

Formal curriculum KS5 curriculum Framework

2020/2021

Areas of learning		2020/2021					
Term	Autumn	Spring		Summer			
<p>U o</p> <p><b>Literacy</b></p>	<p><b>Topic: All About the News</b> Look at newspapers and identify features e.g. Headline, weather report, sports etc. Answer simple comprehension questions about the newspaper. Tea/coffee newspaper morning in the cafe - share and talk about the news. Project: Write and produce a newsletter, allocate roles, interview staff and students.</p>	<p><b>Topic: Text based topic - Twelfth Night/Much Ado About Nothing</b> Recap on who Shakespeare was , where he lived, the Globe Theatre (covered in KS3) . identify other Shakespeare plays. Recap and predict what will happen next. Write description of favourite scene and character. Why is this their favourite? Describe key personalities/physical traits of specific characters. Have an understanding of how the era the play was written /setting affected the plot/characterisation .</p>	<p><b>Topic: Text based topic - Poetry - Haiku, acrostics and modern poets</b> Haiku Recap on syllables, counting syllables in different words/sentences Write sentences with specific number of syllables Watch introduction to Haiku on YouTube. Write adjectives to describe a scene, peer or favourite character. Write their own Haiku about a person/character. Use adjectives to describe what they like about PHHS. Make a PHHS Haiku</p> <p>Acrostic Poems Write an acrostic poem about themselves or a peer. Use a thesaurus to write acrostic poems for each season. Write an acrostic poem about what is great about PHHS.</p>	<p><b>Topic: Accessing services</b> What are services? What services will you need to access? Doctors/Dentists/Opticians: Becoming a patient; Filling in forms; Making an appointment; Using the telephone; Looking at and understanding the bill. Hospital: Reading an appointment letter and understanding it; What departments are there in the hospital and what do they do? Chemist: What is a prescription and what information does it have; Filling in the back of the prescription; Over the counter medicines; Read medicine instructions and answer questions; Different areas of the chemist/pharmacy; Collecting a prescription. Library: Visits to the library;</p>	<p><b>Topic: Managing My Money</b> Shopping: Supermarkets and what they sell. Different departments and brands Make a shopping list and find the aisle these goods are in. Shopping for the week - make a list of goods needed. Receipts - what information do they show? Why do you need a receipt and why should you keep it? Budget brands, supermarket brands and named brands.</p>	<p><b>Topic: My Community - Charity shops</b> What is a charity shop? Identify some of these Which charity would you support? How can you raise money for the charity? Organise a fundraising event - make posters, tickets etc. How to donate goods and/or money to charity. Listen to a speaker from a charity shop. Ask and answer questions Visit a charity shop Talk about volunteers.</p>	

				<p>Modern Poets: Read a range of poems by modern poets. Comprehension: Make prose into poetry. Write a response to a poem. Create a poem from a list of words.</p>	<p>Borrowing books; Make a fact sheet about the library.</p>		
	Accreditation	NCFE Functional Skills Level 1 and Entry Level 1/2/3					
10	<b>Numeracy</b>	Number is taught in every lesson throughout the year.					
		<p><b>Eating Out:</b> Splitting bills equally between an amount of people. Working out how much a meal is going to cost at particular restaurants. Deciding where is going to be cheapest/most expensive to eat. Using take out menus/ delivery sites to calculate the cost of a meal.</p>	<p><b>Organising a Shopping Visit:</b> Handling Money and Money Exchange opportunities. Categorising shops and their purpose. Position and Direction.</p>	<p><b>Cooking:</b> Measuring ingredients accurately using both electric and manual scales. Being able to measure in millilitres and litres. Knowing how to measure and weigh ingredients. Following recipes. How long it will take for something to cook.</p>	<p><b>My Community:</b> Vocational project – Raising Money for Charity. Market research – Using Tally’s Graphs to decide what will be most popular. Looking at the cost of activity to raise money – budgeting and profit.</p>	<p><b>Managing my Money:</b> Banks Look at a range of banks. Discuss and list the things a bank provides.  Bills/ receipts: Look at a receipt- What information does it show. Why would you need to keep a receipt?  Budgeting – How much is left after Tax, National Insurance, Bills etc. Students will develop their ability to establish approximately if they have enough money for required items.</p>	<p><b>Work Place Skills:</b> Wages – Wage slips. Times of work. Dates – shifts. Holiday Time. Bank Cards and Bank Accounts/Bank Statements. Inputting Data, using databases and spreadsheets.</p>

						Benefits – Benefits that are available – how to apply and how much will be received.	
Accreditation	<p><b>NOCN</b> Independent Living Eating Out D/600/6319,R/600/6320, Y/600/6321</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	<p><b>NOCN</b> Skills for Employment, Training &amp; Personal Dev Shopping for your home. M/505/3733</p> <p>Skills for Employment, Training &amp; Personal Dev Skills for Shopping F/505/3686</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	<p><b>NOCN</b> Skills for Employment, Training &amp; Personal Dev Measure Capacity and Temperature A/505/4013</p> <p>Skills for Employment, Training &amp; Personal Dev Measure Weight D/503/3378</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	<p><b>NOCN</b> Skills for Employment, Training &amp; Personal Dev Money adding and subtracting L/505/3089</p> <p>Skills for Employment, Training &amp; Personal Dev Spreadsheet Software H/506/8049</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	<p><b>NOCN</b> Using Employability Skills Managing Money F/504/1232, A/504/1293, T/504/1485</p> <p>Skills for Employment, Training &amp; Personal Dev Budgeting K/505/4007</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	<p><b>NOCN</b> Using Employability Skills Understanding a payslip L/504/1475, Y/504/1673</p> <p>Using Employability Skills Using Number Skills in a workplace. Y/504/1284, Y/504/1463, T/504/1700</p> <p>Skills for Employment, Training &amp; Personal Dev Database software M/506/8037</p> <p><b>NCFE:</b> Entry Level Maths (1/2/3) Functional Skills Level 1</p>	
RE	Students investigate topics through a variety of activities and experiences appropriate for their level. Students take active part in religious celebrations, learning how to become an active witness of their faith. RE lessons are planned in a variety of settings ( including the Peace Garden, chapel, school playgrounds, visits to local churches and other places of worship) and enriched by regular elements of prayer and meditation.						
	<b>Domestic church:</b> learning about the family of God in Scripture. Family tree of Jesus,	<b>World faiths:</b> <b>Hinduism</b> Diwali Celebrations. Especially engaging students who	<b>Local Church:</b> people continuing Jesus' mission. Church hierarchy; priests, bishops, pope Francis. Learning	<b>World faiths:</b> <b>Judaism.</b> Story of Moses and Exodus. Passover, special meal celebrated before the journey to freedom. Investigating	<b>Pentecost:</b> Learning how the Holy Spirit enables people to become witnesses of Good News. Becoming a witness of my faith.	Kingdom of God: <b>Bible Story.</b> investigating one from the 7 Parables about God's Kingdom.	

	<p>creating my own family tree.</p> <p><b>Belonging:</b> preparing for <b>Confirmation</b>, sacrament of adulthood in faith. Signs and symbols used during the sacrament of Confirmation.</p>	<p>celebrate Diwali in their families.</p> <p><b>Advent/Christmas:</b> Jesus was born to show God's love to the world.</p> <p><b>Bible Story</b> Nativity by St Matthew.</p>	<p>about Ecumenism. <i>Visits to local churches, planning an interview with a priest.</i></p> <p><b>Reconciliation:</b> Healing. Learning about the sacrament of the sick.</p> <p><b>Bible Story:</b> Lost Sheep.</p>	<p>traditional Passover food. 10 Commandments.</p> <p><b>Lent/Easter:</b> celebrating Jesus death and resurrection. Planting seeds - symbols of new life.</p>	<p><b>Eucharist:</b> Living in communion with God and others. <b>Bible Story:</b> Last Supper. Jesus celebrates Passover and transforms old Jewish rituals into new sacrament. Planning to engage students during school Mass as altar helpers, lectors or to bring offertory gifts.</p>	<p><b>Universal church:</b> joining one of CAFOD's projects for this year. Students will take a leading role in the project joined by the whole school.</p>
Accreditation	ASDAN Transition Challenge					
Accreditation	ASDAN Personal Development Programmes					
<b>Computing</b>	<p><b>Digital Literacy:</b> Students engage in activities associated with Keeping safe on the Internet. They will learn to not reveal private information and how and where to report concerns; dealing with cyberbullying; and as part of a healthy lifestyle, not spending too much time playing games or online. Students will also begin to compose simple emails, using a simple email framework available on e-learning platforms such as Purple mash.</p>	<p><b>Information technology:</b> Using an Ipad, students learn to take photographs and take short videos introducing themselves; all about me. Using appropriate apps students learn to take photographs, draw and record their voice to create animated images to communicate short messages. App: ChatterPix +12</p>	<p><b>Using and applying skills:</b> Students will develop skills in using everyday technology or using Seesaw to complete homework. Students will create different documents that provide information, for example a leaflet and posters. Students will use presentation software, such as microsoft Powerpoint to introduce themselves. They will also learn to represent information through graphs and surveys.</p>			
Accreditation						
— c	<p><b>Home management</b></p> <p><b>Kitchen:</b> Students learn about:</p> <ul style="list-style-type: none"> <li>● Emergency procedures in a kitchen.</li> <li>● Following kitchen rules.</li> <li>● Kitchen hygiene routines and protective equipment.</li> <li>● Follow step by step instructions to make hot &amp; cold drinks and a snack.</li> <li>● Use of kitchen appliances &amp; utensils</li> <li>● Keeping your kitchen clean and tidy.</li> </ul>	<p><b>Why do we need to clean clothes?</b> Students learn how to:</p> <ul style="list-style-type: none"> <li>● Organise their washing into lights and darks.</li> <li>● Loading a washing machine with clothes, detergent and fabric conditioner.</li> <li>● Functions of a washing machine.</li> <li>● Ways to dry their clothes.</li> <li>● Use an iron safely.</li> <li>● Hang and store clothes when clean.</li> </ul>	<p><b>Cleaning:</b> Students will learn:</p> <ul style="list-style-type: none"> <li>● To identify when an area requires cleaning.</li> <li>● What cleaning products are used for different areas and purposes.</li> <li>● To use cleaning equipment safely.</li> </ul>	<p><b>Identify different types of shops:</b></p> <ul style="list-style-type: none"> <li>● Prepare a shopping list</li> <li>● Identify what shops will sell the items needed.</li> <li>● Take part in a shopping trip.</li> <li>● identify where items are in a</li> </ul>		

				<ul style="list-style-type: none"> <li>• About hazard when cleaning and using cleaning products.</li> <li>• Where to store cleaning products.</li> <li>• How to clean different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• supermarket or shop.</li> <li>• Identify who to ask for help in the shop.</li> <li>• Follow protocol for paying: queue correctly, keep distance, pay with card or cash at a till or self service till.</li> <li>• Get receipt and secure items safely and securely.</li> <li>• Check any change given.</li> </ul>
Accreditation	NOCN Everyday food and drink E1 L/600/6204 E2 & E3	NOCN Looking after your clothes E1 R/600/6270 E2 & E3	NOCN Household Cleaning E1 K/600/6212 E2 & E3	NOCN Household shopping E1 L/600/6218 E2 & E3	
<b>Come dine with me</b>	Each session will cover health and safety in the workplace, PPE, knife skills and food hygiene and using different equipment for cooking and preparation of food. Choosing recipes, creating shopping lists and actual shopping will be included where possible.				
	<b>Autumn inspired meals and snacks</b> Working with the Horticulture department to ensure they are planning to grow ingredients for the year. Using ingredients from the school garden E.g. chutneys and jam for The Well. Festive food / winter warmers / introduction to spices. Enrichment - visit to catering facility <i>Christmas Fayre preparation</i>	<b>Spring inspired meals and snacks</b> Learning about food miles and what fruits and vegetables are in season and when . Healthy eating and portion sizes and where to store food that is purchased. Introduction to baking (bread and enriched doughs)  Enrichment - visit to a bakery <i>Mothers Day / Easter preparation</i>	<b>Summer inspired meals and snacks</b> Learning to cook for a social occasion and for sale. How to set a table for a dinner party. Looking at picnic and barbeque foods how to prepare them and store them safely for a trip Working with horticulture to prepare for next season and the foods we would like grown. Learning about food wastage and how we can work with horticulture and their composting project.  Enrichment - visit to pick our own fruit/farm shop <i>Summer fayre preparation</i>		
Accreditation	NOCN Use Employment skills Making a product E3 A/504/1651	NOCN Use Employment skills Use kitchen equipment E3 L/505/0595	NOCN Use Employment skills Basic cooking E3 Y/502/4808		
<b>Community skills</b>	<b>Getting to Know our Community</b>	<b>Health and safety signs in the community:</b>	<b>Leisure in the community</b>		

	Exploration of our school community and the areas we can access. Practising using money and communication methods within the context of the Well Cafe and the Tuck shop.	Investigate, understand the meaning of signs that keeps us safe in the community: through different medium including internet research, art activities and presentations to peers,	Researching different leisure activities within our community eg cinema, gym, swimming, eating out etc and how you would travel to, book, communicate and use money in these facilities.			
Accreditation						
<b>Team Enterprise</b>	Review health and safety classroom rules, and health safety rules when using equipment. To look at various scenery and choose two designs to paint onto calico fabric. Using free hand drawing or carbon paper to copy the design.	Theme of calendar: different emotions for each month in connection with experiences of Covid. Students chose particular designs and chose colour ways for the designs. Used a variety of media to suit designs. Students produced designs and evaluated their work.	Students will prepare Christmas projects. They will research various types of decorations. They will experience working with different textured fabrics. They will make wreaths, stockings, bunting and gift boxes and bags. Students will discuss what went well and what they would do differently.	Students will work on items for Mother's Day. Students will make cards, gift boxes, gift bags and fabric tote bags. to sell at school for Mother's Day. Students will use the die cutting machine to cut out appropriate designs for cards, gift bags and gift boxes. Students will learn to use the die cutting machine, hot glue gun and scissors safely and correctly.	Students will work on making shopping bags. They will work on hand sewing skills, and the use of the sewing machine. Be able to name at least five parts of a sewing machine. To treat equipment with respect. To clean all equipment used, put equipment away in the correct boxes, to tidy and wipe down the work area. To help and respect their peers.	Students will have produced at least two hand painted designs to use on pre bought hessian shopping bags. They will also produce a design using recycled fabric. The bags will be offered for sale at the Christmas fayre.
Accreditation	<p>NOCN</p> <p>Use employability skills</p> <p>Making a product.</p> <p>Entry level 1</p> <p>K/504/1239</p>					
<b>Construction</b>	<b>Wooden Mini-projects</b>	<b>Wooden Projects</b>	<b>Final project wooden project</b>			
	Photo frame using a half lap joint and Santa claus slay using slot together joint.	Wooden box using finger joints Wooden tea light holder  Work from simple plans. Demonstrate using a tenon and coping saw safely.	Wooden Bird Box  Research for a project. Drawing own plans for a project. Demonstrating refinement when using tools. Demonstrating working safely in a workshop.			

		<p>Introduction to Health and safety in the workshop, understanding what PPE is and its purpose. Understanding the risks and hazards within a workshop environment.</p> <p>Understanding the different types of equipment used in construction. Understanding how to handle tools safely.</p> <p>Basic cutting skills Basic measuring skills, using CM and MM. Basic finishing skills</p> <p>Work as part of a team.</p>	<p>Apply cutting and measuring skills learnt. Using finishing techniques, sanding by hand Name all tools in construction. Demonstrate keeping the workplace clean and tidy. Select and use tools independently.</p>	<p>Demonstrate using water based paints and varnish. Test and evaluate their final product. Assess their work against a success criteria.</p> <p>Complete a self evaluation.</p>
	<b>Horticulture</b>	<p><b>End of year harvest</b> Harvest and use the last of the fruits and veggies. Compost all of last year's plants and tidy the garden ready for the Winter. Autumn propagation Christmas Fayre preparation Enrichment - visit to a community garden</p> <p>Employability focused - How instructions are given. Following instructions in the workplace. Evaluation of own performance at work.</p>	<p><b>Start of the year and planting.</b> Turn and feed the beds ready for planting. Working with cookery and The Well staff to organise a planting plan. Planting seeds inside and later in the term, in the polytunnel. Spring propagation. Mothers Day / Easter preparation Enrichment - visit to a working nursery</p> <p>Employability focused - Personal presentation and hygiene in the workplace. Suitable language and behavior. H&amp;S signs and accidents in the workplace. How to keep safe when at work and who to ask for when you need support.</p>	<p><b>Summer maintenance and harvest</b> Maintaining growing conditions and ensuring feeding and watering of plants. Growth from seedling to plants to fruit. Working with cookery and The Well to provide ingredients for lessons. Summer fayre preparation Enrichment - visit to pick our own fruit</p> <p>Vocationally focused - H&amp;S procedures when working in Horticulture. Safe use and storage of equipment. PPE. Plant identification and horticultural practises.</p>
	Accreditation	<p>Follow instructions in the Workplace J/504/1409 (E1) M/504/1470 (E2) J/504/1684 (E3)</p>	<p>Looking and Acting the Part in the WorkPlace F/504/1280 (E1) H/504/1482 (E3)</p> <p>Health and Safety procedures in the workplace A/504/1410 (E1) T/504/1471 (E2)</p>	<p>Gardening for pleasure - T/600/6441 (E1)</p> <p>Working in Horticulture - T/504/1261 (E1) L/504/1461 (E2) K/504/1659 (E3)</p>

KS2	PSHE/C	<p><b>Planning for my future</b> Compile an action plan for the future understanding my likes/dislikes and how to reach my goals through training or education recognising achievements so far</p>	<p><b>Building self esteem</b> Using own skills and strengths plan activities for a small group to engage with to enhance skills and self confidence</p>	<p><b>Ideal job</b> Research ideal jobs, what are the requirements for the job and how would they be achieved? Look at the training needed and devise a plan to get you there,</p>	<p><b>Work Skills</b> Researching jobs within my own field of interest including the entry requirements, different pathways open to me and interview techniques. How to write a CV, which highlights your own strengths and abilities.</p>	<p><b>Rights and responsibilities -</b> Explore our rights and responsibilities in different settings as we move from teenagers to adults - do the rules change? Do the consequences change?</p>	<p><b>Becoming confident</b> Reviewing positive and negative relationships and how to respond confidently to them and in other situations eg interviews/ group leader</p>
	Thrive	<p>In Thrive sessions, the Lead Thrive Practitioner works alongside the class teams and key staff to support the development of student's emotional development and regulation. The Thrive approach allows class teams to assess their student groups on the essential strategies that are needed to support their student's emotional development and regulation. The recommended activities are targeted to support emotional development. All activities are focused, and dependent on, the emotional need or interruptions within the assessed student group. Activities include the use of many artistic and sensory mediums, such as sand play, small world and puppetry, storytelling, music and movement, dance, painting, drawing and turn taking activities.</p>					
KS3	<p><b>Art and design (Art exam group)</b></p>	<p><b>Introduction to the course and experimental phase</b></p> <p>Students will be introduced to the course specification and assessment objectives.</p> <p>The students will have the opportunity to develop knowledge, skills, understanding, creativity and imagination through the medium of art, craft and design. Students will be encouraged to explore processes, materials and techniques that are appropriate to the chosen areas of study, in a range of practical ways. They will be introduced to a range of artists, learning about the artist's life and works. They will replicate and work in the style of selected artists.</p> <p>The students will work from the chosen theme:</p>	<p><b>Developing works for portfolio and select chosen brief</b></p> <p>The students will produce a portfolio of work developed from personal and centre-devised starting points/ brief.</p> <p>The students will:</p> <ul style="list-style-type: none"> <li>Record observations;</li> <li>Research ideas;</li> <li>Use suitable materials;</li> <li>Show connections between their work and that of other artists, designers, craftspeople or relevant sources;</li> <li>Explore materials, processes and techniques;</li> <li>Work from observation;</li> <li>Relate to the work of artists, designers, craftspeople, or relevant sources;</li> <li>Evaluate the work of others.;</li> <li>Annotate work.</li> </ul>	<p><b>Complete external task and portfolio for submission</b></p> <p>The students will choose from the following external themes for the final term:</p> <p>Flames, transformation, dancing, time, space, rainbows, figure, shapes, coast, caged, mechanisms, nature and city.</p> <p>The students will develop ideas through investigation using a medium of their choice. They will be encouraged to select an appropriate art and design technique which will demonstrate their ability to realise their own personal final outcome(s).</p> <p>The students will provide evidence of progression from initial ideas to their own final personal outcome.</p> <p>The students will demonstrate their ability to discover and refine</p>			



	<p><b>Fine Artok</b></p> <p>The students will explore the following, Drawing, Installation, Photography, Mixed-media, Printing, Painting and Sculpture.</p>	<p>The students will be introduced to external themes ready for the following term.</p>		<p>source material through research skills. This information must demonstrate a clear influence from their initial design ideas to their final outcome.</p> <p>The students will complete by compiling all work and present using a portfolio, ready for submission.</p>		
Accreditation	OCR Entry Level Certificate Art & Design R310					
<b>Dance</b>	<p><b>How can we move?</b> Students introduced to movement cards' to aid movement choices.</p>	<p><b>Action and stillness:</b> Recognising symbols for movement and how to create with them.</p>	<p><b>Choreography:</b> Making movement and music choices. in response to a stimulus.</p>	<p><b>Dynamics:</b> <i>How</i> can we move our bodies through space? Adding texture to movement.</p>	<p><b>Performance skills:</b> What makes a good audience? What makes a good performer? Looking at roles within a performance project.</p>	<p><b>Group work:</b> Learning to communicate and share ideas. Creating Dance as a team.</p>
<p><b>Music (Music and Drama Stage Production Group-Options)</b></p> <p>Skills developed: Instrumental, performance, rehearsal vocal, composing, performing, appraising</p>	<p><b>Instruments of the Orchestra Origins of Western Classical Music-BBC Ten Pieces</b></p> <p>Students become familiar with some of the well known classical pieces and develop critical thinking and feedback skills.</p> <p>Students engage in listening appreciation and recompose their own classical piece using classroom instruments in the style of their preferred composers. They</p>	<p><b>Christmas Sounds and Music Structure in Music</b></p> <p>In this unit students participate in preparation for festivities and school Christmas production by learning seasonal songs, vocally and instrumentally. They form a small ensemble for performance, allocating a specific role, e.g. a lead singer. Students participate in rehearsals using a "call and response" technique - "<i>I say you say</i>" and</p>	<p><b>South American Music Latin music and the Music of Andres</b></p> <p>Students learn about music and dances from Latin (South) America. Students explore Samba music and the band - Bateria and engage in the parade using polyrhythmic patterns, ostinato - repetition, and syncopation while using their voices, bodies and instruments.</p> <p>Students listen to specific instruments,</p>	<p><b>Songs from Musicals and Movies</b></p> <p>Students explore the pieces from the world of musical theatre and blockbusters and understand the conventions of genre of musical theatre and film music. They study the songs from "The Greatest Showman", "Billy Elliot", "Trolls", "We will Rock you" "High School Musical", "Grease" and many more and choose a piece towards their final performance. Students learn parts of the melodies using</p>	<p><b>Blues and Jazz Music</b></p> <p>Students explore and experience origins of Jazz and Blues music through watching short clips and choose which artist is their favourite. They will listen to various lead jazz and blues artists, like Nina Simone, Louis Armstrong, Ella Fitzgerald and contemporary ones like Michael Bubble. They learn the sequence of 12 bar blues using graphic score and baseline notes. Students suggest their favourite music and understand that Jazz and Blues can be used as a tool for relaxation.</p>	<p><b>Music for Summer Concert Song for Transition</b> <i>Prom Style Performance Music</i></p> <p>This unit teaches students about the importance of moving on through musical pieces. Students study <i>motivational songs</i> and celebrate their achievements through music sessions as they consolidate all the year's music learning and knowledge. Students learn songs about their future, e.g. - "What will I be", "Reach for the stars" "Leavers song" using voices and accompanying pieces by percussion and movement.</p>

		discover various classical forms, e.g. opera, symphony, and a piano concert. Throughout the pieces students consolidate their prior knowledge about the orchestra instruments from previous key stages.	understand what ostinato is. They explore specific instruments, which can create Christmas sounds and understand that any bells and brass instruments like trombone represent Christmas.	e.g. panpipes and steel pans.	a piano keyboard and a graphic score and start using the chords to accompany pieces.		There will be a performance, and rehearsal elements in the sessions.
Accreditation	Arts Award Trinity College Discover Part A - <b>Discover</b> - Discover the Art around you	Arts Award Trinity College Discover Part A - Take part in arts activities Part B - <b>Find out</b> - Find out about the artist	NOCN unit Independent Living: Leisure Activities <b>Exploring music</b> Exploring Music - <b>R/600/6432 – E1</b>	NOCN unit Independent Living: Leisure Activities <b>Exploring music</b> Exploring Music - <b>R/600/6432 – E1</b>	NOCN unit Independent Living: Leisure Activities <b>Exploring music</b> Exploring Music - <b>R/600/6432 – E1</b>	Arts Award Trinity College Discover Part C - <b>Share</b>	
Drama	<b>The School trip</b> Brief: Built around a teacher led scenario about a calamity-filled school excursion	<b>Christmas Play</b> Brief: Preparation for each class production to be performed as part of the Christmas performance.	<b>Making A Scene:</b> <i>Grease</i> Brief: Looking at a selection of specific skills and techniques	<b>Theatre In Education (TIE)Presentation:</b> Keeping Safe Brief: Students will create/be directed to perform an	<b>Making a performance</b> Brief: This Module is intended to prepare students for a talent/variety show to be performed before half-	<b>Advanced Puppetry</b> Brief: students will create and perform puppet sketches that may also include live actors too (e.g. The Muppets).	

	<p>Introduce/reintroduce students to expectations and some basic techniques. These can be explored through game play and performance.</p> <p><b>Skills</b>          Choosing rules          Creating a character-          Changing voice-gesture-words to show how a character may be feeling.          Using improvisation          Offering and responding to feedback.          Moving and stopping on request          Using voice or gesture to indicate a request          Watch the work of others with interest</p>	<p>Individual class topics to be chosen based on the annual theme.</p> <p><b>Skills</b>          Following direction          Suggesting ideas          Working together          Changing voice, words and movement to become a character.          Performing for a live audience          Entering and leaving the stage          Showing feelings          Performing action          Leading others</p>	<p>that will help performers to create a narrative and to allow it to flow.</p> <p><b>Skills</b>          Tableau-          Start a rehearsal from a still image and gradually bring this to life          Blocking and Accepting-          "Going" with what the other character creates          Objectives- give a performer a task to achieve within a scene e.g refuse to leave a room          Improvisation          Communicating with others          Following instructions          Making choices on props and costume</p>	<p>educational theatre piece to a lower school audience.          Themes could include:          Crossing the road, Stranger Danger, School trip safety, Water safety. A biblical story with highlighted moral</p> <p><b>Skills</b>          Following direction          Creating ideas          Suggesting ideas          Working together          Using Forum Theatre          Changing voice, words and movement to become a character.          Reading from a script          Performing for a live audience          Following a cue to perform          Moving and stopping on request</p>	<p>term. Students can work in pairs, small groups or as a class to produce a short piece of work to highlight the particular talents of each performer.</p> <p><b>Skills</b>          Choosing and learning a script or song          Choosing a style of performance          Following direction          Suggesting ideas          Working together          Changing voice, words and movement to become a character.          Singing          Performing for a live audience          Entering and leaving the stage          Showing feelings          Performing actions</p>	<p><b>Skills</b>          Operating a marionette          Voicing a marionette          Using a range of tools and templates to construct a puppet (glove, finger etc).          Investigating ways to show how a puppet can convey emotion and engage in actions.          View a range of puppets on video: (e.g. Thunderbirds , Muppets, Sooty and Sweep, Punch and Judy) and identify movements to emulate in their own work.          Mix live actors with puppets to comic effect          Use voice to tell a story          Adapt voice to create a character          Create a scenario to perform          Follow a scenario to perform          Control puppet to indicate yes and no          Engage in the performance of others          Make choices when constructing and dressing the puppet.</p>
<b>Textiles</b>	<p>Introduction to basic equipment and safety rules in textiles. Students will engage in art &amp; design and sewing activities to create a</p>	<p>Students will use calico, cotton and felt to create christmas decorations, namely a christmas stocking and christmas tree from scrap fabric.</p>	<p>Students will recycle discarded items by reconfiguring products so they can be reused. Students will reconfigure a bag by designing a</p>	<p>Students recycle fabric and materials to create a Tote Bag and a key ring. Students learn how to transfer designs using carbon paper and</p>	<p>Students will reconfigure and recycle old curtains and lining. Students will use paper patterns to cut fabrics to produce aprons for the T.E. lessons.</p>	<p>Students will reconfigure and recycle old curtains. Students will measure, cut and sew fabrics to make tote shopping bags.</p>

		cover for a book by using recycled fabric.	Students will embellish the tree with buttons and ribbons.	personal logo by drawing and then painting on fabric. This logo will then be sewn onto the bag using a sewing machine.	using a paper pattern to cut fabric into specific shapes.		
<b>Sports and leisure</b>	Football - Learning different skills and techniques - dribbling, shooting, control and passing - Individual -  Learning different stretches - Hamstring, groin and calf muscles  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	Badminton - Students to work on form and technique - Serve shot, Service Shot and third shot  Being able to work with different partners.  Students to demonstrate stretches to peers - warm up - cool down  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	Coordination, reactions and balance exercises - ladder, hurdles and balance boards  - Students to work on fine motor skills in activities that will help improve Coordination, reactions and balance  Athletics - Students to learn the techniques when running - Arms and speed  Students to learn how to change direction - involves foot coordination and reaction timing  Group games - relays  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	Tennis - Students to learn different techniques when striking the ball - forehand groundstroke - backhand groundstroke  Tennis games in pairs - Rallies  Coordination and reaction sessions as part of every warm up - ladders and hurdles  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	Boxing - Learning different technique and styles - Boxing bag - <b>Not all students</b>  Cardio fitness activities - Relay games, sit ups and press ups  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	Basketball - Students learn different techniques - dribbling, passing and shooting.  Students to learn the rules of Basketball - point system, double dribble etc  Coordination and reaction sessions as part of every warm up - ladders and hurdles -	
Accreditation	NOCN - Y/ 600/ 6268						

	Entry 1- Health and Fitness					
<b>Sports leadership</b>	<p>Team Sports/ Individual - NOCN criteria -</p> <p>Activity - Football - skills / techniques - Passing, Ball Control and shooting</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior - Skills - Communication, leadership and confidence</p>	<p>Team / Individual Sports- NOCN criteria -</p> <p>Activity - Basketball - Skills and techniques - Throwing, Catching , Dribble and Shooting</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior. - Skills - Communication, leadership and confidence</p>	<p>Team/ Individual Sports- NOCN criteria</p> <p>Activity- Tennis - Skills and techniques - Forehand, Backhand and Half volley</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior. - Skills - Communication, leadership and confidence</p>	<p>Team Sports/ Individual - NOCN criteria -</p> <p>Theory - Seesaw activities - Students to engage in classroom activities - Sports - Health</p> <p>Activity -Badminton - skill and techniques - Serve shot, Service Shot and third shot,</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior. - Skills - Communication, leadership and confidence</p>	<p>Team Sports/ Individual - NOCN criteria -</p> <p>Theory - Seesaw activities - Students to engage in classroom activities - Sports - Health</p> <p>Activity - Athletics - fine motor skills - coordination and balance - Reactions, footwork and change of direction</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior. - Skills - Communication, leadership and confidence</p>	<p>Team Sports/ Individual - NOCN criteria -</p> <p>Theory - Seesaw activities - Students to engage in classroom activities - Sports - Health</p> <p>Activity - Boccia - Student to lead Boccia games -</p> <p>Students to gain confidence in leading sessions - students to plan their sessions week prior. - Skills - Communication, leadership and confidence</p>
Accreditation	<p>NOCN - Y/501/7244</p> <p>Entry 3 - Taking part in Sport</p>					
<b>PE Exam group</b>	<p>Sports Topic – football.</p> <p>Offsite opportunities - tour of professional football ground WestHam/Chelsea/Wembley. Visit to professional football training grounds e.g. QPR. Middlesex FA MLD football league fixtures.</p>		<p>Sports Topic - boccia, badminton. Fitness/ Cardio</p> <p>Offsite opportunities - tour of Olympic Park, Outdoor Adventure Program.</p> <p>Theory topics - Fitness, warm ups, Principles of training and injuries, How the body works during exercise - physiology and anatomy.</p>		<p>Sports Topic - cricket, tennis.</p> <p>Off-site opportunities - tour of Lords Cricket Ground, Wimbledon Tennis Centre, Outdoor Adventure Activity Program.</p> <p>Theory Topics - Fitness and nutrition. Effects of exercise on the body.</p>	

		Theory topics - Fitness and training methods. How the body works during exercise - physiology and anatomy.		
	Accreditation	OCR Entry Level PE		
	<b>Swimming</b>	<p>Understand and follow pool safety at a public pool.</p> <p>Be able to take part in swimming lessons.</p> <p>Develop understanding for the need to warm-up. Develop movement around the pool improving confidence and position in the water.</p> <p>Develop a better position in the water through gliding activities.</p> <p>Show progression in the control and coordination of bodies in the water.</p> <p>Improve ability to link these movements and skills together improving technique. Watch others and show appreciation of their own and others' performance. Be able to describe how their bodies feel during exercise.</p> <p>Understand how swimming activities can be part of a healthy lifestyle.</p>		
	Interventions	<p>Ongoing interventions that are selected to meet the needs of both individuals and groups within class.</p> <p>Activities included: sensory circuits, clever fingers, massage, BEAM, yoga, Brain Gym, Attention autism</p>		
↳		<p>Using supportive strategies to enable students to manage change. This included using strategies that enable them to manage transitions physically, for example from one activity to another, move around in the classroom, move around the school environment (moving from place to place) in its entirety and beyond, for example new teachers, schools and colleges. Supportive strategies will also be used to support students to manage physiological change, such as puberty or long-term medical conditions throughout the year.</p>		