

Unit Provision KS3: English

Curriculum Learning Journey 2023 – 2024

Term 1	Writing for different purposes – Writing to instruct	<ul style="list-style-type: none"> - Identifying instructional writing - Imperative verbs - Time conjunctions/starters - Following instructions - Grammar and punctuation - Proof reading and editing
Term 2	<p>The Book of Hopes – 3A</p> <p>Escape from Pompeii – 3B, 3C</p> <p>The Enormous Crocodile – 3Y</p>	<ul style="list-style-type: none"> - Drama - Speaking and listening - Comprehension - Rewriting texts from different perspectives. - Asking questions - Scanning and skimming - Inference - Independent reading - Reading for pleasure - Retrieval of literal information - Diary/log writing
Term 3	Writing for different purposes - Comic Strips and Story Boards	<ul style="list-style-type: none"> - Drama - Newspapers - Captions and speech bubbles - Formal and informal text - Reviews - Features of genres - Images - Story boarding
Term 4	<p>How to Train Your Dragon – 3B/3Y</p> <p>Fantastic Beasts and Where to Find Them - 3C/3A</p> <p>The Dragon Sitter - 3Y</p>	<ul style="list-style-type: none"> - Drama - Comprehension - Balanced arguments - Rewriting texts from different perspectives. - Asking questions - Scanning and skimming - Inference - Independent reading - Reading for pleasure - Retrieval of literal information - Diary/log writing
Term 5	Writing for different purposes – Imaginative Story Writing	<ul style="list-style-type: none"> - Descriptive writing - Settings - Characters - Story retelling - Alternative endings



		<ul style="list-style-type: none"> - SPAG - Speech
Term 6	<p>My Brother is a Superhero – 3B/3C/3A</p> <p>Rudy and the Wolf Cub – 3Y</p>	<ul style="list-style-type: none"> - Reading for pleasure - Comprehension - Balanced arguments - Opinion versus fact - Rewriting texts from different perspectives. - Asking questions - Scanning and skimming - Inference - Independent reading - Retrieval of literal information - Diary/log writing

Big Ideas:

To develop skills to communicate effectively via reading, writing and spoken word.

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision KS3: Maths

Curriculum Learning Journey 2023 – 2024

Term 1	Number: Place Value	<ul style="list-style-type: none"> - Representations of number: using a variety of resources - Counting forwards and backwards in 1's, 10's 100's 1000's - Number vocabulary: most, least, equal to, less and more etc. - Comparing quantities - Place value, counting, ordering and comparing numbers - Number lines, number sequences - Estimating - Rounding numbers - Word based problems
Term 2	Number: Addition, Subtraction,	<ul style="list-style-type: none"> - Adding numbers using a variety of methods/resources - Subtracting numbers using a variety of methods/resources - Commutative Law – Fact Families. - Mental calculation strategies - Effective jottings - Word based problems
Term 3	Multiplication, Division and	<ul style="list-style-type: none"> - Multiplying numbers using a variety of methods/resources - Dividing numbers using a variety of methods/resources including simple sharing. - Word based problems - Effective jottings - Repeated addition - Multiplication vocabulary: times, multiply, groups of - Multiplying numbers using a variety of methods/resources - Division vocabulary: divide, share, equal - Making equal groups - Dividing numbers using a variety of methods/resources - Arrays - Recognising the 'x' symbol - Grouping - Decimals and equivalent fractions - Word based problems
	Measure: Money including decimals	<ul style="list-style-type: none"> - Money vocabulary: pounds, pence, cost, value, worth, coins, notes, change - Matching coins - Sorting coins - Making amounts - Role play shops - Virtual money systems/banking - Adding and subtracting amounts - Sharing amounts - Comparing amounts - Giving change - Decimals within money - Word problems and real-life scenarios: shopping

Term 4	Data Handling	<ul style="list-style-type: none"> - Read information from a list, classify information using single criterion. - Read and draw simple charts - Extract data from information, make numerical comparisons, classify objects, represent information using different formats - Create frequency tables, interpret information to make comparisons and record changes - Organise and represent information in appropriate ways - Word based questions
Term 5	Measure- Capacity, length, weight, temperature Shape, space and positional direction	<ul style="list-style-type: none"> - Reading simple scales, including the number line - Using weighing scales - Using tape measures and trundle wheels - Using rulers and metre sticks - Reading analogue thermometer including negative numbers - Using weighing scales - Handling 2d and 3d shapes - Sorting 2d and 3d shapes - Recognising 2d shapes - Shapes in the environment - Common 2d and 3d shapes - Use every day positional language - Properties of 2d and 3d shapes - Use appropriate positional language - Sort 2d and 3d shapes using properties including symmetry and angles - Perimeter and area - Use compass points - Angles: acute, obtuse and reflex - Word based problems
Term 6	Time and Fractions	<ul style="list-style-type: none"> - Time vocabulary: days, weeks, months, night, day, morning, afternoon, seasons... - Sequencing days, weeks, months, seasons - Sequencing daily activities - Understanding am and pm - Analogue clocks: telling the time - Digital clocks: telling the time - Matching analogue to digital time - Converting between digital and analogue - 24-hour digital time - Time elapsed - Understanding timetables (bus/train) - Word based problems - Recognise half as 1 of 2 equal parts (analogue clocks) - Combine half's and quarters to makes wholes - Write simple fractions

**Big Ideas:**

Using Numbers and the Number System
Using Common Shapes, Measure and Space
Using Time and Money in real life scenarios
Learning skills for 'real life' maths

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need

Unit Provision: KS3 Science curriculum Learning Journey 2023-2024

Term 1	Physics- Space	<ul style="list-style-type: none"> - Exploration of Earth; shape, movement, land/sea - Identification and exploration of planets - Exploration of the sun including its importance to Earth - Months and seasons - Day and night - Phases of the moon
Term 2	STEM	<ul style="list-style-type: none"> - Identify the aim of an experiment - Make predictions - State and collect equipment needed for experiments - Following methods to complete experiments - Explore results of experiments - Identify if predictions are correct
Term 3	Chemistry- States of Matter	<ul style="list-style-type: none"> - Explores and classifies liquids, solids and gases - Changing states including observing that some materials change state when they are heated or cooled - Measures, records and recognises temperature - Explores water cycle - Evaporation and condensation
Term 4	Physics- Seasonal Change	<ul style="list-style-type: none"> - Identifying seasons - Weather including temperature change - Seasonal change in relation to animals and plant life - Consequences of climate variation - Identifies different forms of precipitation - Explores the correlation between the movement of the Earth on its axis around the Sun to seasons
Term 5	Biology- Animals including Humans	<ul style="list-style-type: none"> - Observing and comparing animals - Identifying and classifying animals by diet; carnivores, herbivores and omnivores - Identify and categorise fish, amphibians, reptiles, birds and mammals - Lifecycles
Term 6	Chemistry- Rocks	<ul style="list-style-type: none"> - Comparing rocks - Grouping rocks by properties - Understand the difference between natural and human-made rocks - Rocks and their uses - Erosion - Understand how fossils are made - Soil; how it is made, its uses

Big Ideas:

- To develop and sustain learners' curiosity about the world
- To increase students understanding about how and why things work

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision KS3 Active Curriculum Learning Journey 2023 – 2024

Term 1	Futsal/Football Badminton	<p>Futsal/Football:</p> <ul style="list-style-type: none"> - Passing skills - Shooting skills - Dribbling skills - Football drills/stamina activities - Small sided games - Spatial awareness <p>Badminton:</p> <ul style="list-style-type: none"> - Serving a shuttle: using a range of methods - Racquet grip and being able to use forehand/backhand - Receiving/returning skills - Tactics and application of skills within a game
Term 2	Dance/Gymnastics/Yoga Basketball	<p>Dance/Gymnastics/Yoga:</p> <ul style="list-style-type: none"> - Sequencing and combining steps - Developing co-ordination - Remembering repeated phrases of movement - Travelling: rolls, jumps, turn, leaps - Individual balances - Starting & finishing positions - Individual, paired sequence - Breathing - Movements - Flow of movements <p>Basketball:</p> <ul style="list-style-type: none"> - Passing and receiving - Dribbling skills - Attack and defence - Small sided games - Tactics and application of skills within a game
Term 3	Goalball HRF- Circuits training	<p>Goalball:</p> <ul style="list-style-type: none"> - Listening Skills - Teamwork - Body positioning - Trust skills - Throwing <p>HRF:</p> <ul style="list-style-type: none"> - Cardiovascular - Muscular Endurance - Sport specific - How the body works - What are warm ups - Leadership

Term 4	Table Tennis Tchoukball	<p>Table Tennis:</p> <ul style="list-style-type: none"> - Sending a ball forehand/backhand - Receiving a ball forehand/backhand - 1:1 and 2:2 game rally's <p>Tchoukball:</p> <ul style="list-style-type: none"> - Accuracy in throwing and catching - Developing speed and reaction times - Teamwork skills - Accuracy when working with a target
Term 5	Athletics Netball	<p>Athletics:</p> <ul style="list-style-type: none"> - Throwing: javelin, chest pass throw/shot put, discus - Running: sprint starts, sprints 25m – 200, 800m, hurdles - Jumping: standing long jump, standing triple jump - Sports hall athletics: multi events <p>Netball:</p> <ul style="list-style-type: none"> - Passing, receiving and footwork - Marking and dodging - Shooting - Rules and positions - Application in small sided games
Term 6	Tennis Rounders/Cricket	<p>Tennis:</p> <ul style="list-style-type: none"> - Grip - Sending: forehand/backhand - Serve - Net shots - Tactics and application of skills in adapted games <p>Rounders/Cricket:</p> <ul style="list-style-type: none"> - Fielding: throwing & catching, short/long barriers - Hitting: grip, stance, tactical awareness - Fielding positions - Bowling skills - Batting - Small and full sided games

Big Ideas:

Gross Motor Skills
Teamwork
Developing skills across a range of sports

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision 3C and 3B: ICT

Curriculum Learning Journey 2023 – 2024

Term 1	Introduction to ICT Safety in a computer room Computer systems and networks	<ul style="list-style-type: none"> - Using different ICT Programs - Folder Structure/ Saves work in an appropriate place - Accessing and using Microsoft Teams - Safety in the computer room: passwords, posture, room safety - Accepts rules of the setting - Names people they can trust and ask for help - Keeps personal information private - Basic typing skills
Term 2	Presentation Software: PowerPoint	<ul style="list-style-type: none"> - Opens, edits, saves and retrieves documents - Adds or inserts letters, text and/or pictures to a template or document - Edits and formats images and text - Uses sound, animation and records audio - Use/experiments with a range of tools/effects available within PowerPoint
Term 3	Modelling Data: Spreadsheets	<ul style="list-style-type: none"> - Use simple formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references - Process (including sort, filter) numeric data by values in a column. - Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width). - Chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels (including chart title, axis titles, data legends and data labels).
Term 4	Email	<ul style="list-style-type: none"> - Gives examples of different ways to communicate online - Open and navigate to an email website, e.g. Outlook or Hotmail - Open a blank email message template in order to compose a new message - Write or select from an address book the email address of the recipient with assistance - Insert an appropriate subject for the email message with a written or symbol prompt - Type an appropriate email message to a friend, family member or member of staff using a model - Send the final message off to the recipient - Composing, printing out and sending off own email message. - Recognise at least two icons relating to emails, e.g. new, send

Term 5	E-Safety: Using computers safely Copyright Law	<ul style="list-style-type: none"> - Gives examples of different ways to communicate online - To understand key rights under data protection laws (including right to see what personal data organisations hold about you, right to withdraw consent) and the circumstances where you can request that personal data be rectified or deleted. - Difference between right and wrong - Stranger danger. Recognises that strangers not known in real life and online - Personal information/data and keeps this private - Identifies the dangers and risks of communicating online and using the internet - Identify who to go to for help - Recognises that information online can be available for many years - Types of social media and privacy settings - Explore key terminology: troll, trolling, virus, spam, - Age appropriate websites
Term 6	Multimedia	<ul style="list-style-type: none"> - Chooses to play or replay a video/audio recording - Uses a graphics program, e.g. to create a picture - Use cameras to take still and moving photos and decides if it is worth keeping. - Creates pictures using simple computer drawing package - Creates/explores music and sounds using digital technology - Records music and or sounds to evaluate - Explores software to present information e.g. animation, sound, video - Records an activity using digital technology - Experiments with effects from multimedia packages

Big Ideas:

Computer Science
Information and Communication
E-Safety

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need

Unit Provision KS3 Art Curriculum Learning Journey 2023-24

Term 1	Introduction to drawing: Primary and secondary drawing	<ul style="list-style-type: none"> - Observational drawing - Applying tone - Pencil skills - Developing understandings of line, tone and form - Using colour to create tone
Term 2	Graffiti art: Silk painting	<ul style="list-style-type: none"> - Contextual research of graffiti - Digital skills - Exploration of new media - Experimentation of colour - Introduction of complementary colours - Use of silk paint, guttering and rock salt
Term 3	Aboriginal art: Mix media	<ul style="list-style-type: none"> - Research of traditional Aboriginal art techniques - Rock painting - Dot painting - Explore paint, oil pastels, chalk and ink - Native Aboriginal symbols
Term 4	Painting / Colour theory: Pop Art	<ul style="list-style-type: none"> - Artist research: Andy Warhol - Imagery research - Develop painting skills - Paint using limited pallet of only primary colours - Create disks of likes - Display work collaboratively
Term 5	Environmental sculpture	<ul style="list-style-type: none"> - Artist research: Andy Goldsworthy - Artist research: Henry Moore - Artist research: Peter Randall - Soft media manipulation - Drawing skills: Primary drawing - Painting - Clay - Curriculum off site visit
Term 6	Henri Rousseau: Mix Media	<ul style="list-style-type: none"> - Artist research - Primary drawing of plants - Secondary drawing of plants - Develop understandings of scale - Manipulate scale - Use mix media to create depth and perspective

Big Ideas:

Artist research, primary and secondary sources, developing opinions and to investigate new processes, ideas and techniques.

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need



Unit Provision: KS3 Design and Technology Curriculum Learning Journey 2023-2024 (DT Lessons will change order depending carousel)

Term 1	Papier Mache Pinata	<ul style="list-style-type: none"> - History of Halloween and its origin - Research and Design pinata. - Make your own pinata.
Term 2	Wraps and Thins	<ul style="list-style-type: none"> - Introduction to food hygiene - Research and plan healthy wraps and thins fillings - Make wraps and thins for all main meals of the day - Make wraps and thins incorporating the use of air-fryers and crimp-it
Term 3	Wool Craft	<ul style="list-style-type: none"> - Discuss and explains design ideas - Select and use different wools which are appropriate for the task - Make various craft from wool
Term 4	Mosaics	<ul style="list-style-type: none"> - Discuss and explains design ideas - Select and use different tiles to complete mosaic craft - Describe the purpose of their product, including what or who their product is for - Compare their completed work simply against their original design criteria
Term 5	Patterns and Characters	<ul style="list-style-type: none"> - Discuss and explains design ideas - Select and use different paints to complete different glass art designs - Compare their completed work simply against their original design criteria
Term 6	Hessian Textile Craft	<ul style="list-style-type: none"> - Know how to use equipment and identify appropriate equipment. - Be able to produce a piece of work. - Use basic stitching techniques. - Be able to apply processes to tackle basic problems. - Understand safe working practices. <p>Be able to review own performance and personal skills</p>

Big Ideas:

Each group to access each topic at different terms in carousel.

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision: 3B & 3C Humanities Curriculum Learning Journey 2023 - 2024

Term 1	History – First Nations	<ul style="list-style-type: none"> - Who are First Nation people? - Did climate influence where First Nation people settled? - How did the first settlers arrive in America? - Can I identify different First Nation tribes? - First Nations – Fact v Fiction? - First Nations in the 21st Century.
Term 2	Geography – All About Rainforests	<ul style="list-style-type: none"> - Where are the Rainforests? - The Rainforest Climate. - Layers of the Rainforest. - Life in the Rainforest. - Can I compare the Amazon Rainforest to Sherwood Forest? - How do humans impact the Rainforest?
Term 3	History – The Norman Conquest and the Origins of our Monarchy	<ul style="list-style-type: none"> - Who were the claimants to the English throne in 1066? - Battle of Hastings. - Bayeux tapestry. - What was the Domesday Book? - How did William use castles to keep power? - British and English Monarchs: a family tree.
Term 4	Geography – Ecosystems: Polar	<ul style="list-style-type: none"> - Where are the Polar regions? - What are the Polar regions like? - Life in the Arctic and Antarctic? - Could you be a Polar Explorer? - Effects of Global Warming.
Term 5	History – The Civil Rights Movement	<ul style="list-style-type: none"> - Life after WWII. - Segregation. - A fight for education. - Rosa Parks and the Montgomery Bus Boycott. - Women's Liberation. - Key figures involved with The Civil Rights Act.
Term 6	Geography – Maps and Plans	<ul style="list-style-type: none"> - Using atlases. - Recognising map symbols. - Using compass points to navigate. - Working with grid references. - Planning and following a route. - Charting the change of land use over time.

Big Ideas:

To develop knowledge of how the world has evolved and continues to change over time.

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need.

Unit Provision: 3B PSHE Curriculum Learning Journey 2023 – 2024

Term 1	Beginning and Belonging	<ul style="list-style-type: none"> - What is my role in helping my school be a place where we can learn happily and safely? - How can we build relationships in our class and how does this benefit me? - What does it feel like to be new or to start something new? - How can I help children and adults feel welcome in school? - What helps me manage a new situation or learn something new? - Who are the different people in my network who I can ask for help?
Term 2	Family and Friends (Anti-Bullying)	<ul style="list-style-type: none"> - How are falling out and bullying different? - How do people use power when they bully others? - What are the key characteristics of different types of bullying? - How can lack of respect and empathy towards others lead to bullying? - What is the difference between direct and indirect forms of bullying? - What are bystanders and followers and how might they feel? - Do I understand that bullying might affect how people feel for a long time? - How can I support people I know who are being bullied by being assertive? - How does my school prevent bullying and support people involved?
Term 3	Working Together (Financial Capability)	<ul style="list-style-type: none"> - What different ways are there to earn and spend money? - What does saving, spending and budgeting mean to me? - How can I decide what to spend my money on and choose the best way to pay? - What might my family have to spend money on? - What is 'value for money'? - How do my feelings about money change? - How do my choices affect my family, the community, the world and me?
Term 4	Relationship & Sex Education	<ul style="list-style-type: none"> - How are male and female bodies different and what are the different parts called? - When do we talk about our bodies, how they change, and who do we talk to? - Why is it important to keep myself clean? - What can I do for myself to stay clean and how will this change in the future? - How do different illnesses and diseases spread and what can I do to prevent this? - What does it mean to be grown up? - What am I responsible for now and how will this change? - How do different caring, stable, adult relationships create a secure environment for children to grow up?

Term 5	Managing Safety and Risk	<ul style="list-style-type: none"> - How do I feel in risky situations and how might my body react? - Can I make decisions in risky situations and might my friends affect these decisions? - When might I meet adults I don't know & how can I respond safely? - What actions could I take in an emergency or accident and how can I call the emergency services? - What are the benefits of using the roads and being near water and how can I reduce the risks? - How is fire risky and how can I reduce the risks? - How do I keep myself safe during activities and visits? - How can I stop accidents happening at home and when I'm out?
Term 6	Healthy Lifestyles	<ul style="list-style-type: none"> - What does healthy eating and a balanced diet mean? - What is an active lifestyle and how does it help me to be healthier? - What is mental wellbeing and how is it affected by my physical health? - How much sleep do I need & what happens if I don't have enough? - How do nutrition and physical activity work together? - How can I plan and prepare simple, healthy meals safely? - How can I look after my teeth and why is it important? - Who is responsible for my lifestyle choices and how are these choices influenced?

Big Ideas:

Myself & My Relationships,
Citizenship,
Healthy & Safer Lifestyles,
Economics well-being,
Relationships and Sex Education

Individual Need:

Students will access varying amounts of the big ideas content dependent on individual need

Unit Provision: Community Curriculum Learning Journey 2023-24

Term 1	Intervention based programme	<ul style="list-style-type: none"> - Swimming (terms 1 – 3, group carousel) - Life Skills - Community - Emotional Literacy
Term 2	Community: Link with France	<ul style="list-style-type: none"> - Accessing community - Use basic French language - Introduce France, using world map - Buy French food products from supermarkets - Taste, cook and prepare French food - Introduce culture and landmarks of France
Term 3	Community: Link with Poland	<ul style="list-style-type: none"> - Preparation and collection of public bus passes - Independent research of Poland - Learn basic language - Identify and find Poland on world map - Visit Polish food shop - Purchase, taste and prepare Polish food - Learn about Polish custom
Term 4	Community: Link with India	<ul style="list-style-type: none"> - Explore spices of India - Explore different languages of India - Create sensory art work using spices and colours of India - Visit Indian supermarket / Indian sections of supermarkets - Learn about Indian beliefs, culture and landmarks - To locate India on a world map <p>Community at country parks will commence this term. This will be on rotation.</p>
Term 5	Community: Link with Iceland	<ul style="list-style-type: none"> - Explore Icelandic culture - Explore language - Learn about Iceland climate - Aurora borealis - Landmarks - Landscapes - Animals <p>Community at country parks will take place this term. This will be on rotation.</p>
Term 6	Community: Link with Scotland	<ul style="list-style-type: none"> - Identify Scotland on map - Bag-pipes - Dancers - History - Landscape - Scottish foods and cooking - Buy ingredients <p>Community visits will take place. This will be on rotation.</p>



Big Ideas:

To develop knowledge of our local community and different world communities.

Individual Need:

Individual need will be met. If off site, risk assessments will be created and staffing ratios will be amended to meet individual and group need.