

Unit Provision KS4A: English
Curriculum Learning Journey 2023 – 2024

Term1	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
Term 2	Norse Mythology	<ul style="list-style-type: none"> - Speaking and listening - Comprehension - Asking questions - Scanning and skimming - Independent reading - Retrieval of literal information
Term 3	Writing for different purposes -Film Review	<ul style="list-style-type: none"> - Review different films - Discuss the purpose of a film review - Write a persuasive review - Present review to class - Discuss areas of success and areas for development
Term 4	Responding to fictional texts: Fantastic Beasts	<ul style="list-style-type: none"> - Comprehension - Balanced arguments - Asking questions - Scanning and skimming - Independent reading - Retrieval of information
Term 5	Writing for a purpose	<ul style="list-style-type: none"> - Read and understand 5 sentences - Understand three texts on familiar subjects - Read 5 texts in paper - Read 5 texts on screen -
Term 6	Speaking and Listening	<ul style="list-style-type: none"> - Participate in small group discussion - Balanced arguments - Opinion versus fact - Follow given instructions - Communicate feelings - Ask for help - Ask questions

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 A Maths Curriculum 2023-24

Term 1	Number: Addition, Subtraction, Multiplication and Division	<ul style="list-style-type: none"> - Adding and subtracting numbers - Recognising and using operations - Sharing objects - Timetables - Multiplication and division facts - Word based questions <p>Intervention</p> <ul style="list-style-type: none"> - Mathematics
Term 2	Number: Percentages, fractions, decimals, rounding	<ul style="list-style-type: none"> - Rounding to the nearest 10 - Rounding to the nearest 100 - Showing decimals on a number line - Ordering decimals - Equivalent fractions - Simplifying fractions - Adding and subtracting fractions - Percentages <p>Intervention</p> <ul style="list-style-type: none"> - Read information from a list, classify information using single criterion. Read and draw simple charts - Create frequency tables, interpret information to make comparisons and record changes - Extract data from information, make numerical comparisons, classify objects, represent information using different formats
Term 3	Measure: Money and time	<ul style="list-style-type: none"> - Recognise coins and notes - Calculate money - Use rounding and decimals - Calculate percentages - Word based questions <p>Intervention</p> <ul style="list-style-type: none"> - Time, telling the time - Reading an analogue clock - 24hr clock - Using timetables
Term 4	Number: order of operations and interpreting data	<ul style="list-style-type: none"> - Order of operations - BIDMAS - Checking your answers - Square numbers - Prime numbers - Formulas in words <p>Intervention</p> <ul style="list-style-type: none"> - Grouped data - Mean, mode, median and range - Probability
Term 5	Measure: Units of measure,	<ul style="list-style-type: none"> - Measure using real life objects - Classifying and sorting - Compare common measures



	perimeter and area.	<ul style="list-style-type: none"> - Word based questions - Measuring perimeter - Working out the length of an unknown side - Measuring area <p>Intervention</p> <p>Volume and capacity</p> <ul style="list-style-type: none"> - Units of capacity eg; change between ml – L - Units of weight eg; change between g - kg - Measure using real life objects - Word based problems
Term 6	Shape and positional language	<ul style="list-style-type: none"> - Use appropriate positional language - Angles and bearings - Measuring Angles - Use a protractor - Maps and scale <p>Intervention</p> <ul style="list-style-type: none"> - Recognising 2d shapes - Common 2d and 3d shapes - Properties of 2d and 3d shapes - Sort 2d and 3d shapes using properties including symmetry - Nets

Big Ideas:

Using Numbers and the Number System
 Using Common Shapes, Measure and Space
 Handling Information and Data

Unit Provision: 4A Science Curriculum Learning Journey 2023 – 2024

Term 1	Space	<ul style="list-style-type: none"> - Explain that objects move towards the centre of the Earth because of gravity. - Explain that objects move towards the centre of the Earth because of gravity. - The fact that the moon orbits Earth every 28 days - The fact that satellites can be put into orbit around the Earth - The fact that satellites are used to send information between places which are a long way apart on the earth and to monitor weather - The fact that the Earth, the sun, the moon and satellites attract each other with a force called gravity. - The fact that stars form when dust and gas from space are pulled together by gravity.
Term 2	STEM	<ul style="list-style-type: none"> - Identify the aim of a given experiment. - Make a prediction as to the outcome of the experiment. - Collect the equipment needed to complete the experiment. - Follow a written method to complete the experiment. - Explore the results of the experiment. - Identify if their prediction was correct.
Term 3	States of Matter	<ul style="list-style-type: none"> - Compare different temperatures of water, using the key vocabulary hot, warm, cold and freezing. - Create a short list of different liquids. - Create a short list of different solids. - Create a short list of different gases, with support. - Using digital thermometers to measure the temperature of different locations around the school. - Timing how long different types of chocolate take to melt. - Drawing bar graphs to show the melting range of different types of chocolate.
Term 4	Seasonal change	<ul style="list-style-type: none"> - Record temperatures, e.g. in different places around the setting. - Identify that temperature is a measure of how hot or cold things are. - Recognise the abbreviations for metric units of temperature, i.e. °C - Name a month that falls in each season. - Recognise that the Sun rises and sets at different times each season. - Discuss how different seasons affect wildlife. - Discuss how different seasons affect plant life. - Describe the main effects of at least two weather conditions. - Observe and discuss weather in terms of temperature.
Term 5	Animals including humans	<ul style="list-style-type: none"> - The classification of the chosen species. - The physical appearance of the chosen species. - Where the chosen species lives. - The natural diet of the chosen species. - The natural predators of the chosen species



		<ul style="list-style-type: none"> - The main extinct and extant relatives of the chosen species - How the chosen species is affected by humans - How the chosen species reproduces - An interesting fact about the chosen species not already covered.
Term 6	Rocks	<ul style="list-style-type: none"> - Group and identify rocks in different ways according to their properties, based on first-hand observation. - Compare the physical properties of given rocks. - Identify that there are many layers of different rocks. - Describe simply how sedimentary rock is formed, e.g. by sequencing information. - Demonstrate a basic understanding about the process of changes a fossil went through to be formed. - Explain why and how we use rocks in different ways. - Suggest reasons why cliffs and mountains may change shape over time. - List the main forces that affect landscapes. - Compare a range of different rocks over time, e.g. by looking at photographs of cliffs or mountains.

Big Ideas:

To increase students overall understanding of how and why things work.

Individual Need:

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

Unit Provision curriculum Learning Journey 2023 – 2024

4A ASDAN and AQA Unit Award Scheme

Term 1	Making the most of Leisure Time	<ul style="list-style-type: none"> - Identify different ways to make the most of your leisure time - Identify the benefits of leisure time - Take part in an activity you find relaxing - Take part in an activity the presents some challenge
Term 2	Making the most of Leisure Time	<ul style="list-style-type: none"> - Take part in an activity that involves learning a new skill - Identify what was enjoyable about the new activity - Identify what was challenging and enjoyable about the activities experienced - Identify an activity you would try again.
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 Artic 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. <p>Key figures involved with The Civil Rights Act.</p>
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. <p>Charting the change of land use over time.</p>

Big Ideas:

ASDAN: Personal and Social Development
Entry Level 3: Making the Most of Leisure Time
AQA Unit Award Scheme: Entry Level Certification.

Individual Need:

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

**Unit Provision: 4A Vocational studies: Art and Design
Curriculum Learning Journey 2023-24**

Term 1	Using primary and secondary sources	<ul style="list-style-type: none"> - To identify sources for a drawing or painting - To research different sources of ideas - To create a mind map / mood board - Use sources to plan different ideas
Term 2	Exploring different ideas and media	<ul style="list-style-type: none"> - Explore different drawing and/ or painting techniques - To explore and experiment with different medias - To create different compositions - To identify a chosen composition as a final piece
Term 3	To produce a final piece	<ul style="list-style-type: none"> - To use a plan to create a final piece - To create a drawing or painting final piece that is at least A3 - To discuss final piece with others - To identify areas that could be improved.
Term 4	Know about the basic colours and colour mixing for art and design	<ul style="list-style-type: none"> - Identify primary and secondary colours - Give examples of colour mixing - Use mixing skills in different media, to create examples of colour combinations
Term 5	Be able to respond to colour and colour mixing.	<ul style="list-style-type: none"> - Outline responses to colour combinations in your own work - Outline responses to colour combinations in the works of others - To comment on the colour choices of Roy Lichtenstein - To comment on the colour choices of Claude Monet - To comment on the colour choices of Bridget Riley
Term 6	Be able to recognise potential problems in colour mixing.	<ul style="list-style-type: none"> - Identify potential problems with colour mixing - Explore how to solve problems when colour mixing - Give an example of how to solve colour mixing problems

Big Ideas:

To develop knowledge of vocational studies.
Students will achieve:
Entry Level 3 – Drawing and Painting
Entry Level 3 – Art and design: Using Colour

Individual Need:

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

Unit Provision: 4A Vocational studies: Textiles and Horticulture

Curriculum Learning Journey 2023-24

Term 1	To be able to work with equipment and fabric	<ul style="list-style-type: none"> - To be able to identify appropriate equipment for set tasks - To select and use appropriate fabrics - To explore a range of sewing techniques - To plan and research what you will make - To use a pattern - To cut and measure selected fabric
Term 2	To be able to work safely	<ul style="list-style-type: none"> - To develop practical skills safely - To work safely - To explore different sewing techniques, including using a sewing machine - To follow established health and safety rules - To work safely in a class environment
Term 3	To review performance and personal skills	<ul style="list-style-type: none"> - To review and reflect on practical work as it progresses - To identify any difficulties encountered - To identify alternative methods and techniques - To find and apply alternative methods and techniques
Term 4	To be able to take a plant cutting	<ul style="list-style-type: none"> - To research and select appropriate plants to take cuttings from - To identify appropriate tools - To use tools safely - To take cuttings
Term 5	To root plant cuttings	<ul style="list-style-type: none"> - To root a plant cutting - To use rooting compound - To prepare container for cuttings - To consider the care require to look after the cuttings
Term 6	To cultivate plant cuttings	<ul style="list-style-type: none"> - To identify a suitable environment of the cuttings - To look after the cuttings as they root - To plant on cuttings in a suitable environment as they root - To document progress

Big Ideas:

To develop knowledge of vocational studies.
 Students will achieve:
 Entry Level 3 – Textile and Needle Craft
 Entry Level 3 – Cultivating Plant Cuttings

Individual Need:

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



Unit Provision KS4: Religion, Culture and Ethics Curriculum Learning Journey 2023 – 2024

Term 1	Who Am I?	<ul style="list-style-type: none"> - Who am I? - What is identity? - What are religious stories of creation? (Christian) - How reliable is the bible? - Can science tell me where we come from?
Term 2	Christmas Celebrations Across the World; Are They All the Same?	<ul style="list-style-type: none"> - United Kingdom - Australia - Mexico - Japan - Germany - Netherlands
Term 3	How Do We Make Ethical Decisions?	<ul style="list-style-type: none"> - What is 'Ethics'? - What are Christian ethics? - What makes an action morally good? - What are natural law ethics? - What are utilitarian ethics?
Term 4	What are the Six Major World Religions?	<ul style="list-style-type: none"> - Christianity - Judaism - Sikhism - Islam - Buddhism - Hinduism
Term 5	What is the Price of Ethics?	<ul style="list-style-type: none"> - What is the true cost of my smart phone? - Is fast fashion becoming a big problem? - Current affairs
Term 6	What is Humanism Belief Systems?	<ul style="list-style-type: none"> - Human beings - Understanding the world - The one life - Humanist ethics - Society

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: 3A & 3C PSHE Curriculum Learning Journey 2023-24

Term 1	Beginning and Belonging	<ul style="list-style-type: none"> - What are my responsibilities for helping others in school feel happy and safe? - How can I take responsibility for building relationships in my school and how does this benefit us all? - How might different people feel when starting something new and how can I help? - How do we help people feel welcome and valued in and out of school? - What helps me to be resilient in a range of new situations? - Are there more ways I can get help now and how do I seek support?
Term 2	Family and Friends (Anti-Bullying)	<ul style="list-style-type: none"> - What are the characteristics of healthy friendships on and offline and how do they benefit me? - How do trust and loyalty feature in my relationships on and offline? - Can I explain the differences between friendship difficulties and bullying? - Can I define the characteristics and different forms of bullying? - How do people use technology & social media to bully others and how can I help others to prevent and manage this? - What do all types of bullying have in common? - Might different groups experience bullying in different ways? - How does prejudice sometimes lead people to bully others? - Can I respond assertively to bullying, online and offline? - How might bullying affect people's mental wellbeing and behaviour? - How and why might peers become colluders or supporters in bullying situations? - Can I identify ways of preventing bullying in school and the wider community?
Term 3	Working Together (Financial Capability)	<ul style="list-style-type: none"> - What is poverty? - What different ways are there to gain money? - What sort of things do adults need to pay for? - How can I afford the things I want or need? - How can I make sure I get 'value for money'? - Why don't people get all the money they earn? - How is money used to benefit the community or the wider world?
Term 4	Relationship & Sex Education	<ul style="list-style-type: none"> - What are male and female sexual parts of the body called and what are their functions? - How can I talk about bodies confidently and appropriately? - What happens to different bodies at puberty? - How can I keep my growing and changing body clean? - How can I reduce the spread of viruses and bacteria? - What are different ways babies are conceived and born? (Sex Education)

		<ul style="list-style-type: none"> - Introduction to FGM - What effect might puberty have on people's feelings and emotions? - What should adults think about before they have children? - Why might people get married or become civil partners? - What are different families like?
Term 5	Managing Safety and Risk	<ul style="list-style-type: none"> - When might it be good for my mental health for me to take a risk? - What are the possible benefits and consequences of taking physical, emotional and social risks? - When am I responsible for my own safety as I get older and how can I keep others safer? - How can I safely get the attention of a known or unknown adult in an emergency? - Can I carry out basic first aid in common situations, including head injuries? - What are the benefits of cycling and walking on my own and how can I stay safer? - How can being outside support my wellbeing & how do I keep myself safe in the sun? - What are the benefits of using public transport and how can I stay safe near railways? - How can I prevent accidents at school and at home, now that I can take more responsibility?
Term 6	Healthy Lifestyles	<ul style="list-style-type: none"> - How does physical activity help me & what might be the risks of not engaging in it? - What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? - What are the different aspects of a healthy lifestyle and how could I become healthier? - What are the factors influencing me when I'm making lifestyle choices and how might these change over time? - What might be the signs of physical illness and how might I respond? <p>What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?</p> <ul style="list-style-type: none"> - Why are online apps and games age restricted?

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