

## Unit Provision KS3: English

### Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	Writing for different purposes – Writing to instruct	<ul style="list-style-type: none"> <li>- Identifying instructional writing</li> <li>- Imperative verbs</li> <li>- Time conjunctions/starters</li> <li>- Following instructions</li> <li>- Grammar and punctuation</li> <li>- Proof reading and editing</li> </ul>
<b>Term 2</b>	<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"> <li>- Drama</li> <li>- Speaking and listening</li> <li>- Comprehension</li> <li>- Rewriting texts from different perspectives.</li> <li>- Asking questions</li> <li>- Scanning and skimming</li> <li>- Inference</li> <li>- Independent reading</li> <li>- Reading for pleasure</li> <li>- Retrieval of literal information</li> <li>- Diary/log writing</li> </ul>
<b>Term 3</b>	Writing for different purposes - Comic Strips and Story Boards	<ul style="list-style-type: none"> <li>- Drama</li> <li>- Newspapers</li> <li>- Captions and speech bubbles</li> <li>- Formal and informal text</li> <li>- Reviews</li> <li>- Features of genres</li> <li>- Images</li> <li>- Story boarding</li> </ul>
<b>Term 4</b>	<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"> <li>- Drama</li> <li>- Comprehension</li> <li>- Balanced arguments</li> <li>- Rewriting texts from different perspectives.</li> <li>- Asking questions</li> <li>- Scanning and skimming</li> <li>- Inference</li> <li>- Independent reading</li> <li>- Reading for pleasure</li> <li>- Retrieval of literal information</li> <li>- Diary/log writing</li> </ul>
<b>Term 5</b>	Writing for different purposes – Imaginative Story Writing	<ul style="list-style-type: none"> <li>- Descriptive writing</li> <li>- Settings</li> <li>- Characters</li> <li>- Story retelling</li> <li>- Alternative endings</li> </ul>



		<ul style="list-style-type: none"> <li>- SPAG</li> <li>- Speech</li> </ul>
<b>Term 6</b>	<p>My Brother is a Superhero – 3B/3C/3A</p> <p>Rudy and the Wolf Cub – 3Y</p>	<ul style="list-style-type: none"> <li>- Reading for pleasure</li> <li>- Comprehension</li> <li>- Balanced arguments</li> <li>- Opinion versus fact</li> <li>- Rewriting texts from different perspectives.</li> <li>- Asking questions</li> <li>- Scanning and skimming</li> <li>- Inference</li> <li>- Independent reading</li> <li>- Retrieval of literal information</li> <li>- Diary/log writing</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 KS3: Maths

### Curriculum Learning Journey 2023 – 2024

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

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

**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**

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

**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

<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>- Serving a shuttle: using a range of methods</li> <li>- Racquet grip and being able to use forehand/backhand</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</li> <li>- Dribbling skills</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</li> </ul>

<b>Term 4</b>	Table Tennis Tchoukball	<p>Table Tennis:</p> <ul style="list-style-type: none"> <li>- Sending a ball forehand/backhand</li> <li>- Receiving a ball forehand/backhand</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>- Sports hall athletics: multi events</li> </ul> <p>Netball:</p> <ul style="list-style-type: none"> <li>- Passing, receiving and footwork</li> <li>- Marking and dodging</li> <li>- Shooting</li> <li>- Rules and positions</li> <li>- Application in small sided 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: 3Y Topic Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	History – The Vikings	<ul style="list-style-type: none"> <li>- Who were the Vikings?</li> <li>- Runes</li> <li>- Longhouses</li> <li>- Viking armour</li> <li>- Viking shields and their importance</li> <li>- Longhouses</li> <li>- Viking Gods e.g. Thor, Loki.</li> </ul>
<b>Term 2</b>	Geography – Rainforests	<ul style="list-style-type: none"> <li>- Where are the rainforests?</li> <li>- Different layers in a rainforest</li> <li>- Rainforest animals</li> <li>- The Amazon</li> <li>- Protecting the rainforest</li> </ul>
<b>Term 3</b>	History – The Great Fire of London	<ul style="list-style-type: none"> <li>- London past and present</li> <li>- Life in the 17<sup>th</sup> century</li> <li>- The events of The Great Fire</li> <li>- What happened after the fire?</li> <li>- London building making</li> </ul>
<b>Term 4</b>	Geography – Ecosystems - Polar	<ul style="list-style-type: none"> <li>- What is an Ecosystem?</li> <li>- Polar Regions</li> <li>- North and South Pole</li> <li>- Polar animals</li> <li>- The Arctic and Antarctica</li> <li>- Comparing different ecosystems</li> </ul>
<b>Term 5</b>	History – Ancient Egypt	<ul style="list-style-type: none"> <li>- Who were the ancient Egyptians?</li> <li>- What was life like?</li> <li>- Mummies</li> <li>- Tutankhamun</li> <li>- Egyptian hieroglyphs</li> <li>- Pyramids</li> </ul>
<b>Term 6</b>	Geography – Maps & Plans	<ul style="list-style-type: none"> <li>- What is a map?</li> <li>- Drawing simple maps</li> <li>- Follows and gives directions around the room and the setting</li> <li>- Indicates that the land on simple maps is coloured green, brown or yellow</li> <li>- Indicates that water on simple maps is coloured blue</li> <li>- Map symbols</li> <li>- Itineraries</li> </ul>

### **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 3Y: 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	<ul style="list-style-type: none"> <li>- Turn the computer on and off.</li> <li>- Select a programme using its icon.</li> <li>- Print, and save an item of work.</li> <li>- Produce a simple document using images and text, with support</li> <li>- Search for information or pictures using a search engine, e.g. Google</li> <li>- Using the internet to find images and websites</li> </ul>
<b>Term 3</b>	Presentation Software: Word Processing	<ul style="list-style-type: none"> <li>- Opens, edits, saves and retrieves documents</li> <li>- Adds or inserts letters, text and/or pictures to a template or document</li> <li>- Edits and formats images and text</li> <li>- Use/experiments with a range of tools/features available within Word.</li> <li>- Creates a range of simple documents using templates, e.g. menus, leaflet</li> </ul>
<b>Term 4</b>	Internet Safety	<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> <li>- Identify who to go to for help</li> <li>- Types of social media and privacy settings</li> </ul>
<b>Term 5</b>	Email	<ul style="list-style-type: none"> <li>- Open and navigate to an email website, e.g. Outlook</li> <li>- Open a blank email message template in order to compose a new message</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 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>
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<p><b><u>Big Ideas:</u></b></p> <p>Information and Communication E-Safety</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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## Unit Provision: 3Y PSHE Curriculum Learning Journey 2023 – 2024

<b>Term 1</b>	Beginning and Belonging	<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>	Family and Friends	<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>	Working Together	<ul style="list-style-type: none"> <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 are my skills useful in a group?</li> <li>- What is a useful evaluation?</li> </ul>
<b>Term 4</b>	Relationship & Sex Education	<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?</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>	Managing Safety and Risk	<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>Myself &amp; My Relationships, Citizenship, Healthy &amp; Safer Lifestyles, Economics well-being, Relationships and Sex Education</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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## Unit Provision KS3 Art Curriculum Learning Journey 2023-24

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

### 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)**

<b>Term 1</b>	Papier Mache Pinata	<ul style="list-style-type: none"> <li>- History of Halloween and its origin</li> <li>- Research and Design pinata.</li> <li>- Make your own pinata.</li> </ul>
<b>Term 2</b>	Wraps and Thins	<ul style="list-style-type: none"> <li>- Introduction to food hygiene</li> <li>- Research and plan healthy wraps and thins fillings</li> <li>- Make wraps and thins for all main meals of the day</li> <li>- Make wraps and thins incorporating the use of air-fryers and crimp-it</li> </ul>
<b>Term 3</b>	Wool Craft	<ul style="list-style-type: none"> <li>- Discuss and explains design ideas</li> <li>- Select and use different wools which are appropriate for the task</li> <li>- Make various craft from wool</li> </ul>
<b>Term 4</b>	Mosaics	<ul style="list-style-type: none"> <li>- Discuss and explains design ideas</li> <li>- Select and use different tiles to complete mosaic craft</li> <li>- Describe the purpose of their product, including what or who their product is for</li> <li>- Compare their completed work simply against their original design criteria</li> </ul>
<b>Term 5</b>	Patterns and Characters	<ul style="list-style-type: none"> <li>- Discuss and explains design ideas</li> <li>- Select and use different paints to complete different glass art designs</li> <li>- Compare their completed work simply against their original design criteria</li> </ul>
<b>Term 6</b>	Hessian Textile Craft	<ul style="list-style-type: none"> <li>- Know how to use equipment and identify appropriate equipment.</li> <li>- Be able to produce a piece of work.</li> <li>- Use basic stitching techniques.</li> <li>- Be able to apply processes to tackle basic problems.</li> <li>- Understand safe working practices.</li> </ul> <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: Community Curriculum Learning Journey 2023-24

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