

**Unit Provision: 4B English**  
**Curriculum Learning Journey 2023 – 2024**

<b>Term 1</b>	Class Read – Rudy and the Wolf Cub.	<ul style="list-style-type: none"> <li>- Listen to and talk about a text.</li> <li>- Sequence pictures of key events in a text in the correct order.</li> <li>- Take part in a drama or role play about a text.</li> <li>- Identify a theme in a text.</li> <li>- Describe a character or event from a text.</li> <li>- Taking part in activities about a text.</li> <li>- Working in a group to discuss a text.</li> <li>- Write captions for photos related to a text.</li> </ul>
<b>Term 2</b>	Drama - Macbeth	<ul style="list-style-type: none"> <li>- Watch and discuss scenes in Macbeth.</li> <li>- Take part in different re-enactments from the play.</li> <li>- Help with the making and sorting of Macbeth costumes.</li> <li>- Listen to and discuss different scenes from Macbeth.</li> <li>- Sequence the events from the play.</li> </ul>
<b>Term 3 &amp; 4</b>	Superheroes	<ul style="list-style-type: none"> <li>- Complete a list of at least three superheroes and their powers.</li> <li>- Complete a mind-map on the qualities of a 'superhero'.</li> <li>- Watch and talk about at least one superhero story.</li> <li>- Create a character profile for the superhero in the story.</li> <li>- Retell their favourite moment in the story using sequencing words.</li> <li>- Create a character profile for an original, new superhero.</li> <li>- Plan a costume for the new superhero.</li> <li>- Take part in at least one drama task as the new superhero.</li> <li>- Write a short story about the new superhero.</li> <li>- Read the superhero short story to someone else.</li> </ul>
<b>Term 5</b>	Poetry - Rhyming	<ul style="list-style-type: none"> <li>- Listen to and discuss different types of poems.</li> <li>- Explore rhyming words.</li> <li>- Select pairs of rhyming words from word list.</li> <li>- Identify the rhyming words in a given poem.</li> <li>- Provide missing rhyming words from a poem.</li> </ul>
<b>Term 6</b>	Writing a Newsletter	<ul style="list-style-type: none"> <li>- What a newsletter is?</li> <li>- Exploring different newsletters.</li> <li>- Recall, using photos, what they have done in school.</li> <li>- Make sentences about a photo</li> <li>- Type a sentence for a class newsletter.</li> <li>- Interview someone about their week for a class newsletter.</li> <li>- Produce a class newsletter as a group.</li> </ul>

**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: KS4/5 Maths Curriculum Learning Journey 2023-2024

<b>Term 1</b>	Number: Place Value	<ul style="list-style-type: none"> <li>- Recognise digits and quantities</li> <li>- Number language (more than, less than, equal)</li> <li>- Place value</li> <li>- Counting, estimating, ordering and comparing numbers</li> <li>- Number lines, number sequences</li> <li>- Round numbers</li> <li>- Word based questions</li> </ul>
<b>Term 2</b>	Number: Addition, Subtraction, Multiplication, Division  Money	<ul style="list-style-type: none"> <li>- Recognise and use operations</li> <li>- Word based questions</li> <li>- Share objects</li> <li>- Times tables</li> <li>- Multiplication and division facts</li> <li>- Word based questions</li> <li>- Recognise coins and notes</li> <li>- Money calculations</li> <li>- Estimation and rounding</li> <li>- Decimals</li> <li>- Word based questions</li> </ul>
<b>Term 3</b>	Time  Fractions	<ul style="list-style-type: none"> <li>- Sequencing: days, months, weeks, seasons, times of day, events</li> <li>- Read and record time using 12-hour analogue clock</li> <li>- Read and record time using 12-hour digital clock</li> <li>- Word based questions</li> <li>- Use <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> in real life situations</li> <li>- Recognise simple fractions of whole numbers and shapes</li> <li>- Understand equivalent fractions</li> <li>- Word based questions</li> </ul>
<b>Term 4</b>	Data Handling	<ul style="list-style-type: none"> <li>- Read information from a list</li> <li>- Classify information</li> <li>- Read and draw simple charts</li> <li>- Create frequency tables</li> <li>- Organise and represent information in appropriate ways</li> <li>- Extract or interpret information to make comparisons and record changes</li> <li>- Word based questions</li> </ul>
<b>Term 5</b>	Measure: capacity, length, mass  Decimals	<ul style="list-style-type: none"> <li>- Measure using real life objects and balancing scales</li> <li>- Compare common measures and use mathematical vocabulary e.g. empty, half, full, heavy, heaviest, heavier</li> <li>- Use mm, cm, m, km, use g, kg, ml, l</li> <li>- Word based questions</li> <li>- Recognise decimals to 1 decimal place</li> <li>- Equivalent fractions and decimals to 2 decimal places</li> <li>- Recognise and continue a sequence that involves decimals</li> <li>- Word based questions</li> </ul>

<b>Term 6</b>	<b>Shape</b>	<ul style="list-style-type: none"> <li>- Common 2D and 3D shapes</li> <li>- Properties of 2D and 3D shapes</li> <li>- Lines of symmetry</li> <li>- Angles</li> </ul>
	<b>Positional Language</b>	<ul style="list-style-type: none"> <li>- Positional language</li> <li>- Use compass points</li> <li>- Word based questions</li> </ul>

<p><b><u>Big Ideas:</u></b></p> <p>Using Numbers and the Number System Using Common Shapes, Measure and Space Handling Information and Data</p> <p><b>AQA Unit Award Scheme</b></p> <p>83212 Time (Unit 1): Days, Months and Seasons 120036 Organising Myself: Time and Calendar 87310 Introduction to Handling Data (Unit 1) 119522 Introduction to Metric Measurement with Support 118631 Maths: Shape (Unit 1) 111461 Maths: Position and Direction</p>	<p><b><u>Individual Need:</u></b></p> <p>Students will access varying amounts of the big ideas content dependent on individual need.</p> <p>Students will complete all units relevant to their accreditation.</p>
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## Unit Provision KS4B Science Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	<b>Plants</b>	<ul style="list-style-type: none"> <li>- Identify a range of parts of a flowering plant</li> <li>- Identify some different parts of the flower</li> <li>- Functions of the main parts of a plant</li> <li>- Growing plants from seeds</li> <li>- Life cycle of a flowering plant</li> <li>- Plant reproduction (pollination, fertilisation)</li> <li>- Conditions necessary for plants to germinate and grow</li> <li>- Experiment to investigate necessary conditions for growth</li> </ul>
<b>Term 2</b>	<b>Acids &amp; Alkali's</b>	<ul style="list-style-type: none"> <li>- Everyday acid's and alkalis. What are they?</li> <li>- Testing substances to see if they are acid's or alkalis</li> <li>- Using liquid indicators</li> <li>- Neutralising substances</li> <li>- PH scale</li> <li>- Stings and how to treat them</li> <li>- Stomach problems and how to neutralise them</li> </ul>
<b>Term 3</b>	<b>Light</b>	<ul style="list-style-type: none"> <li>- Identifying light sources</li> <li>- Categorising into 'natural' and 'man-made'</li> <li>- Shadows</li> <li>- Reflecting light in straight lines</li> <li>- The sun. Why can't we look directly at it?</li> <li>- Can light travel through objects?</li> </ul>
<b>Term 4</b>	<b>Energy- Environment &amp; sustainability</b>	<ul style="list-style-type: none"> <li>- Global warming</li> <li>- Climate change</li> <li>- Renewable and non-renewable energy sources</li> <li>- Plastic pollution</li> <li>- Reduce, reuse, recycle</li> </ul>
<b>Term 5</b>	<b>Dinosaurs, fossils &amp; evolution</b>	<ul style="list-style-type: none"> <li>- The change of living things over time</li> <li>- Evolution. What does it mean?</li> <li>- Extinct and Extant</li> <li>- Fossils and life in the past</li> <li>- Characteristics in humans</li> </ul>
<b>Term 6</b>	<b>Sound</b>	<ul style="list-style-type: none"> <li>- Sound vibrations</li> <li>- Different pitches/volumes</li> <li>- Sound experiments</li> <li>- Animals using sound to navigate</li> <li>- Ear functions and risks when exposed to very loud sounds</li> </ul>

### Big Ideas:

AQA Unit Award Scheme  
1x AQA certificate per half term

### Individual Need:

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



## Unit Provision 4B: ICT Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	Introduction to ICT Safety in a computer room Computer systems and networks	<ul style="list-style-type: none"> <li>- Using different ICT Programs</li> <li>- Folder Structure/ Saves work in an appropriate place</li> <li>- Safety in the computer room: passwords, posture, room safety</li> <li>- Accepts rules of the setting</li> <li>- Names people they can trust and ask for help</li> <li>- Keeps personal information private</li> <li>- Basic typing skills</li> </ul>
<b>Term 2</b>	Basic ICT Skills <b>AQA-117420</b>	<ul style="list-style-type: none"> <li>- Turn the computer on and off.</li> <li>- Select a programme using its icon.</li> <li>- Print a document</li> <li>- Name and save an item of work.</li> <li>- Produce a simple document using images and text, with support</li> </ul>
<b>Term 3</b>	Basic ICT Skills <b>AQA-117420</b>	<ul style="list-style-type: none"> <li>- Search for information or pictures using a search engine, e.g. Google</li> <li>- Using the internet to find images and websites</li> <li>- Using the internet to play games and watch YouTube</li> <li>- Using MS Word, PowerPoint, Publisher, Paint and Excel with support.</li> </ul>
<b>Term 4</b>	Sending and using Email <b>AQA 110175</b>	<ul style="list-style-type: none"> <li>- Open and navigate to an email website, e.g. Outlook or Hotmail</li> <li>- Open a blank email message template in order to compose a new message</li> <li>- Write or select from an address book the email address of the recipient with assistance</li> <li>- Insert an appropriate subject for the email message with a written or symbol prompt</li> <li>- Type an appropriate email message to a friend, family member or member of staff using a model</li> <li>- Send the final message off to the recipient</li> <li>- Composing, printing out and sending off own email message.</li> <li>- Recognizing at least two icons relating to emails, e.g. new, send</li> </ul>
<b>Term 5</b>	Computing: Safety and the Internet Unit 2 <b>AQA 117618</b>	<ul style="list-style-type: none"> <li>- Identify two pieces of personal information about themselves</li> <li>- Identify two pieces of personal information about a friend</li> <li>- Identify whether a given person is safe or unsafe to talk to</li> <li>- Identify whether a given person is safe or unsafe to talk to online</li> <li>- Identify which type of personal information should be kept private when using the internet.</li> </ul>
<b>Term 6</b>	Introduction to 2Paint	<ul style="list-style-type: none"> <li>- Uses a graphics program, e.g. to create a picture</li> <li>- Creates pictures using simple computer drawing package</li> <li>- Explores software to present information e.g. animation, sound, video</li> <li>- Records an activity using digital technology</li> <li>- Experiments with effects from multimedia packages</li> </ul>

**Big Ideas:**

Information and Communication  
E-Safety

**Individual Need:**

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



**Unit Provision KS4 ICT Digital Skills  
Curriculum Learning Journey 2023-2024**

<b>Term 1</b>	<b>Creating and Editing (Word)</b>	<ul style="list-style-type: none"> <li>- Use a variety of different suitable applications (Word, PowerPoint and Excel), to enter, edit, format, layout and save information (including text, tables, graphics, charts) for a range of purposes and audiences.</li> <li>- Use appropriate layout conventions for information (including formal and informal communication).</li> <li>- Edit (including caption, crop, resize, change contrast, change colour balance) an image using an appropriate tool.</li> <li>- Combine information for a given purpose in a range of work or real-life contexts: menu, leaflets, invitations.</li> </ul>
<b>Term 2</b>	<b>Creating and Editing (Excel and PowerPoint)</b>	<ul style="list-style-type: none"> <li>- Process numeric data using simple formulae (including sum, subtraction, multiplication, division, maximum, minimum, average) using relative cell references.</li> <li>- Process (including sort, filter) numeric data by values in a column.</li> <li>- Format numeric data (including font sizes, font styles, alignment, cell formatting, merging cells, splitting cells, row height, column width).</li> <li>- 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).</li> <li>- Use a suitable application to enter, edit and format graphics.</li> <li>- Combine different types of information for a given purpose.</li> <li>- Capture digital media and view in a suitable application such as images and media.</li> </ul>
<b>Term 3</b>	<b>Using Devices and Handling Information</b>	<ul style="list-style-type: none"> <li>- Know the main features and uses of different types of devices such as connectivity, features and uses.</li> <li>- Know what an application is and the main types of application software e.g. Email clients, Web browsers, Mobile device applications, security applications.</li> <li>- How to apply and use system settings such as Display (brightness, resolution), Sound, Wi-Fi, Accessibility and Time and Language.</li> <li>- Carry out searches on the internet for specific and clearly defined content.</li> <li>- Use files to read and store information such as Creating, opening, reading, editing and saving files and information.</li> <li>- Use files and folders to organise and retrieve information through files and storage areas.</li> <li>- Know when there is a problem with a device or software and know the difference between system errors and user errors.</li> <li>- Apply a solution to a simple technical problem.</li> </ul>

<b>Term 4</b>	<b>Communicating (Email)</b>	<ul style="list-style-type: none"> <li>- Use email for a range of contexts and audiences.</li> <li>- Create and edit details in a contacts list.</li> <li>- Compose and reply to online communications comprising text and other digital content to individual and multiple recipients.</li> <li>- Initiate and participate in a video call.</li> <li>- Know what is meant by a digital footprint, understand the implications of a digital footprint, and know the range of digital activities that leave a digital footprint.</li> </ul>
<b>Term 5</b>	<b>Being Safe and Responsible Online  Transacting.</b>	<ul style="list-style-type: none"> <li>- Complete and submit an online form (including personal details) and comply with data validation.</li> <li>- Comply with verification checks to complete an online transaction.</li> <li>- Understand the need to stay safe and respect others when using the internet and communicating online (Online risks, consequences and respecting others).</li> <li>- Know simple methods to protect personal information and privacy online.</li> <li>- Set up and use security features (including authentication methods) to access devices and online services.</li> <li>- Understand the benefits of using security software to protect against online risks.</li> <li>- Know of and know how to minimise the effects of physical stresses may result from using devices.</li> </ul>
<b>Term 6</b>	<b>Creating and Editing, Communicating, Using Devices and Handling Information</b>	<ul style="list-style-type: none"> <li>- Combine information within a document for a familiar audience and purpose.</li> <li>- Opportunities for overlearning focusing on individual areas of development.</li> </ul>

## **Big Ideas:**

Using Devices and Handling Information, Creating and Editing, Communicating, Transacting and Being Safe and Responsible Online

## **Individual Need:**

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





## Unit Provision KS4B Vocational- Healthy Living Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	Introduction to healthy and unhealthy lifestyles	<ul style="list-style-type: none"> <li>- Explore different food groups</li> <li>- Identify healthy and unhealthy foods/drinks</li> <li>- Identify factors that are healthy/unhealthy (non-food related)</li> <li>- Explore physical activities that could/could not contribute to a healthy lifestyle</li> <li>- Basic cooking techniques</li> </ul>
<b>Term 2</b>	Cleaning in the kitchen and personal hygiene	<ul style="list-style-type: none"> <li>- Hygiene rules and routines</li> <li>- Kitchen cleaning before food preparation</li> <li>- Personal cleaning/preparation before working with food</li> <li>- Hygiene after taking part in physical activity</li> <li>- Basic cooking techniques</li> </ul>
<b>Term 3</b>	Identifying physical activities that can contribute to a healthy lifestyle  Participate in cooking	<ul style="list-style-type: none"> <li>- Identify leisure/sports facilities in local area</li> <li>- Explore clothing appropriate for physical exercise</li> <li>- Identify an activity to take part in over a period of time that will contribute towards a healthy lifestyle</li> <li>- Identify a range of activities that can improve fitness levels</li> <li>- Cooking healthy snacks/foods</li> </ul>
<b>Term 4</b>	Taking part in physical activities  Participate in cooking	<ul style="list-style-type: none"> <li>- Explore and experience a range of different physical activities</li> <li>- Take part in a chosen activity over a period of time that will contribute towards a healthy lifestyle</li> <li>- Keep a diary/log of physical activity experienced</li> <li>- State how this is contributing towards a healthy lifestyle</li> <li>- Cooking healthy snacks/foods</li> </ul>
<b>Term 5</b>	Participate in Life Skills cooking	<ul style="list-style-type: none"> <li>- Explore more advanced recipes</li> <li>- Cook multiple items to create 'meal'</li> </ul>
<b>Term 6</b>	Participate in Life Skills cooking	<ul style="list-style-type: none"> <li>- Explore more advanced recipes</li> <li>- Cook multiple items to create 'meal'</li> </ul>

### Big Ideas:

ASDAN Personal Social Development  
Entry Level 1, 2 & 3

### Individual Need:

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

## Unit Provision 4B: Environment Curriculum Learning Journey 2023 - 2024

<b>Term 1</b>	Kitchen Garden	<ul style="list-style-type: none"> <li>- Practical gardening including: weeding, prepare containers and beds for winter</li> <li>- Project: design a Bug Hotel</li> </ul>
<b>Term 2</b>	Kitchen Garden  Human Behaviours and the Environment	<ul style="list-style-type: none"> <li>- Practical gardening including: planting green manure</li> <li>- Project: make a Bug Hotel</li> <li>- Human behaviour which help the environment: reduce, reuse and recycle</li> </ul>
<b>Term 3</b>	Human Behaviour and the Environment	<ul style="list-style-type: none"> <li>- Human behaviour which help the environment: energy, water, transport, gardening and shopping</li> <li>- Human behaviours which harm the environment: pollution, deforestation, disposal of rubbish, farming, burning of fossil fuels</li> <li>- Project: recycling</li> </ul>
<b>Term 4</b>	Environmental Issues	<ul style="list-style-type: none"> <li>- Environmental issues which is relevant to own life: litter and different types of pollution</li> <li>- The impact environmental issues have on own life</li> <li>- Climate Change</li> <li>- Practical Planting: mini orchard</li> </ul>
<b>Term 5</b>	Minibeasts	<ul style="list-style-type: none"> <li>- How animals benefit the garden environment</li> <li>- Minibeasts and their habitats</li> <li>- Project: Bug Hotel</li> <li>- Practical Planting: flowers, fruit and vegetables</li> </ul>
<b>Term 6</b>	Kitchen Garden	<ul style="list-style-type: none"> <li>- Maintenance of raised beds and containers</li> <li>- Harvesting</li> </ul>

### **Big Ideas:**

ASDAN PSD  
Environmental Awareness

### **AQA Unit Award Scheme**

114821 Making a Bug Hotel with Support  
79360 Introduction to Environmental Awareness

### **Individual Need:**

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

Students will complete all units relevant to their accreditation.

## Unit Provision: 4B Vocational Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	Team building and group skills.  Exploring the local area.	<ul style="list-style-type: none"> <li>- Take part in varied team building activities working in pairs, small groups and as a whole group</li> <li>- Important rules to follow when working in a group</li> <li>- Onsite scavengers hunt</li> <li>- Local walks focussing on group safety, road crossings, taking the lead, walking as part of a group</li> <li>- Explore different types of focal points on a walk e.g. tree identification, minibeasts</li> </ul>
<b>Term 2</b>	Demonstrate an awareness of how to work with others in appropriate ways	<ul style="list-style-type: none"> <li>- Participate in and contribute to setting group ground rules when working with others</li> <li>- Select group focus: completing a survey on local countryside walks (bird watching and winter berries identification)</li> <li>- Group discussion different roles. Identify their role in the group</li> <li>- Carry out agreed tasks and activities when working with others</li> <li>- Ask for help when required</li> <li>- Walking for pleasure</li> </ul>
<b>Term 3 - 4</b>	Be able to demonstrate working as part of a group	<ul style="list-style-type: none"> <li>- Carry out agreed tasks and activities when working with others e.g. local country side walks completing surveys, birdwatching, making a bird cake, collating results</li> <li>- Ask for help when required</li> <li>- Create a group report</li> <li>- Identify what went well and what went less well</li> </ul>
<b>Term 5 - 6</b>	Be able to use social and leisure facilities in the local community	<ul style="list-style-type: none"> <li>- Take part in identified local social and leisure activities identified by students e.g. country parks, bowling, cinema, fitness centre, art gallery, swimming, café</li> <li>- Identify facilities and emergency services</li> <li>- Access additional local facilities identified by students</li> </ul>

### Big Ideas:

**ASDAN Entry Level 2, Entry Level 3:**  
Working as Part of a Group

### **AQA Unit Award – Unit focus:**

AQA 85664 WALKING IN A GROUP FOR PLEASURE

AQA 72061 BIRD WATCHING (Unit 1)

AQA 71873 MAKING A BIRD CAKE

AQA 72062 BIRD WATCHING (Unit 2)

AQA 108550 OUT AND ABOUT IN THE COMMUNITY,  
WITH SUPPORT (UNIT 2)

AQA 114545 OUT AND ABOUT IN THE COMMUNITY  
(UNIT 2)

### Individual Need:

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



## Unit Provision KS4 Active Curriculum Learning Journey 2023 – 2024

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



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

## 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 KS4 / KS5 Group 1: PSHE  
Curriculum Learning Journey 2023-2024**

<b>Term 1</b>	Beginning and Belongings	<ul style="list-style-type: none"> <li>- Welcome back</li> <li>- Internet and screen time</li> <li>- Ground Rules / class charters</li> <li>- Responsibilities</li> <li>- Belonging</li> <li>- New experiences</li> <li>- Resilience</li> <li>- Managing emotions</li> <li>- Networks of support</li> <li>- Online sources of support</li> </ul>
<b>Term 2</b>	Healthy Relationships (anti-bullying)	<ul style="list-style-type: none"> <li>- Social, emotional awareness &amp; skills</li> <li>- Empathy &amp; Mutual respect</li> <li>- Social media</li> <li>- Trust &amp; honesty</li> <li>- Peer influence</li> <li>- Persuasion &amp; coercion</li> <li>- Equalities Act</li> <li>- Stereotyping</li> <li>- Discrimination</li> <li>- Prejudice related bullying</li> <li>- Sources of support</li> <li>- Role of bystanders</li> </ul>
<b>Term 3</b>	Citizenship (Identity Diversity and Community)	<ul style="list-style-type: none"> <li>- British values</li> <li>- Prevent</li> <li>- Community cohesion</li> <li>- Mutual respect</li> <li>- Freedom of expression</li> <li>- Human rights</li> <li>- Extremism, hate crime, radicalisation</li> <li>- Honour-based violence</li> <li>- Voluntary organisations</li> <li>- World conflicts</li> <li>- Trade &amp; aid</li> <li>- Debt</li> <li>- Migrant, immigrant, refugee and asylum seeker</li> </ul>
<b>Term 4</b>	Relationships and Sex Education	<ul style="list-style-type: none"> <li>- Changing relationships</li> <li>- Trust &amp; honesty</li> <li>- Mutual respect</li> <li>- Gender differences</li> <li>- LGBTQ</li> <li>- Marriage, partnerships &amp; family</li> <li>- Puberty</li> <li>- Masturbation</li> <li>- Body image</li> </ul>



		<ul style="list-style-type: none"> <li>- Diversity and Prejudice</li> <li>- Sexting</li> <li>- Consent</li> <li>- Personal Hygiene</li> <li>- Protection and Sexual Transmitted Infections (STI's)</li> <li>- Reliability of friends</li> <li>- Privacy &amp; Confidential</li> <li>- FGM</li> </ul>
<b>Term 5</b>	<p>Healthy and Safer Lifestyles</p> <p>Managing Safety and Risk</p>	<ul style="list-style-type: none"> <li>- Risk assessment &amp; reduction</li> <li>- Emotional dimensions of risk taking (gambling)</li> <li>- Peer influences</li> <li>- Abuse</li> <li>- Road safety</li> <li>- Rail safety</li> <li>- Online safety</li> <li>- Criminal responsibility</li> <li>- Sources of support</li> </ul>
<b>Term 6</b>	<p>Working Together (Financial Capital)</p>	<ul style="list-style-type: none"> <li>- Earnings &amp; deductions</li> <li>- Wants and needs</li> <li>- Range of jobs</li> <li>- Budgeting</li> <li>- Debt and credit</li> <li>- Financial planning (including insurance and pensions)</li> <li>- Making choices</li> <li>- Managing feelings about money</li> <li>- Poverty</li> <li>- Role of charities</li> </ul>

**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: KS4/KS5 Group 2

### PSHE Curriculum Learning Journey 2023 – 2024

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





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

## **Big Ideas:**

Relationships Education  
Health & Wellbeing  
Living in the Wider World

## **Individual Need:**

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

## Unit Provision: KS4 / KS5 Group 3 PSHE Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	<b>Beginning and Belonging</b>	<ul style="list-style-type: none"> <li>- Welcome Back</li> <li>- Do I understand simple ways to help my school feel like a safe, happy place?</li> <li>- How can I get to know the people in my class?</li> <li>- How do I feel when I am doing something new?</li> <li>- How can I help someone feel welcome in class?</li> <li>- What helps me manage in new situations?</li> <li>- Who can help me at home and at school?</li> </ul>
<b>Term 2</b>	<b>Family and Friends</b>	<ul style="list-style-type: none"> <li>- Can I describe what a good friend is and does and how it feels to be friends?</li> <li>- Why is telling the truth important?</li> <li>- What skills do I need to choose, make and develop friendships?</li> <li>- How might friendships go wrong, and how does it feel?</li> <li>- How can I try to mend friendships if they have become difficult?</li> <li>- What is my personal space and how do I talk to people about it?</li> <li>- Who is in my family and how do we care for each other?</li> <li>- Who are my special people, why are they special and how do they support me?</li> </ul>
<b>Term 3</b>	<b>Working Together</b>	<ul style="list-style-type: none"> <li>- What am I and other people good at?</li> <li>- What new skills would I like to develop?</li> <li>- How can I listen well to other people?</li> <li>- How can I work well in a group?</li> <li>- Why is it important to take turns?</li> <li>- How can I negotiate to sort out disagreements?</li> <li>- How are my skills useful in a group?</li> <li>- What is a useful evaluation?</li> </ul>
<b>Term 4</b>	<b>Relationship &amp; Sex Education</b>	<ul style="list-style-type: none"> <li>- What are the names of the main parts of the body?</li> <li>- What can my amazing body do?</li> <li>- When am I in charge of my actions and my body? BS</li> <li>- How can I keep my body clean?</li> <li>- How can I avoid spreading common illnesses and diseases?</li> </ul>
<b>Term 5</b>	<b>Managing Safety and Risk</b>	<ul style="list-style-type: none"> <li>- What are risky situations and how might I feel?</li> <li>- What is my name, address and phone number and when might I need to give them?</li> <li>- What is an emergency and who can help?</li> <li>- What makes a place or activity safe for me?</li> <li>- What are the benefits and risks for me when walking near the road, and how can I stay safer?</li> <li>- What are the benefits and risks for me in the sun and how can I stay safer?</li> <li>- What do I enjoy when I'm near water and how can I stay safer?</li> <li>- What are the risks for me if I am lost and how can I get help?</li> <li>- How can I help to stop simple accidents from happening and how can I help if there is an accident?</li> </ul>



<b>Term 6</b>	<b>Healthy Lifestyles</b>	<ul style="list-style-type: none"> <li>- How can I stay as healthy as possible?</li> <li>- What does it feel like to be healthy?</li> <li>- What does healthy eating mean and why is it important?</li> <li>- Why is it important to be active &amp; what are the opportunities for physical activity?</li> <li>- What foods do I like and dislike and why?</li> <li>- What can help us eat healthily?</li> <li>- Why do we need food?</li> <li>- What healthy choices can I make?</li> </ul>
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<p><b><u>Big Ideas:</u></b></p> <p>Relationships Education Health &amp; Wellbeing Living in the wider world</p>	<p><b><u>Individual Need:</u></b></p> <p>Students will access varying amounts of the big ideas content dependent on individual need</p>
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