

Formal curriculum KS4 curriculum Framework						
Areas of learning		2020/2021				
Term	Autumn	Spring		Summer		
Communication	Functional Literacy	All lessons will include activities designed to further develop speaking and listening, attention and understanding as well as reading and writing. The theme will be used to facilitate this learning.				
	Topic: Leisure The Cinema and Television Using a cinema online site Film reviews Different genres Film certifications Television guides	Topic: Leisure Magazines, Books and Games Looking at magazines for different audiences e.g. music, film, gaming, fashion Identify where to buy them What is a library? Go o to the library Rules for playing familiar games Play games Instructions for a familiar game	Topic: Text based topic: The Lion, the Witch and the Wardrobe/Five Children and It Character descriptions Recap the plot Comprehension focussing on character motivation Understanding the era/context Predictions Drama - role play/acting Research author Simple biographies Write book review	Topic: All about me Who am I? introducing themselves Starting a conversation with someone new Make an all about me PowerPoint Writing basic information e.g. name, address, date of birth Write a simple letter Posting a letter Use Google Earth to find home address Diaries Another people's news	Topic: Text based topic James and the Giant Peach/Esio Trot Character descriptions Recap plot Comprehension questions focusing on character motivation Predictions Different formats to extend understanding of the plot and characterisation Drama to role play, enact scenes and make tableaux Research the author and other books written Simple biographies Write a book review Sequencing recipe instructions.	Topic: Booking a holiday Plan a summer holiday Passports Holiday brochures Making lists e.g. what you need to take, what you will pack, what to buy Flight times Using the airport Research destination
	Accreditation:	ASDAN: Transition challenge or ASDAN: Personal development program				
	Number is taught in every lesson throughout the year.					
	Eating In: Looking at money how much meals would be, following recipes. cooking times. Use kitchen	Organising a Shopping Visit: Handling Money and Money Exchange opportunities. Categorising shops and their purpose.	Jobs: Wages – Wage slips. Times of work. Dates – shifts. Holiday Time.	Out and About - Travel: Topping up an oyster card/freedom pass etc. Identifying Buses their times using a timetable.	My Community: Vocational project – Raising Money for Charity. Market research – Using Tally's Graphs to decide what will be most popular. Looking at	Going Out: Use take out menus to calculate the cost of a meal. Splitting the bill between people. Costs of days out -

Learning and understanding		measurements. Lay a table for an event	Position and Direction. Choose something to buy and use money to pay.	Bank Cards and Bank Accounts/Bank Statements.	What bus/train to get to a place on time. Show you are aware of daily events. Miles/Meters/Feet.	cost of activity to raise. Money – budgeting and profit.	attraction price, travel price, meal price. Special dates
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	Science	<p>Light:</p> <p>Students explore light through practical experiences. They identify sources of light, learn about how light travels, the colours and how colour is made. We look at how shadows are formed and light that travels through a prism. Produce in depth study of two topics: solar system/safe, chemical reactions, another agreed topic</p>	<p>Chemical reactions:</p> <p>Students take part in a wide range of experiments to test changes of state i.e. angel delight; reversible and non-reversible reactions and mixing and separating i.e. sugar and water. T</p>	<p>Health:</p> <p>We look at how to have a healthy diet and how to stay healthy through exercise. We look at the consequences of poor health and societal problems affecting health i.e. drugs, pollution. Take part in personal hygiene activity - wash hands</p>	<p>CSI investigation - Acids and Alkalis:</p> <p>Students develop their skills in Scientific Enquiry by doing experiments to observe changes and reactions in acids and alkalis. They will identify materials, equipment and make predictions as they test reactions.</p>	<p>Plants:</p> <p>Care for a plant or animal for 6-8 weeks as we watch our plants grow and understand what they need to stay alive. We look more deeply at growing food to eat. We avail of the horticulture section of the school in order to take part in some small jobs to gain experience of gardening. We look at life cycles of edible plants and grow our own vegetables.</p>	<p>Ecosystem mini beasts, environment:</p> <p>Students use classification keys to identify minibeasts. We explore outside to find minibeasts and how they adapt to their environment. We also explore how minibeasts adapt to their environment and identify differences between beasts.</p>
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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, visit to local churches and other places of worship) and enriched by regular elements of prayer and simple meditation.						
	<p>Domestic church: learning about the family of God in Scripture. Family tree of Jesus, creating my own family tree.</p> <p>Belonging: preparing for Confirmation, sacrament of adulthood in faith.</p>	<p>World faiths:</p> <p>Hinduism Diwali Celebrations. Especially engaging students who celebrate Diwali in their families.</p> <p>Advent/Christmas: Jesus was born to</p>	<p>Local Church: people continuing Jesus mission. Church hierarchy; priests, bishops, pope Francis. Learning about Ecumenism. <i>Visits to local churches, planning an interview with a priest.</i></p>	<p>World faiths: Judaism. Story of Moses and Exodus. Passover, special meal celebrated before the journey to freedom. Investigating traditional Passover food. 10 Commandments.</p> <p>Lent/Easter: celebrating Jesus death and</p>	<p>Pentecost: Learning how the Holy Spirit enables people to become witnesses of Good News. Becoming a witness of my faith.</p> <p>Eucharist: Living in communion with God and others. Bible Story: Last Supper. Jesus celebrates Passover and transforms old</p>	<p>Kingdom of God: Bible Story. investigating one from the 7 Parables about God's Kingdom.</p> <p>Universal church: Holy places for Jesus and Christians. Joining one of CAFOD's projects for this year.</p>	

	investigating signs and symbols used during the sacrament of Confirmation	show God's love to the world. Bible Story Nativity by St Matthew.	Reconciliation: Healing. Learning about the sacrament of the sick. Bible Story: Lost Sheep.	resurrection. Planting seeds - symbols of new life.	Jewish rituals into new sacrament. Planning to engage students during school Mass as altar helpers, lectors or to bring offertory gifts.	
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Computing	Development of computing skills: Students engage in activities which develop skills in using everyday technology= turning an IPAD, updating an IPAD, turning a PC on/off, using a CD player, DVD player, photocopier, camera, scanner, streaming movies, remote control for television, using buttons on a microwave. Investigating and using daily technology.	Information technology: Using appropriate apps students learn to take photographs, draw and record their voice to create animated images to communicate short messages. App: ChatterPix Kids 4. Using video and recording.	Digital Literacy: 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.	Computer Science: Students engage in technology that develops leisure skills, for example, learning to control remote controlled cars/robots. Students build an electric car and train track. Students create surveys and posters for the preferred technology.	Computer Science: Students use visual programming languages such as 2Go (purple mash), Scratch Jr and Scratch, to introduce and develop visual programming skills.	
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ASDAN: Wider world	To develop students' knowledge of the world in context, students start the term by learning about the	Our focus will shift to France, where student learn Learning greetings, days of the week, numbers and colours	To develop students' knowledge of the world in context, students start the term by learning about the	Our focus will shift to France, where student learn Learning greetings, days of the week, numbers and colours in French and	To develop students' knowledge of the world in context, students start the term by learning about the United Kingdom and their family's origins.	Our focus will shift to France, where student learn Learning greetings, days of the week, numbers and colours in French and experiencing culture such as

		United Kingdom and their family's origins.	in French and experiencing culture such as wearing a beret and tasting French food.	United Kingdom and their family's origins.	experiencing culture such as wearing a beret and tasting French food.		wearing a beret and tasting French food.
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Independence	Community skills - (onsite community events due Covid restrictions until lifted)	Onsite activities related to:		Onsite:		Onsite:	
		<ul style="list-style-type: none"> Getting to know people in our community Getting to know place around our school community Getting to know transport in our local community Virtual tours of supermarkets and shops in our community Community café: Visiting the well Café – what is on the menu? What do you need to buy? How much do you need? Community Tuckshop- when is it? When can my class go? How do I request a class order? What is on the menu? What do you need to buy? How much do you need? 	Health and safety signs in the community: Investigate, understand the meaning of signs that keep us safe in the community: Prohibition Signs . <ul style="list-style-type: none"> Mandatory Signs. Warning Signs. Safe Condition Signs. Fire Equipment Signs. Examples of activities: <ul style="list-style-type: none"> art and design to recreate signs. using the internet to create research projects. using a PC to create a PP and present information Students present knowledge on a show and tell it to an audience. 		Leisure in the community: Virtually explore, Identify and recreate different leisure activities we could do in the community e.g. swimming/cinema/walking/shopping/eating out Virtually explore, transport routes and modes of transport to these places. Using online services, learn how to book leisure activities like booking a table at a restaurant or tickets for the cinema.		
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	ASDAN: Home management	Introduce safety rules, fire evacuation rules, identify areas to be cleaned: window, worktops, desks, door handles, floors. Identify different equipment and what they do. Identify different chemicals and their uses. Symbols to show dangers of chemicals used.	Using a variety of different ways to clean a floor using vacuum cleaners, mops and different types of brooms. Health and safety considerations.	Making a small snack and a drink, choosing the correct equipment and ingredients. Consideration for safety in the kitchen and correct use of equipment.	Plan and make the foods and drinks for a picnic outside. Plan what is needed: blankets, seating, cooler box to transport items of food and drink to the grass area outside. Make sandwiches, cakes, nibbles: cheese straws, crisps, prepare fruit and salad items. Plan a party in the classroom, invitations, cakes single or fairy cakes. napkins, table cloth, cutlery. sausage rolls, pastries, biscuits. Considerations for food allergies and correct food preparation and storage.		
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ASDAN: Food preparation	Autumn - Baking Products: Biscuits, cakes and cupcakes. Basic kitchen rules and skills acquisition and practise. Health and safety rules for the use of utensils and kitchen appliances. Identification of one's own food likes and dislikes. Spring - Pasta Dishes both warm and cold - Development of skills acquired last term and ability to identify healthy/unhealthy foods. Identification of seasonal ingredients. Summer - Desserts including seasonal fruit salads, pancakes, simple cakes/mousses/jelly and custard. Working towards using utensils/equipment independently. identification of new skills learned.					
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ASDAN: Charity	Art Charity: Art Attack – Students develop and run an arty competition for students to create artwork based around a theme. Xmas hampers – Get students to make and sell Xmas hampers. Include food, drink, toys and gifts	Art Charity: Pantomime – Whether this is a new thing for your school or you're pantomime experts, hold it in support of Groundwork and donate ticket sales or programme profits.	Talent Charity: Talent contest – Do you have a student who thinks she/he is the next Kylie, or thinks he should be in Diversity? Develop and hold a talent contest for them to showcase their skills. You could make it TV show style by nominating judges to pick the winners.	Talent Charity: Football tournament – Schedule fixtures and charge teams to enter. Ask local businesses for prizes.	Develop a Eco day – Develop activities for the whole school to engage in. Eg. Dress green and do good deeds for the day, like litter picking and recycling your rubbish.	Olympic-themed fun day – Get excited about the Olympics all over again by holding your own version – you could even split students into teams and give them names of countries
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	ASDAN: Mini enterprise	Students learning about different jobs at school then develop their own enterprise. Enterprise: Handmade gifts enterprise <ul style="list-style-type: none"> ● Enterprise name ● products that will be made and sold. ● Advertisement ● shopping for material ● equipment needed ● Roles ● Prices of goods ● Packaging Students present their enterprise to an audience.		Students learning about different jobs at school then develop their own enterprise: Enterprise: Organic Juice bar/ snack bar (popcorn) Activities to develop the following: <ul style="list-style-type: none"> ● Enterprise name ● determining what juice will be made ● health and safety of handling food. ● Advertisement ● shopping for products need for juice ● equipment needed ● Roles ● Prices of goods ● Packaging/labels Students present their enterprise to an audience. Students run the juice/snack producing enterprise.		Students learning about different jobs at school and the requirements for enquiring about the application processes. Students then develop and apply for jobs in their own enterprise: Enterprise: Car wash <ul style="list-style-type: none"> ● Enterprise name ● Equipment needed 1) to keep dry and 2) to do the job. ● Consent forms from staff ● Learning how to do the job. ● consider the risks. ● Advertisement ● Roles ● Prices of goods Students present their enterprise to an audience. Students run the car wash enterprise.	
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	ASDAN: Vocational education/Work experience	Key stage 4 students are on a rolling programme from ASDAN and receive this class over one term. Students will gain knowledge and understanding of their options in further education and training and how the job application process works and create a CV. Students will research jobs and the qualifications required for them that are available in the wider community and take part in work experience within the school. Students will develop their skills in making choices and develop their independence, confidence and team work through an enterprise activity i.e. tuck/garden shop, they will role play shop scenarios and make sense of money, learn to operate a till and calculator, order stock and price it for sale and survey / questionnaire customers on service and product satisfaction. . The students will advertise the business and Students will be given opportunities to visit work placements and gain knowledge on what job placements require and how to apply for them. Students will also be given the opportunity to invite a key speaker to talk to them on future options.					
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	PSHE/C	Understanding similarities and working together - learning to respect each other and work together for common goals. Working together with peers on a project from	Learn about different rules in family groups, school, the wider and global communities. Understand the rule of Law and how to be a good citizen.	Understanding the role of medicines and drugs in our lives including being able to tell the difference between them and inform others about the dangers by designing a	How and where to obtain medical help when needed. Identify over the counter remedies for simple ailments then create a simple pocket guide to help others to identify the correct products to use.	Money Matters. Understand how and why we use money in society and the different forms of money we use. Visit a bank to observe different transactions and operations.	Money matters 2. How to be a critical shopper, shopping around for the best deals. Create a simple accounting system for personal finances.

Relating and interacting		inception to completion.		poster/leaflet or podcast.	When and where to obtain further medical advice and treatment.		
	Thrive	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.					
Leisure and Well-being	ASDAN: Art and Design	Ceramics: An introduction to the topic of ceramics. The students will learn how to use the basic equipment safely in ceramics. The students will explore various techniques when using clay, focusing on 2D and 3D sculpture. The students will be introduced to slab art and create a 2D house from their own design. The students will explore 3D pot making using the coil technique and understand how to finish clay. The students will look at the works of ceramic artists and visit an art gallery.	Printmaking: The students will engage with different types of printmaking. They will explore various printmaking techniques from textured overlay, cut outs and repeat patterns. The students will explore the works of other printmakers, replicating their designs and working in the style of them. The students will design a relief etch for a logo. The students will demonstrate the skills learnt to complete their final design.	Ceramics: An introduction to the topic of ceramics. The students will learn how to use the basic equipment safely in ceramics. The students will explore various techniques when using clay, focusing on 2D and 3D sculpture. The students will be introduced to slab art and create a 2D house from their own design. The students will explore 3D pot making using the coil technique and understand how to finish clay. The students will look at the works of ceramic artists and visit an art gallery.	Printmaking: The students will engage with different types of printmaking. They will explore various printmaking techniques from textured overlay, cut outs and repeat patterns. The students will explore the works of other printmakers, replicating their designs and working in the style of them. The students will design a relief etch for a logo. The students will demonstrate the skills learnt to complete their final design.	Ceramics: An introduction to the topic of ceramics. The students will learn how to use the basic equipment safely in ceramics. The students will explore various techniques when using clay, focusing on 2D and 3D sculpture. The students will be introduced to slab art and create a 2D house from their own design. The students will explore 3D pot making using the coil technique and understand how to finish clay. The students will look at the works of ceramic artists and visit an art gallery.	Printmaking: The students will engage with different types of printmaking. They will explore various printmaking techniques from textured overlay, cut outs and repeat patterns. The students will explore the works of other printmakers, replicating their designs and working in the style of them. The students will design a relief etch for a logo. The students will demonstrate the skills learnt to complete their final design.
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<p>ASDAN:</p> <p>Throughout each term additional key festivals and celebrations will be incorporated into lessons following liturgical and secular calendar when appropriate. The ASDAN sessions are on termly rotation in three KS4 classes, so the units are repetitive when appropriate.</p>	<p>Film Music and music genres in movies</p> <p>Students experience music from films by exploring a variety of genres, developing their further understanding of interrelated dimensions of music, e.g. what role tempo and dynamics play in film music. Students look at how different genres of movies have different sounds and understand the importance of the music in movies. Students learn to perform well known songs vocally and composing short melodies with untuned instruments to a movie scene without music. The key focus is on appraising pieces of music in film genres according to students' likes and dislikes.</p>	<p>Christmas Sounds and Music</p> <p>Students develop performance skills demonstrating through the rehearsals and Christmas performance. They engage in learning festive songs vocally, rhythmically and using colour-coded graphic score playing keyboards. Students compose simple winter sounds using jingle bells, tuned bells and boom whackers - tuned tubes. Using Body Percussion students engage in learning the sequence of "Jingle Bells". They understand that Christmas music has a specific sound characterized by sleigh bells, or hand bells.</p>	<p>Mood Music</p> <p>Students learn about how music reflects the mood using various tempos, dynamics, pitch, timbre/colour and duration. Through musical pieces students focus on emotions evoked when listening to a variety of songs and classical pieces identifying the emotions e.g. 'happy', 'sad', 'scared', 'angry', 'loved'. They explore the major and minor scales and chords. Students learn to perform vocally, rhythmically and through movement different feelings. Extracurricular links: 'Show someone You care' project preparation.</p>	<p>Film Music - Disney/Pixar</p> <p>Students experience music from Disney and Pixar movies and continue to develop their further understanding of interrelated dimensions of music, e.g. what role tempo and dynamics play in film music. Students learn to perform songs of their individual choices vocally, instrumentally and by movement. Students compose short melodies with untuned instruments to a scene without music using classroom instruments of their choice. The key focus is on appraising pieces of music in film genres according to students' likes and dislikes.</p>	<p>Music and the Media: Opening Music for TV programmes and shows</p> <p>Students are able to evaluate music used in famous TV programmes and shows and suggest their preferences, e.g. <i>Simpsons, Eastenders, BBC News, Britain's got Talent, Games of Throne, etc.</i> Using music vocabulary, e.g. tempo, dynamics, pitch and sonority (colour) they respond to musical pieces. Students learn how to perform melodies from the programmes and shows using colour coded graphic scores.</p>	<p>Electronic and Performance</p> <p>Students get introduced to electronic music using technology devices and various applications, experiencing the use of electric drum kits, keyboards and their different registers, Garage band, Tonematrix and Chrome lab. Through different musical excerpts students familiarise themselves with techno and ambient genres applying prior knowledge of interrelated dimensions of music. Students learn how to record themselves using modern technology in lessons, e.g. microphone, voice changer app. During our session's students engage in rehearsal of individual pieces using electronic music and instruments for a short performance.</p>
<p>Accreditation</p>	<p>ASDAN: Transition challenge or ASDAN personal development program.</p>					
<p>Drama</p>	<p>A Trip to The Moon:</p> <p>Brief: Introduce students to good working habits and skills that can be used throughout the other modules. This</p>	<p>Christmas Play</p> <p>Brief: Preparation for each class production to be performed as part of the Christmas performance.</p>	<p>Masters and Servants II</p> <p>Brief: This unit builds on the knowledge from Masters and Servants in the KS3 scheme but introduces more ideas</p>	<p>Shakespeare's World</p> <p>Brief: Explore what living at the time of Shakespeare was like.</p> <p><i>Skills</i> <i>historical research</i></p>	<p>Making a performance</p> <p>Brief: This Module is intended to prepare students for a talent/variety show to be performed before half-</p>	<p>Movement and Dance The Wonders of God's World</p> <p>Brief: students will perform a teacher led dance or movement-based piece exploring the wonders of</p>

	<p>work should be based around an imaginary journey to the Moon/ another world</p> <p>Skills</p> <p>Using the drama rules Working together Making a Tableau Changing voice, words and movement to become a character. Commenting on the work of others</p> <p>Stopping and starting Taking your turn Choosing a prop Showing a feeling Clapping for the work of others Moving to music</p>	<p>Individual class topics to be chosen based on the annual theme.</p> <p>Skills</p> <p>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 Leading others</p>	<p>taken from on Commedia Dell' Arte. Scenarios will be taken from original sources.</p> <p>Skills</p> <p>Researching Commedia characters: Arrleccino and other Zani Characters, Il' Dottore, Pantalone and Columbina. Creating a mask for each character Following direction Suggesting ideas Working together Changing voice, words and movement to become a character Improvising ideas</p> <p>Choosing a prop Choosing a costume Choosing a mask Moving and stopping, on request Showing emotions</p>	<p>Following direction Suggesting ideas Working together Changing voice, words and movement to become a character. Entering and leaving the stage Showing feelings through words/signing and gesture Responding to movement Responding to the use of a prop</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>Skills</p> <p>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 Showing simple actions</p>	<p>nature and produce a piece to performance level. An example might be a journey through the jungle where students take on the roles of different animals</p> <p>Skills</p> <p>Communicating and responding to others Telling stories through movement Using movement to show thoughts and feelings Sequencing movement to show how an animal behaves Responding to music Creating and responding to imaginary props and actions Showing simple movements Completing actions Taking your turn Clapping for the work of others</p>
ASDAN: Textiles	<p>Introduction to basic equipment and safety rules in textiles. Students will then engage in a combination of activities associated with textile art, including art and design (drawing designs) processes to make a PE bag.</p>	<p>Students will engage in a combination of activities associated with the art and design process (painting on fabric) to create a cushion for the common room in VBC. Students will also create Christmas decorations from pre-packed sewing kits.</p>	<p>Introduction to basic equipment and safety rules in textiles. Students will then engage in a combination of activities associated with textile art, including art and design (painting on fabric) processes to make a cushion.</p>	<p>Students will engage in the printing process to create a personalised tea towel. Students will also create Easter parcels using pre-packed sewing kits.</p>	<p>Introduction to basic equipment and safety rules in textiles. Students will then engage in a combination of activities associated with textile art, including art and design (painting on fabric) processes to make a cushion.</p>	<p>Students will engage in the printing process to create a personalised tea towel. Students will also create a summer basket using pre-packed sewing kits.</p>

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ASDAN: Environmental studies NG	Producing a piece of work for display - Recycling posters Take part in an art activity that is new to you - Composting and recycling in the school garden. Show that you can find your way around your centre - Displaying our recycling posters. Recording the weather over a period of time - Global warming Take part in a traffic survey - what is the traffic like outside our school gates and how it can affect the environment.	Producing a piece of work for display - Recycling posters Take part in an art activity that is new to you - Composting and recycling in the school garden. Show that you can find your way around your centre - Displaying our recycling posters. Recording the weather over a period of time - Global warming Take part in a traffic survey - what is the traffic like outside our school gates and how it can affect the environment.	Visit a local park or country park. Identify two products in a local shop that are environmentally friendly and explain why you would recommend using them. Make a wall display from newspaper and magazine clippings about RECYCLING. Carry out a traffic survey and list ways in which traffic may be damaging the environment and people's health.	
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ASDAN: Horticulture NG	End of year harvest and tidy up. Take part in an activity which involves you making choices - Choose and put on the correct PPE Help someone in your house carry out a household job - Gardening activities (see below) Choose a daily routine for yourself to carry out - Gardening activities (see below) <i>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</i>	Start of year tidy up and planting. Improve the look of a garden. Take part in an activity which involves you making choices - Choose and put on the correct PPE Help someone in your house carry out a household job - Gardening activities (see below) Choose a daily routine for yourself to carry out - Gardening activities (see below) <i>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. Mother's Day / Easter preparation</i>	Summer maintenance and harvest Take part in an activity which involves you making choices - Choose and put on the correct PPE Help someone in your house carry out a household job - Gardening activities (see below) Choose a daily routine for yourself to carry out - Gardening activities (see below) <i>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</i>	
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PE	Touch Rugby Skills: Development of skills and understanding from KS3. Individual, partner and group practices and larger conditioned games. Work towards touch games adding game plays such as line outs. Continued development of ball handling, kicking, catching	Trampolining: Revise trampoline safety. Continue to develop movement on the bed, increasing height and reducing travel. Further explore and develop gymnastic actions and shapes moving and still. Link movements and skills together into longer sequences with beginnings, middles and end.	Athletics: Students will develop and experience throwing a range of different athletic implements. Students will engage in a range of running techniques and	Short tennis: Students experience and develop ball bouncing, throwing and catching practices and games. They will experience and practice different ways to throw a ball

	and passing. Improved knowledge and ability to follow game rules, score a try and show teamwork - attacking/defending.	Continue to develop how to recognise and understand how their bodies feel when jumping, developing and improving balance, body control and coordination. Be able to identify good form in their own and others movements and how to make improvements.	activities looking at speed and distance over obstacles. Students will also jump for height/distance. Students will also begin to develop their leadership skills by helping to lead and participate in their own warm ups specific to the activity, for example to lead stretching activities and help to officiate athletic activities using measures and stopwatches.	looking at accuracy, aiming and swinging the arm through. Some students will develop forehand and introduce backhand swings as well as develop their serve and ability to play a conditioned game score and officiate.
Leisure and recreation	<p>Football - Development of skills and techniques</p> <p>Individual technique practices - Students to learn the technique and use/ area of body and foot</p> <ul style="list-style-type: none"> ● Ball Control ● Shooting ● Skills ● Passing <p>Working in pairs -</p> <ul style="list-style-type: none"> ● Passing ● Attack vs defence ● Defending technique ● Students to understand the importance of space and timing <p>Students to implement techniques in game situations - Game - 1 vs 1</p>	<p>Tennis - Development of skills and techniques</p> <p>Individual technique practices - Students to learn the technique of striking the ball</p> <ul style="list-style-type: none"> ● Forearm Shot ● Backhand Shot ● Individual games - To balance tennis ball on racket - Wrist muscle - Allows students to fully focus on the ball - Motor skills ● Half volley Shot ● Lob Shot <p>Working in pairs</p> <ul style="list-style-type: none"> ● Developing the technique shots with a partner ● Games - 1 vs 1 ● 2 vs 2 ● Mini tournaments 	<p>Athletics Motor Skills - Balance - coordination</p> <ul style="list-style-type: none"> ● Ladder - Focuses on footwork - coordination ● Hurdles - Improves and develops a student's balance ● Mini races with hurdles and ladders ● Jumping - Rings - Ladders - Working on balance and learning to land ● Mini races - 2x teams ● Throwing in pairs - students to work on catching and throwing in pairs ● Bean bag races - 2x teams 	
Accreditation:	ASDAN: Transition challenge or ASDAN: Personal development program			
PE Exam group	Sports Topic – football. Offsite opportunities - tour of professional football ground Westham/Chelsea/Wembley.	Sports Topic - boccia, badminton. Offsite opportunities - tour of Olympic Park, Outdoor Adventure Program.	Sports Topic - cricket, tennis. Off-site opportunities - tour of Lords Cricket Ground, Wimbledon Tennis Centre, Outdoor Adventure Activity Program.	

		<p>Visit to professional football training grounds e.g. QPR. Middlesex FA MLD football league fixtures.</p> <p>Theory topics - Fitness and training methods.</p> <p>How the body works during exercise - physiology and anatomy.</p>	<p>Theory topics - Fitness, warm ups, Principles of training and injuries,</p> <p>How the body works during exercise - physiology and anatomy.</p>	<p>Theory Topics - Fitness and nutrition.</p> <p>Effects of exercise on the body.</p>
	Accreditation:	OCR Entry Level PE		
	Swimming	<p>Understand and follow pool safety. 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, Brain Gym, Attention autism</p>		
Transition	<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>			