach Visit (Fossil Hunt); Dino Scavenger Hunt	Superhero Search; Adventure Trail; Obstacle Course	Park Trip; Planting Bean Seeds; Planting Sunflower Seeds; Garden Centre Visit	Towers Outside; Gathering Natural Materials, Trip To Wildwood Play Fort	Nature Walk; Visit and Observatory; Monkton Nature Reserve; Forest School; Beach School
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 and riddles	Little Wandle Groups, letter/ word formation, name writing, fine motor skills Descriptions, 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	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	Historical heroes and heroines	Plants in the local environment; Plants of the world	Amazing structures around	Seasonal and daily weather patterns

		Events beyond living memory; Significant individuals – Mary Anning			the world; Towers and bridges in the local area Castles and castle life; Significant individuals – Isambard Kingdom Brunel	Significant individuals – Sir Francis Beaufort
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	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)	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

		What is Christmas? Christmas traditions and gift giving.		Explore Christianity 2 (Link to Easter – collaboration with QRBC)		Safe secrets and surprises 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
Music	Sing and sign	Christmas performance preparation	Musical elements on percussion. Loud and quiet. Fast and slow	Recognising pitch on tuned percussion. High and low	Recognising rhythms. Being able to speak and play rhythms	Soundscapes

Ruby Cycle B 2026/2027	Term 1 7 weeks	Term 2 8 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 5 weeks	Term 6 7 weeks
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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 - Stargazers; Bottle Rockets	Walk around the local community Walk to Local Park; Photography	Visit from an animal owner or visit a zoo, wildlife park or rescue centre	A royal visit Den Building. Betteshanger Visit	Messy mixtures morning Outdoor Sensory Experience; Mud Kitchen	Beach visit Forest school
English	Little Wandle Placement Assessments, letter formation, name reading, recalling and formation, fine motor skills	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-fiction texts

	Posters, Adverts, character descriptions					
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;		Printing; Food landscapes; Mixed media pictures and	Sketchbooks; 3-D modelling; Sand art; Seascapes

			Painting; Sculpture; Masks and products		collages; Colour mixing; Using clay	
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 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	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	Sing and sign	Christmas performance preparation	Musical elements on percussion. Loud and quiet. Fast and slow	Recognising pitch on tuned percussion. High and low	Recognising rhythms. Being able to speak and play rhythms	Soundscapes

Ruby 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	Animals, including humans; Working scientifically	Habitats; Animals, including humans; Working scientifically	Everyday materials; Working scientifically	

		omnivores; Earthworms; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research				
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;	Being Me: Setting personal goals and facing challenges positively.	Think Positive:	Different types of families	LOtC: Understanding and	How babies grow in humans and animals;

	Vote for School Council rep. Family roles and responsibilities; Conflicts and solutions; power of words. (Text: 'Buckets, Dippers and Fillers')	Anti-bullying: Words can hurt. What to do?	Keep Calm and Relax You're The Boss Always Learning Exploring Buddhism experience and visits	'Part of the Party' storybook Embracing differences and inclusion	caring for our local environments Introduction to First Aid: Stay safe, stay calm, do your best.	Family stereotypes; Puberty – preparing for changes. preparing for transition to new class Growing up: Your family, my family Getting older Changes
Computing	Presenting Information	Programming	Keeping Safe Online	Presenting Information	Game Designs	Animation

	(2Publish & Creating images)	(Discovery Education)	(Online Communication - Emails)	(Creating Documents Word)	(Creating Games 2DIY)	(Stop Animation)
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Onyx & 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	Heroes and Villains	Urban Pioneers	Scrumdidd -lyumptious	Gods and Mortals	Coastline Beachcombers	Team/ Spirit
Linked short topics	Movers and Shakers (Hist)	People and places (Art)		Beautiful Botanicals (Art) Greenhouse (DT)	Seaside Structures (DT)	
Memorable Experiences/ Learning outside the classroom links	Music workshop	Local town visit	Supermarket visit	WELLBEING TRIP	Beach School	Sports Day Teambuilding
English	Information Fact Files Poetry	Story writing	Instructions	Comic Strip stories	Newspaper Reports	Biographies
English Text	Varjak Paw	Emil and the Detectives	Charlie and the Chocolate Factory	Greek Myths	The Day the Turtles Came	Information Texts – Olympics/Sport
White Rose Maths	Place Value	Multiplication and Division	Measures Fractions	Fractions Measures	Time Money	Statistics

	Addition and Subtraction	Money			Shape	Position and Direction
Science	Light (Year 3)	Everyday Materials (Year 2) Forces Magnets (Year 3)	Animals including humans (Year 3)	Plants (Year 2 Year 3)	Living things and their habitats (Year 2)	Biodiversity – Birds (Year 3) STEAM Week
Art & Design	Drawing Sketching		Still life drawing and painting	Draw a temple		Action Pictures
Design & Technology	Statues	Design a town Model houses	Cooking	Design a God Greek vases	Beach huts	
PE	Team games	Agility and balance	Rugby Football	Cricket Tennis	Comparing performances; Competitive games	Athletics
Humanities	Famous People	Maps Towns and Cities		The Greeks	Coasts Seas	History
L4L	Class and School Charter links to Global community;	Being Me: Setting personal goals and facing challenges positively.	Think Positive: Keep Calm and Relax	Different types of families 'Part of the Party' storybook	LOtC: Understanding and caring for our local environments	How babies grow in humans and animals;

	Vote for School Council rep. Family roles and responsibilities; Conflicts and solutions; power of words. (Text: 'Buckets, Dippers and Fillers')	Anti-bullying: Words can hurt. What to do?	You're The Boss Always Learning Exploring Buddhism experience and visits	Embracing differences and inclusion	Introduction to First Aid: Stay safe, stay calm, do your best.	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)

Music	Elements of music	Christmas performance preparation	Composing using music technology	Band project	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance
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Onyx & Topaz Cycle B 2026/2027	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	Predator	Through the Ages	Beat, band, boogie	Emperors and Empires	Tremors	Bounce
Linked short topics		Prehistoric Pots (Art)	Making it Moe (DT)	Mosaic Masters (Art)	Ammonite (Art)	
Memorable Experiences/ Learning outside the classroom links	Wildwood Forest School	Build Stone Age Shelters Hunting	Pie Factory? Class Band	WELLBEING TRIP	Beach – Fossil hunting Betteshanger	Jump/ Elevate?
English	Sentence writing Diary writing	Stories	Poetry	Instructions Leaflets	Newspaper reports	Information Texts
English Text	Diary of a Killer Cat	Stone Age Boy	Music Lyrics	Roman Legends	Information Texts	

White Rose Maths	Place Value Addition and Subtraction	Multiplication and Division Money	Position and Direction Fractions	Fractions Shape	Measures Time	Statistics Consolidation
Science	Living Things and Their Habitats (Year 2)	Uses of Everyday Materials (Year 2)	Forces and Magnets (Year 3)	Biodiversity Minibeasts (Year 2)	Rocks (Year 3)	Animals including humans (Year 2/Year 3) STEAM Week
Art & Design	Animal sketches		Album Covers Festival Posters			
Design & Technology		Prehistoric Pots	Making it Move	Mosaics	Ammonite Volcanoes	Posters
PE	Team games	Agility and balance	Competitive games; Building strength and agility	Rugby Football	Competitive games; Attack and defence games	Athletics
Humanities	Habitats - Continents	The Stone Age		The Romans	Volcanoes and Earthquakes	
L4L	Being Me: Being part of a class team; How my attitudes and actions affect myself and others.	Challenging assumptions including judging by appearance.	Think Positive: Happy Minds, Happy People	Diverse Britain: Tolerance and Respect British Values	One World: Families Homes	Puberty changes in boys and girls; accepting change. preparing for transition to new class

	My World: Democracy links to Class, School and Global Charters; Vote for School Council rep.	Jealousy, Love and Loss – Memory boxes Anti-bullying: being a witness or a target – what to do.	Thoughts and Feelings Changes Exploring Buddhism on site	Tolerance Democracy 'Explore Hinduism' Week	School Basic First Aid including Asthma and choking	Growing up: Our Bodies 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)
Music	Elements of music	Christmas performance preparation	Composing using music technology	Keyboard skills	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

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	1066	Beast Creators	Alchemy Island	Gallery Rebels	Pharaohs	Spirit/Champion (Olympics)
Linked short topics		Animal (Art)		Expression (Art)		Natures Art (Art)
Memorable Experiences/ Learning outside the classroom links	Letter from Harold		Letter from the Alchemist	Turner Centre	Message from the Pharaohs in Hieroglyphics	Sports Day Sports activities- Climbing, bowling etc.
English	Newspaper reports Poetry	Fact files	Letters Stories	Descriptions - art	Reports	Information texts Poetry
English Text	I Was There 1066	Information Texts	Where the Wild Things Are	Framed	The Phoenix Code	Information Texts
Maths White Rose Maths	Place Value	Multiplication and Division	Fractions	Time	Statistics	Consolidation

	Addition and Subtraction	Fractions	Shape	Position and Direction	Money	
Science	Living things and their habitats (Year 5)	Animals including humans (Year 4/5)	Properties and changes of materials (Year 5)	Electricity (Year 4)	Reduce, reuse, recycle (Year 4)	STEAM Week Animals including humans (Year 4/ 5)
Art & Design	Sketches	Minibeast sketches		Replicate famous art work		Action sketches
Design & Technology		Create a beast				Medals
PE	Rugby	Rugby	Dance/aerobics		Cricket Athletics	Tennis Athletics
Humanities	Norman Conquest		Maps		Egyptians	
L4L	My relationship with and through technology: online communities, screen time, staying safe, online gaming. My World: Comparison with Laleham and schools	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	It's My Body: Harmful Substances How we think and feel about our bodies	Neurodiversity Pride Celebration of Neurodiverse role-models	Peaceful places Making our own sacred/special place Safety, Spending and Saving	Preparing for teenage identity; coping with change. preparing for transition to new class/ secondary

	in developing countries; Vote for School Council rep.	Racism, enjoying and respecting other cultures. (Black History Month) Anti-bullying: rumours and name-calling	Healthy Choices Exploring Buddhism experience and visits		Emergency First Aid (How to get help, recovery position.)	
Computing	Programming	Presenting Information Presenting information on a screen	Keeping safe online Blogs and posts	Simulations and Minecraft	Databases An introduction to 2Investigate	Programming Micro bits
Music	World music	Christmas performance preparation	Composing using music technology	Keyboard skills	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

Sapphire and Emerald Cycle B 2026/2027	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	Scream Machine	Fallen Fields	Playlist	Sow, Grow and Farm	Dynamic Dynasties	Stargazers
Linked topics		Moving mechanisms (DT)		Fresh food, good food (DT)	Statues... (Art)	Line, light, shadows (Art)
Memorable Experiences/ Learning outside the classroom links	Dreamland	War memorials	Pie Factory Visit?	Gardening	Beach School	Forest School
English	Descriptive writing	Poetry	Song lyrics Poetry	Instructions	Newspaper Reports Stories	
English Text	The Boy who Swam with Piranhas	War Poetry	Song Lyrics	Gardening Texts	Information Texts	Cosmic
White Rose Maths	Place Value	Multiplication and Division	Fractions Time	Shape Measures	Position and Direction	Consolidation

	Addition and Subtraction	Fractions			Measures	
Science	Forces (Year 5)	States of Matter (Year 4)	Sound (Year 4)	Plants Living things and their habitats (Year 4/5)	Changing Oceans (Year 5)	STEAM Wk Earth, Space (Year 4/5)
Art & Design		Poppies	Album Covers	Still Life		
Design & Technology	Design a Rollercoaster	Moving Mechanisms		Cooking	Statues	Create Planets
PE	Team building	Football	Basketball	Fitness	Cricket	Athletics
Humanities		World War 1 World War 2	History of Music	Land Use	Shang Dynasty	History of Space Travel
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 Energy	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		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 Micro bits	Spreadsheets An introduction to Excel
Music	World music	Christmas performance preparation	Composing using music technology	Band project	Group rehearsals for joint school offers of performance	Group rehearsals for joint school offers of performance

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Strive (Cycle A) 2026-27	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All About Me	Food	Animals	Myths and Legends	Nature	Around the World
Topic NC links	Emotional Regulation Community Skeleton and Muscles Digestive System	Human Nutrition Good Groups Digestive System Starch experiment	Classification Adaptation Global Biomes	Greek Gods Ancient civilisation	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	Persuasive Writing	Instructions	Auto Biographies Quests Creative Writing	Non-Chronological Report	Fiction
English Text	'Teachers Day in Bed' Acrostic Poem	Charlie and the Chocolate Factory Persuasive Writing	How to Trap a Dragon	'Thesus and the Minotaur' 'Leo and the Gorgon's Curse' - Joe-Todd Stanton	Haiku poems	Kensuke's Kingdom
Art	Water Colour Drawing skills	Printmaking Food themed art Clay	Colour Theory Painting Under the Sea	Pottery Textiles Mosaics	Observational Drawings Natural Materials – Beach, Twigs, Leaves etc.	Upcycling Projects

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	Bench ball 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 Social Skills	Christmas Fair	Skills for Life	Emotions	Religious Education	Changes Puberty
Computing	PowerPoint	Word	Stop Motion Animation	Stop Motion Animation	Micro bit	Micro bit

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 	Brazil 	Endangered Animals 
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 Non-Chronological Report	William Shakespeare	Writing the World	Fables
English Text	Revolting Rhymes by Roald Dahl	The Cat in the Hat by Dr Seuss	Analysing Non-Chronological Reports	The Tempest by William Shakespear	Nadine Dreams of Home	A variety of fables
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 (Yr 6)	Place Value (2wks)	Multiplication and Division	Decimals and Percentages	Shape (Angles) Perimeter and Area	Perimeter and Area	Converting Units Fraction (B)

	Sequencing Addition and Subtraction	Fraction (A)	Time		Statistics Ratio	
PE Theme	Fundamental Skills	Invasion Games	Aiming and Striking	Net Games	Throwing and Catching	Sports Day prep
Sports	Bench ball 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

Wave 2026 -2027	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Emotions and our body	Space	Animals	Myths and Legends	Nature	Around the World
Topic NC links	Emotional Regulation Community Skeleton and Muscles Digestive System	Features of the solar system Days, Months, Years and Seasons The Earth and Atmosphere	Classification Adaptation Global Biomes	Greek Gods Ancient civilisation	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)	Non fiction texts	Instructions – how to look after a pet.	Auto Biographies Quests Creative Writing	Non- Chronological Report	Fiction
English Text	‘Teachers Day in Bed’ Frankenstein – Gothic poetry	Non-Fiction Texts Writing a blog – New planet has just opened – persuasive writing.	How to Trap a Dragon Sky hawk	‘Thesus and the Minotaur’ ‘Leo and the Gorgon’s Curse’ - Joe-Todd Stanton	Haiku poems	Kensuke's Kingdom
Art	Water Colour Drawing skills	Colour theory Chalk space art	Colour Theory Painting Under the Sea	Pottery Textiles Mosaics	Observational Drawings Natural Materials – Beach, Twigs, Leaves etc.	Upcycling Projects
Maths	Place Value Sequences.	Place Value Sequences.	Solve problems addition & Subtraction and	Solve problems addition & Subtraction and	Develop number sense.	Develop number sense.

	Understanding algebra. Equality and equivalence. Fraction, decimal and percentages.	Understanding algebra. Equality and equivalence. Fraction, decimal and percentages.	multiplication & division. Addition and subtractions of fractions.	multiplication & division. Addition and subtractions of fractions.	Sets and probability. Prime numbers and proof. Develop geometric reasoning. Construct, measure and use geometric notation.	Sets and probability. Prime numbers and proof. Develop geometric reasoning. Construct, measure and use geometric notation.
PE Theme	Fundamental Skills	Invasion Games	Aiming and Striking	Net Games	Throwing and Catching	Sports Day prep
Sports	Boccia Dodgeball Handball Football Fitness	Kabaddi Tag Rugby Basketball Fitness	Volleyball Cricket Dodgeball Table Tennis	Tennis Pickleball Badminton Fitness	Cricket Stoolball Dodgeball Fitness	Athletics Frisbee / Throwing Games
PSHE	Zones of Regulation Social Skills	Christmas Fair Anti-bullying: Relationship Skills	Skills for Life	Emotions	Religious Education	Changes
Computing	Yr7 PowerPoint – about myself	Yr7	Yr7	Yr7	Yr7	Yr7

	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 Fiction Central text: 'How to Train Your Dragon' , 'Holes' or 'The Demon Headmaster' short fiction texts. Teacher discretion is used in choosing suitable texts for the class. Texts are used to supporting our students to understand personal differences and build friendships. Through fiction students are familiarised with how literature tackles themes and the skills that writer's use		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	Sequences Understand and use algebraic notation Equality and Equivalence	Place Value and ordering integers and decimals	Solving problems with addition and subtraction Solving problems with multiplication and division	Operations and equations with directed number Addition and subtractions of fractions	Constructing, measuring and using geometric notation Developing geometric reasoning	Developing number sense Sets and probability Prime numbers and proof

		Fraction, decimal and percentage equivalence	Fractions and percentages of amounts			
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	Algebraic Thinking Sequences. Algebraic notation. Equality and equivalence.	Place value and proportion Place value and ordering integers and decimals. FDP equivalence.	Applications of Number Solving problems with addition and subtraction. Solving Problems with multiplication and division. Fractions and percentages of amounts.	Directed Number and Fractional thinking 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, microscopes Acids/Alkalis Forces	Cells, microscopes 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 passwords, file management and emails	Focus: Information Technology Pivot and PowerPoint Children will learn how to create simple stick figure animations and export these into PowerPoint to tell a story.	Focus: Digital Literacy Keeping Safe Online Developing our understanding of how to safe online. Looking at our screen time, use of messaging apps and social media.	Focus: Computer Science Block Editing - Scratch Developing our understanding of block editing, creating simple programs to create shapes and patterns.	Focus: Information Technology Spreadsheets Assess what they already know about Excel. Focus on being able to identify cell references and enter information and formulae.	Focus: Information Technology Networks To develop our understanding of networks. Looking at the internet, Wi-Fi and cloud computing.
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 ✓ Do Glaciers matter	Focus: China ✓ An overview ✓ Chinese New Year ✓ A little history ✓ Mainland China's physical features ✓ China's Population ✓ How Shenzhen became a Megacity	Focus: Russia ✓ Meet Russia ✓ Main physical features ✓ Climate zones and biomes ✓ Population ✓ A tour of European Russia	Focus: Asia ✓ Where and what is Asia? ✓ Countries and Regions ✓ What's Asia like? ✓ Main physical features ✓ Population ✓ Asia's Biomes ✓ Asia Check	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, Bench ball, Handball, Volleyball, Pickle	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,	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,	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:	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,

	ball, cricket, speed stacks, stool ball & Tennis.	Kabaddi, Volleyball, Football, Bench ball, Handball, Pickle ball, Cricket, Speed stacks & Stool ball.	Kabaddi, Football, Bench ball, Volleyball, Handball, Pickle ball, Cricket, Speed stacks, Stool ball & Tennis.	Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Pickle ball, Cricket, Speed stacks, Stool ball & tennis.		Football, Stoolball Rounders, Curling, boccia, & Ultimate Frisbee.
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 instructions 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 hygiene and safety, they will also 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 to 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	<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	Focus Mask Making Explore use of masks culturally and historically African and Asian cultures and history of masks Pupils are introduced to and have	Focus Digital Art photoshop basic techniques Pupils will become familiar with the IT program Photoshop through exercises	Focus Drawing Observational drawing man made and natural forms Developing a range of mark making skills in paint and	Focus Drawing /printmaking Natural forms theme Shells, leaves and fish Mono printing and polyblock printing incorporating	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

	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 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.	opportunities to research artists e.g. Picasso, African art Japanese masks popular culture masks eg super hero Halloween etc. Pupils use a design process to develop mask designs and then develop making skills to construct their masks from card board, paper mâché mod rock and found materials.	and mini projects they will learn about Importing images Cropping and selecting Brightness and Contrast Saturation and colour Working With Layers. 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.	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.	monochrome and colour into drawings. Exploring formal elements such as Line, tone, texture, form, shape, proportion, perspective, negative/positive space, foreground, middle ground and background.	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.
ACD	Focus Introduction to art, craft and design (the visual elements) – Baseline assessment. Students are introduced to a wide range of media, materials and	Focus Matisse and colour • Observational drawing • Mark making (texture) • Printmaking	Focus Resistant Materials: working to a design brief - Peg stand picture holder design project (wood and plastics)–	Focus Mondrian – shape and colour • Measuring • Mixing colours	Focus Doodle art (Graphics) and Mendhi (clay) Students explore work of ‘Doodle artists’ creating their own	Focus Clay Skills: Pinch pot dinosaurs Exploring clay as a material, developing techniques and understanding of

	techniques, they are given opportunities to experiment with new things and develop existing skills whilst in a supportive environment. • Colour theory and the colour wheel • Matisse and colour (shape and line) • Paint mixing and application	• Painting and composition • Ceramic fish (3D / surface decoration)	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 workshop setting and develop their awareness of Health and Safety within the workshop Exploring plastics. Skills based activities, consolidation of learning.	• Application of colour • Developing digital skills	doodle arm using line and pattern Explore cultural Connections with Mendhi (pattern and shape) designing own Mendhi hand and making a ceramic version	processes. This includes joining clay and exploring decorative techniques, including embossing, mark making and glazing. Or 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 Van Gogh and Peter Blake. They are encouraged to experiment and explore composition and develop an understanding of Graphic techniques.
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Learning for Life	Transition to secondary school and getting to know one another. 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	How can we optimise our mental and physical health? Stress Toolkit: Exercise Sleep Play Self-Talk Hydration Personal Hygiene (including dental health)	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

	Year 8					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Central text:: ‘Sky Hawk’ or “Boy” or a super-readable text “Edgar and Adolph” or “Rat” 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 enthuse students and aid enjoyment of reading. A super-readable text maybe used instead of a larger class reader.		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.		Travel Writing A range of non-fiction and fiction texts and non-fiction to build the students’ understanding of the world. There will be opportunities to compare texts, understand how writers convey their points of view. Students will experience and trip and follow up with diary writing and travel blogging.	

Maths HW	Algebraic Thinking Sequences Understand and use algebraic notation Equality and equivalence	Place Value and proportion Place Value and ordering integers and decimals Fraction, decimal and percentage 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 Fractional Thinking 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 BC	Prime Numbers and Proof Ratio and Scale Multiplicative Change Multiplying and Dividing Fractions	Work in Cartesian Plane Represent Data Tables and Probability .	Brackets, equations and inequalities Sequences Indices	Fractions and percentages. Standard Index Form Number Sense	Angles in Parallel lines and polygons Area of Trapezia and circles Line symmetry	Data Handling cycle Measures of location
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 Learning about what the purpose of the operating system is and introducing logic gates and truth tables.	Focus Information Technology Spreadsheets Revisit formulas introduce simple functions and sorting / filtering, moving on to creating Charts by selecting the relevant information.	Focus Computer Science HTML Basics Introduce HTML and over the term practice adding text, images and formatting colour to make a simple webpage.	Focus Digital Literacy Keeping Safe Online 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.	Focus Information Technology Presenting Information To refine presentation skills; looking at how to successfully use action buttons and triggers to help with navigation.	Focus: Digital Literacy Cyber Security Introduction to the laws surrounding the computing and how to ensure we are using computers effectively.
History	Focus: Queen Elizabeth I ✓ Elizabeth's 'Middle Way' ✓ Mary, Queen of Scots	Focus: Exit The Tudors, Enter The Stuarts... From Civil War to Commonwealth ✓ James I ✓ Gunpowder Plot	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	Focus: The Slave Trade ✓ What was the Slave Trade? ✓ Life of a slave ✓ Abolition of slavery	

	✓ Spanish Armada ✓ Elizabeth's portraits	✓ English Civil War ✓ Oliver Cromwell		✓ Improvements in health and medicine		
Geography	Focus: Geography and you. ✓ Thinking like a geographer ✓ Our island home ✓ Land's End to John O'Groats ✓ The UK in Europe ✓ Exploring the local environment ✓ Learning about the UK using OS maps ✓ Skills focus: OS maps	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 ✓ Comparing rural areas ✓ Skill focus: Population pyramids	Focus: Work Rest and Play in the UK ✓ The world of work ✓ Changing employment ✓ Communication and transport ✓ How do we spend our free time ✓ The geography of sport	Focus: Physical Landscapes in the UK ✓ UK landscapes ✓ Landscape processes ✓ River Landscape ✓ Coastal Landscape ✓ Mountain and Glacial Landscapes ✓ Skills Focus: Physical Atlas Skills ✓ How to... Cartographic (Map) Skills	Focus: Challenges and Opportunities in the UK ✓ Poverty in the UK ✓ Water supplies ✓ Waste management ✓ Air pollution ✓ Energy ✓ Skills focus: GIS ✓ 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, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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, Bench ball, 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, Bench ball, 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, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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. Pupil Choice	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 Rounders, Curling, boccia, & Ultimate Frisbee.
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Food Tech	<u>Focus: 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.	<u>Focus: introduction to other cuisines</u> 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.	<u>Focus: introduction to other cuisines</u> The students investigate and cook examples of foods from around the world, identifying what skills they are using to make them.	<u>Focus: Where our food comes from</u> 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.	<u>Focus: plan food for a meal for a teenager</u> 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	<u>Focus: plan food for a chosen event</u> 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 techniques such as skin tones. And practice their brush and paint application control	Focus abstract art design process (colour ,shape and pattern) and acrylic painting Using their knowledge of abstract Pupils will explore the use of colour, shapes and patterns in non western cultures such as aboriginal painting and Tibetan mandala	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 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,	Focus myself Photo shop construction all about me Developing photoshop skills by producing a visual representation of their interests, dreams and dislikes By producing an art work based	Focus portraiture Photography and drawing the human head, proportion Pupils will be introduced to techniques for recording proportions of the face/head by first hand observation and also build on techniques for gridding up their	Focus Pop art and photographing objects Pupils will learn about Pop Art to be able to recognise Pop Art Images explore the concepts of social media and celebrity, research and analyse images in order to develop

	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	sand paintings. As part of the process they will be introduced to acrylic painting techniques by designing and making an abstract painting on canvas.	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	loosely on Holbine's Ambassadors Working on skills selecting appropriate size images, cutting out of background, resizing and colour light balance.	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.	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 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.	Focus African Masks design project (withies)– students work in both 2-D and 3-D. Using withes they are asked to create a mask sculpture, taking inspiration from masks from the African continent. They develop their knowledge and understanding of	Focus African Masks design project (withies)– continued. Extension activities include clay masks (using slab techniques and found materials as decorative elements).	Focus Lino printing design brief (print making) – students are set a design brief to make a range of 2 – 3 colour lino printed gift cards, learning about reductive print methods and simplification of a design. The theme is animals and	Focus Observation and Mark making (mixed media / ceramics)– Students will initially focus on drawing in this unit, exploring and experimenting with different ways that we can record, this is aimed at developing their	Focus Converse design brief (Graphics)– students are set a live brief by Converse, they are asked to respond to the brief by designing a shoe based around a game of their choice. They develop their skills of composition,

	Students explore the work of artists who have experimented with indirect self portraits including Van Gogh and Peter Blake. They are encouraged to experiment and explore composition and develop an understanding of Graphic techniques.	Africa and meanings that masks have (symbolic). Pupils develop their 3D work into large 2D paintings, exploring space and scale.		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)	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 and willingness to experiment with mark making).	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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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. 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 Islam, Sikhism and Buddhism Animal Rights and Animal Care	First Aid: CPR, AEDs and Emergency.	Adolescent toolkit Body Image Self-Esteem Navigating Relationships Managing platonic and romantic connections Respect and consent 
Music	Performance Developing ensemble rehearsal skills, interpretation, arranging and performance skills To play as part of a group To use instruments together	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	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

	To be able to create class performances			experiment with original ideas and to discuss the structure of their work		
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: Immersive Experiences 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 design their own scare maze	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

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths HW	Proportional Reasoning Ratio and scale Multiply change Multiplying and dividing fractions	Representations Working in the Cartesian Plane Representing data Tables and probability	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 Areas of trapezia and circles Line of symmetry and reflection	Reasoning with data The data handling cycle Measures of location
Maths BC	Measure of location Straight line graphs Form and solve equations	Test Conjectures 3D shapes Construction and congruency	Numbers Use percentages MAths and Money	Deduction Rotation and translation Pythagoras	Enlargement and similarity Solve ratio and proportion problems Rates	Probability Circle geometry Polygon geometry

	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/playscript or alternative Gothic Text 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	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			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.	

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	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.		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		Careers: Building experience and understanding of how writing comes into the “real World”	
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	Focus Digital Literacy Keeping safe online To develop understanding of how to stay safe online and look at how we can	Focus Digital Literacy How a Computer Works Recap what the children can remember about computer systems. This term they will	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	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
	know the difference between data and information and how to present information effectively.	identify fake news. We will also look at emergence of AI	learn about hardware and software and will participate in taking a computer apart to locate internal hardware.		introducing more complex functions such as SumIFs, COUNIF / Countifs, Vlookup, including how to present data as 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	Focus: Our physical world ✓ A World of Extremes ✓ Our underwater world ✓ Earthquakes	Focus: Our living world ✓ Eco systems – who's eating who?	Focus: Our unequal world ✓ Food inequality ✓ Health inequality ✓ The geography of chocolate ✓ Employment and the shock of Covid-19	Focus: Global issues ✓ Plastic in the ocean ✓ Climate change	Focus: World cities ✓ Urbanisation ✓ Rural – urban migration in China ✓ Megacities ✓ Housing the poor: Focus on China

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	✓ Climate zones and biomes ✓ People and economies ✓ Challenges in the Arabian Peninsula ✓ Conflict in the Middle East ✓ A world of extremes ✓ Middle East Check	✓ Volcanoes ✓ Global weather and climate ✓ Skills focus: Comparing maps ✓ The Story of bamboo	✓ The Mediterranean biome ✓ Coral reefs – rainforests of the sea ✓ Skills focus: Maps and satellite photos ✓ Global development ✓ Escaping inequality	✓ COVID-19 and vaccine inequality	✓ Sustainable tourism ✓ Wilderness areas under threat ✓ The geography of conflict zones ✓ Skills Focus: Maps and Satellite photos – Antarctica ✓ How to... Cartographic (map) skills.	✓ Sustainable cities ✓ Skills focus: Choropleth maps and proportional symbols ✓ How to... skills
PE	Focus – Dynamic recycled movement into gaps and Spaces This termly focus will be	Focus – The application of defensive play. This termly focus will be introduced, development and improved through	Focus – The application of attacking play This termly focus will be introduced, development and improved through the	Focus – The application of rules within sport. This termly focus will be introduced, development and improved through the following physical activity rotation:	Focus – Aiming into the correct space/s within the playing area. This termly focus will be introduced, development and improved	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:

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	introduced, development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	through the following physical activity rotation: Cricket, Handball, Basketball, Dodgeball, Football, Stoolball Rounders, Shot Putt & Ultimate Frisbee.	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
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
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,	Focus Texture Photography and Photoshop texture use photography techniques include portraiture and macro photography use of light and SLR cameras and ICT	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	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	Focus ACD GCSE style theme from /old exam paper (spring into summer) idea generating, artist research, material investigation and experimentation, evaluation	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
	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.	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.	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.	Using water colour paint or pastel. Pupil choice of media.	for filling the 4 assessment objectives	

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Photograph KS3 yr 8 & yr 9	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. • Shoot Both Vertical and Horizontal • Fill the frame Pupils explore the rules taking photographs and identifying the rules in sketch books	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			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?		
ACD	Focus Gargoyles (ceramics) – Students will work to a design brief, ensuring	Focus Day of the Dead (textiles / 3D modelling) - Students will work to a design brief, ensuring	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	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

	Year 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	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	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, meaning and the many important contemporary social issues and traditions. Pupils		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.		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							
	fit into this context. In year 9 connections start to be made between the KS3 course and the KS4 GCSE programme of study.	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 <table border="1" data-bbox="571 805 795 853"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> 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 Think Twice (online and RL choices)	How can substances impact on wellbeing? Exploration of legal/illegal substances which can impact our health: Sugar, Caffeine, Alcohol, Vaping, Drugs.	Cross-curricular History Unit: Fact, Fiction and Faith Exploring Jewish faith and discrimination Holocaust: Boy in Striped Pyjamas	First Aid Asthma and Allergies Choking and Head Injuries Hygiene – laundry skills	Staying Safe Safety in relationships – including awareness of AI and online cultures Managing conflict and the dangers of running away							

	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 	Money Matters, Gaming, social media and algorithms: The pressure to spend online <u>Anti-bullying:</u> Peer Approval/Pressure and Gangs LGBT bullying	Managing influences Impact of diet	Protected Characteristics: Race, Religion		
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	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

				technology 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 19th, 20th and 21st 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		Entry Level Mathematics coursework/Exam - Component 1-Number Component 2-The Four operations	ELC Component 3- Ratio ELC Component 4- Money	ELC Component 5 – the calendar and time Component 6 – Measures	ELC Component 7- Geometry Component 8- Statistics	Grade 1 GCSE • Place value • Time • Negative numbers • Powers and roots • BIDMAS • Factors and multiples	Grade 1 GCSE Writing and simplifying fractions Coordinates Pictograms Addition and subtraction Multiplication and division Rounding Systematic listing Review and recap in preparation for Year 11

Maths BC		Constructions and congruency Numbers Use percentages	Maths and Money Deduction Rotation and translation	Pythagoras Enlargement and Similarity	Solve ratio and proportion problems Rates	Probability Algebraic representation	Circle geometry Polygon geometry
Maths AC		Place value and ordering numbers Comparing numbers BIDMAS Multiplying integers and decimals Dividing integers and decimals Adding and subtracting integers and decimals All four operation with negative numbers Adding and subtracting fractions	Percentage of an amount (Calculator and non-calculator) Percentage increase and decrease Expressing one quantity as a percentage of another Percentage change Converting Fractions, decimals and percentages		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 Angles on quadrilaterals Bearings Area and perimeter of rectangles Area and perimeter of compound shapes	Area of a parallelogram and trapezium Parts of a circle Circumference of a circle Area of a circle Solve problems involving semi-circles Volume of a cube and cuboid Volume of a prism Surface area of a cube and cuboid	Pythagoras Theorem Trigonometry Rotational symmetry Translations Reflections Rotation Enlargement Mixed transformations

		Multiplying and dividing fractions Fractions of an amount One amount as a fraction of another and fractions on a calculator	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 significant figures</i> <i>Estimating</i>		Area of triangles	Surface area of triangular prisms Volume of a cylinder Surface area of a cylinder	
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			<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>				
Science GCSE Biology Chemistry Physics		Natural Selection Groups in the Periodic Table Light & EMS	Genetics Groups in the Periodic Table Light & EMS	Genetics Reaction Rates Radioactivity	Health, Disease & Medicines States of Matter Energy Forces doing work	Health, Disease & Medicines 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,	Focus - The tactics of defending. Sports Leadership.	Focus - The tactics of attacking. Sports Leadership	Focus – Analysing another team / person's tactics and counteracting them. Sports Leadership	Focus – Gaining an advantage over an opponent. Sports Leadership	Focus – Fielding techniques and positioning in the field. Sports Leaders

		development and improved through the following physical activity rotation: Tag Rugby, Table tennis, Badminton, Basketball, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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	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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Year 10:- B-Tec Food and Nutrition Level 1		<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. The pupils will also take part in weekly practical lessons that fit the subject and encourage independence.	<u>Focus: the importance of carbohydrates dietary fibre and fats.</u> As well as weekly practical lessons that fit in with the subject the students will 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 continue to take part in practical lessons to help improve skills and independence and will also 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 where they will plan prepare and cook a main course meal set to a subject.	<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 fibre or reducing sugar and fat intake. There will also be practical cooking lessons to continue learning skills and encouraging independence.
ACD		Focus Welcome collection brief- From Atoms to Patterns Students will be given their design brief from their	Focus Continued from T1 They will develop practical art,	Focus Continued from T1 and 2 Outcomes include:	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.	Focus Howletts Design brief (continued) Students will produce a variety of outcomes	Focus Externally set assignment (exam practice) Students will be given a past

		clients The Welcome 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 processes which will lead to specific outcomes (e.g enamelled and cast pieces, silk painting / textiles, ceramics, glass fused products...)	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.	• Enamelled and cast pieces • Silk painting • Photography and photoshop work • Ceramic tiles	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.	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 (lino prints, etched acrylic lamp using).	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 realising their intentions.
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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 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	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 Exploring light triangle advanced	Focus Week 1-3 understanding shutter speed practical uses and capturing movement Sketch book page Shooting out doors (windy day) shutter speeds 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 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	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 Light restricted spaces and light sources such as glow sticks and LED's To create experimental photographs Chance unpredictable outcomes	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.
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					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?		
Learning for Life		Transition to KS4 Relationship with yourself and others. Examine healthy and unhealthy role-models in sport and on screen. 	Yr10 Student Council campaigns and election. The Basics of Budgets and banking for a young person (income and expenditure, support available). Gambling – Financial	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.	First Aid: Bleeding, Shock and Chest Pains. Choking, CPR, AEDs; Bone. Muscle and Joint Injuries.	RSHE Balancing Act Physical desires, Emotional needs and Safety *Consent and Coercion. Change, Grief, Loss/Endings 

			Health 'Wanna bet?'				
			<u>Anti-bullying:</u> Including pressure to send/receive nudes*				
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	Focus Unit 3 Acting Skills Learning aim B: Demonstrate technical skills and techniques during a production process

						production process	
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	Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

English	Focus: A Christmas Carol and Exam Prep 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. Many students will be preparing for Functional Skills and GCSE exams during this term		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	GCSE Grade 1 Addition and subtraction. Multiplication and division. Time Metric conversions Writing, simplifying and ordering fractions	Grade 1 Place value Rounding Negative numbers Powers and roots BIDMAS Factors and multiplies Coordinates Pictograms	Grade 2 Calculation problems using a calculator Systematic listing Fractions of an amount Fractions, decimals and percentages	Simplifying algebra Writing and expression Function machines solving one step equations Angles Area and perimeter	Probability Frequency polygons Averages Bar charts Stem and leaf Past papers/ revision	Revision and GCSE Exams
Maths BC	Algebraic manipulation Equations, inequalities and formulae Quadratic expressions and equations	Percentages Ratio and Scale Work with fractions November	Rounding and estimation Perimeter, area, volume Interpret and represent data	Angles Graphs and Diagrams Factors and Powers REVISION	REVISION	

		MOCK GCSE EXAMINATIONS	Non-linear graphs		GCSE EXAMINATIONS	GCSE EXAMINATION
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 - Controlled Assessment (Set by Exam Board)		Component 3 Effective Digital Working Practices <i>Learning about cloud technologies, cloud storage. The laws surrounding data and computers, ethical use of technology, flow charts, threats to technology</i>		Component 3 - Practice exam style questions - External Exam (Set by exam board)	Study Leave
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, Dodgeball, Fitness, Kabaddi, Football, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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, Bench ball, Handball, Volleyball, Pickle ball, cricket, speed stacks, stool ball & Tennis.	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 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 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 have full control of the choice of activities and the order they are completed in.
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			are completed in.			
Year 11: B-Tec Food and Nutrition Level 2	<u>Focus: Food preparation and cooking skills</u> The students will learn how to use different types of skills when cooking 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 free skills lessons</u> For students who have not left for study leave there is a chance to take part in cooking skills lessons to see what they can do independently and see what has been learnt.
ACD	Focus GCSE Exam Question theme of Food or questions from last years exam paper pupils are supported through the preparation and the development	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	Focus GCSE Exam preparation Exam paper is delivered in January pupils are supported through the preparation	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	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

	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	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.	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	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.		
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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 materials, refining and developing their work as it progresses. They	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	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,	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	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

	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.	refining and developing their work as it progresses. They will be expected to cover all of the 4 GCSE Assessment objectives	them onto paper....brainstorm, notes, collage etc AO4 – OUTCOME – The final piece / pieces. This links and connects to the research experimentation and development.		
Learning for Life	Are we in the adult world at 16? Identity and Relationships	Yr11 Student Council campaigns, elections and vote Financial Health Making money online and protecting against exploitation	Mental Fitness: Managing pressure, anxiety and overwhelm – especially with	Equality: Faith and Families Protected Characteristics: Religion, Gender, LGBT, Sexual Orientation. Spotlight on faiths like Sikhism and Bahá'í	Exam Season Support Revision Relaxation Mental Fitness Self-Care Celebrating Growth and time at LGS.	

	Managing online influences including manosphere Marriage and relationship rights Being a Parent/Carer 	<u>Anti-bullying focus:</u> Managing conflict in friendships and intimate relationships.	Change and Exam Season. MHFA: Stress Bucket Time Management / Self-Care Sexual Health Part 2 Cancer Awareness: Self-examination	Diverse Families Managing romantic challenges Coercion; Hate/revenge crime and support.	Managing endings / transition to Post-16/College 
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	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		

	Implement and review the arts challenge Gather evidence about how you are developing Monitor progress Review progress					
Drama	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 production skills and techniques in a performance.	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 production skills and techniques in a performance.	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: 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

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