

S6 Medium Term Curriculum Plan Autumn 1

<p>Week 8 23<sup>rd</sup>-27<sup>th</sup> October</p>	<p>Reading and spelling of ELFS Words.</p> <p>Evaluating the outcome of the novel.</p> <p>Writing a review of 1984, comparing with Animal Farm from last year.</p> <p>Focus on grammar used.</p> <p><b>EL2-</b> Write in compound sentences, using common conjunctions (e.g. or, and, but).</p> <p><b>EL3 -</b> Write in compound sentences and paragraphs where appropriate.</p> <p><b>L1 -</b> Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p>	<p><b>EL1- Add and subtract money within 20 pounds</b> or pence and time within 20 seconds, minutes or hours.</p> <p><b>EL2 -</b> Recognise and sequence odd and even numbers up to 100.</p> <p><b>EL2/3 -</b> Addition and subtraction</p> <p>Estimation</p>	<p><b>Health and Wellbeing</b></p> <p>How to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination.</p>	<p>Sikhism - Exploring the connection between loving action, <b>sewa</b>, and <b>meditation on God</b>.</p> <p>Comparison with Christianity.</p>	<p>History- WW1</p> <p>Women at war.</p> <p>The changing roles of women during wartime.</p>	<p>Comparison between UK and Japan.</p> <p>Focussing on human geography – differences between life and jobs in each country</p>	<p><b>Differentiating between genuine news sites and fake</b> (or imitation) news sites with similar web addresses and knowing that if uncertain you can remain sceptical.</p>	<p>Embedding drawing fundamentals (tone &amp; shadows), looking at tone and image appreciation of charcoal and mixed-media artwork using shading, line and colour grounds to establish different tonal effects.</p> <p>Continued from Week 7.</p>	<p>DRAMA: Learning the songs for the Pantomime. Rehearsing scenes 1-3 Act 2.</p> <p>Pupils not performing in the pantomime will be making props and signs for the audience.</p> <p>Sorting out costumes.</p> <p>Back stage responsibilities.</p>	<p>Recap of all Wave and Electro-magnetic Spectrum Topic.</p>	<p>Swimming - Mini gala in class. Variety of races and water activities</p> <p>Dodgeball – develop understanding of important rules. Leading team must throw ball within 5 seconds if you have 2 or 3 balls. Show understanding in game situations. Activating the ball, one handed ball pick up at speed</p>	<p>OAA - Identify symbols on a map to help locate snails on a Snail Trail.</p>	<p>What do I want to see in the Careers Programme to help me?</p>	<p>Gaining an understanding: •of what the word community means. •of what makes up a community. •of what things are in their community now. •of what things they would like to be in their community in the future. •of the fact that there are paid jobs within a community.</p>	<p>Investigating recipes and suggestions for future food and nutrition sessions.</p>	
	<p>Reading and spelling of ELFS Words.</p> <p>Writing about how Orwell's novel has been absorbed into wider culture. How has the novel influenced other art and artists? Surveillance Culture, Big Brother, Room 101 etc.</p> <p>Focus on punctuation.</p> <p><b>EL2-</b> Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks).</p> <p><b>EL3 -</b> Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas).</p> <p><b>L1 -</b> Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</p>	<p><b>EL1-</b> Add and subtract weight, length and capacity within 20 units.</p> <p><b>EL2-</b> Recognise and interpret the symbols +, – and = appropriately. Add and subtract two-digit numbers, moving to three-digit numbers if appropriate. Problem solving with money, weight, capacity, length and time.</p> <p><b>EL2/3 -</b> Addition and subtraction</p> <p>Calculating with exchanges</p>	<p><b>Health and Wellbeing</b></p> <p>Recap of learning from KS3 - How to take increased personal responsibility for maintaining and monitoring health including dental check-ups, sun safety and the purpose of vaccinations offered during adolescence for individuals and society.</p>	<p>Sikhism - Focusing on the name of God, <i>naam simran</i>, is part of knowing God, and how <b>practising mindful actions</b> can be a way to bring God-consciousness into one's life.</p>	<p>History- WW1</p> <p>Home front</p>	<p>Comparison between UK and Japan.</p> <p>Focussing on physical geography – differences between areas of land in each country and what this means for climate and resource management.</p>	<p>Recognising when and analysing why <b>online content has been designed to influence people's thoughts, beliefs or restrict their autonomy</b> (e.g. fake / misleading reviews, fake news or propaganda). [Link to English]</p>	<p>Embedding drawing fundamentals (tone &amp; shadows), looking at tone and image appreciation of charcoal and mixed-media artwork using shading, line and colour grounds to establish different tonal effects.</p>	<p>DRAMA: Learning the songs for the Pantomime. Rehearsing scenes 4-6 Act 1.</p> <p>Pupils not performing in the pantomime will be making props and signs for the audience.</p> <p>Sorting out costumes.</p> <p>Back stage responsibilities.</p>		<p>Describing the harmful effects on people of excessive exposure to Electro-magnetic radiation.</p>	<p>Swimming - Improve arm technique on front and back. Improve leg action for front and backstroke – use floats to help. Look at correct body position in the water.</p> <p>Dodgeball – develop understanding of important rules. Players can only hold the ball for 10 seconds. After 10 seconds, the ball is dead and must be turned over</p>	<p>OAA - Identify symbols on a map to help locate snails on a Snail Trail.</p>	<p>Looking at our Careers Programme in school.</p>	<p><b>A Stable Career Programme:</b></p> <p>Gaining an understanding: •of what the word career means. •of who the career lead is at their school, college or day opportunity provider and when they can speak to this person. •of what their own ideas are about their future career (if they have some ideas).</p>	<p>Recap of food safety and hygiene. Identify rules for general kitchen hygiene.</p> <p>Recognise causes of food poisoning and identify ways food poisoning can be prevented in a food environment.</p> <p>Identify rules for storing food safely.</p>
	<p>Reading and spelling of ELFS Words.</p> <p>Introducing the idea of 'Doublethink: the act of simultaneously accepting two mutually contradictory beliefs as correct.'</p> <p>Group reading and discussion tasks.</p> <p><b>EL2-</b> Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics.</p> <p><b>EL3 -</b> Communicate information and opinions clearly on a range of topics.</p> <p><b>L1 -</b> Express opinions and arguments and support them with evidence.</p>	<p><b>EL1-</b> Add numbers which total up to 20, and subtract numbers from numbers up to 20. Recognise and interpret the symbols +, – and = appropriately. Differentiating between language used for addition and subtraction.</p> <p><b>EL2-</b> Recognise and interpret the symbols +, – and = appropriately. Add and subtract two-digit numbers, moving to three-digit numbers if appropriate. Differentiating between language used for addition and subtraction.</p> <p><b>EL2/3 -</b> Addition and subtraction</p> <p>Calculating with no exchanges</p>	<p><b>Hygiene</b></p> <p>Recap of learning from KS3 - Strategies for maintaining personal hygiene, including oral health, and prevention of infection.</p>	<p>Christianity – Recap of last week. How might Christians respond to atonement in their own lives?</p>	<p>History- WW1</p> <p>Battle of the Somme</p>	<p>Human Geography of Japan: <b>What are the main resources and exports?</b></p> <p>Watching Japanese cartoon. Complete fact file with independent research on Japan and illustrations.</p>	<p>Recognising how <b>social media can amplify, weaken or distort</b> the apparent strength, validity, or popularity of sometimes <b>extreme ideas, beliefs or opinions</b>. (e.g. an 'echo-chamber'). [Link to English]</p>	<p>Embedding drawing fundamentals (with pen and ink) and image appreciation, focussing on stylisation of an image using fine liners.</p>	<p>MUSIC: Reviewing last lesson and singing 2 of the new songs added to the pantomime. Adding a spooky story to their composition using their voices.</p>		<p>Physics 1B – Waves and radiation.</p>	<p>Swimming – Improve arm technique on front and back. Improve leg action for front and backstroke – use floats to help. Look at correct body position in the water.</p> <p>Dodgeball –develop defending tactics – position on the court i.e. spread out and the rear of the court to make it difficult to hit. Apply to game situations.</p>	<p>OS Maps, develop knowledge of key symbols. Locate symbols on a map</p>	<p>Who supports us at different times? Looking at communities, organisations and specific people.</p>	<p>Having a Key Supporter: Gaining an understanding: •of what the words neurodivergence and neurodivergent means. •of the fact that the type of support a neurodivergent person might need will be, almost certainly, different to the type of support a neurotypical person might need and that a <b>Key Supporter is somebody who can help.</b></p>	<p>DnD Teamwork sessions Target Work from Maths/English lessons</p>
	<p>Reading and spelling of ELFS Words.</p> <p>Exploring the function of work in '1984'. What would you invent to aid with your work? Focus on order of information and basic punctuation.</p> <p><b>Looking at workers' rights and parallels through history.</b></p> <p><b>EL2-</b> Communicate information in words, phrases and simple sentences.</p> <p><b>EL3 -</b> Communicate information, ideas and opinions clearly and in a logical sequence.</p> <p><b>L1 -</b> Communicate information, ideas and opinions clearly, coherently and accurately.</p>	<p><b>EL1-</b> Subtract numbers from numbers up to 20. Recognise and interpret the symbols – and = appropriately.</p> <p><b>EL2-</b> Recognise and interpret the symbols +, – and = appropriately. Subtract two-digit numbers, moving to three-digit numbers if appropriate.</p> <p><b>EL2/3 -</b> Addition and subtraction</p> <p>Calculation methods for addition and subtraction.</p> <p>Concrete and abstract</p>	<p><b>Community Resilience</b></p> <p>Recap of learning from last year – what can we remember? How do different communities work together and still keep their identity?</p>	<p>Christianity - Why do Christians see Jesus as Messiah? What different ways do Christians explain Jesus' atonement?</p>	<p>History- WW1</p> <p>New military technology</p>	<p>Human Geography of Japan: How big is the population? Tasting common Japanese food and snacks. Japanese History.</p>	<p>Understanding that whilst 'everyone is entitled to their opinion' not all opinions are equally credible or morally defensible (and some may be restricted from public expression <b>eg. those that encourage racism, sexism, homophobia</b>)</p> <p>PREVENT</p>	<p>Embedding drawing fundamentals (with pen and ink) and image appreciation, focussing on stylisation of an image using pencil tracing.</p>	<p>DRAMA: Quiz on history and origins of the pantomime. Learning lines for the pantomime. Go through Act 1 scenes 3-6 Pupils not performing in the pantomime will be making props and signs for the audience. Sorting out costumes.</p>			<p>Ordering elements of the electro-magnetic spectrum</p>	<p>Swimming - Improve arm technique on front and back. Improve leg action for front and backstroke – use floats to help. Look at correct body position in the water.</p> <p>Dodgeball – develop attacking tactics – get close to the dead line, attack in numbers.</p>	<p>OS Maps, develop knowledge of key symbols. Locate symbols on a map</p>	<p><b>My job aspirations – How would I gain experience?</b></p> <p>Searching for jobs online.</p>	<p>Raising Aspirations: Gaining an understanding that: •raising aspirations means helping someone believe they can achieve something in the future. •raising aspirations is a good way of helping people believe they can get paid jobs. •the <b>My Employment Passport</b> videos and posters can help raise people's aspirations. •their employment aspirations are raised.</p>
<p>English</p>	<p>Maths</p>	<p>PSHE</p>	<p>RE</p>	<p>Yr 10</p> <p>Yr 11</p> <p>History/Geography</p>	<p>Computing</p>	<p>Art</p>	<p>Music/Drama</p>	<p>Science</p>	<p>PE</p>	<p>D of E</p>		<p>Yr 10</p> <p>Yr 11</p> <p>Careers</p>	<p>Other</p>			

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S6 Medium Term Curriculum Plan Autumn 1

Week	English	Maths	PSHE	RE	Yr 10 History/Geography	Yr 11 History/Geography	Computing	Art	Music/Drama	Science	PE	D of E	Yr 10 Careers	Yr 11 Careers	Other
Week 4 25 <sup>th</sup> -29 <sup>th</sup> September	Reading and spelling of ELFS Words.  Analysing the novel's thematic use of trust, family and society. Discussion on the Hitler Youth.  <b>EL2-</b> Make appropriate contributions to simple group discussions with others about a straightforward topic. <b>EL3 -</b> Make relevant contributions to group discussions about straightforward topics. <b>L1 -</b> Follow and understand discussions and make contributions relevant to the situation and the subject.	<b>EL1-</b> Add numbers which total up to 20. Recognise and interpret the symbols + and = appropriately. <b>EL2-</b> Recognise and interpret the symbols +, - and = appropriately. Add two-digit numbers, moving to three-digit numbers if appropriate.  <b>EL2/3 -</b> Place Value  Rounding numbers using place value	<b>Respecting others</b> Recap of learning from last year – what can we remember? What legislation is in place to protect Human Rights?	<b>How should we care for others and the world?</b> and why does it matter?	History- WW1  Life in the trenches	Physical Geography of Japan: What is the difference between urban and rural areas? What is the capital city like?  Knowing the difference between fact and opinion.	Explaining why accurate information can be used in a <b>false context to deliberately be used selectively to misinform.</b> [Link to English]	Embedding drawing fundamentals (with paper and pencil) and image appreciation, focussing on methods for shading and hatching quickly using charcoal and white crayons.	MUSIC: Reviewing last lesson and singing 2 of the new songs added to the pantomime. Review YU Studio. Adding drum and bass sounds to their spooky story melody.	Longitudinal vs Transverse waves.	Swimming - Water confidence-ongoing with nervous pupils. More able swimmers-strength and speed.  Football – Try different formations. Change formation during games. Gain understanding of rules. Know when freekicks and penalties are given.	<b>Bronze DoE Expedition</b>	Refresher of careers topics	Refresher of careers topics	DnD Teamwork sessions Target Work from Maths/English lessons
Week 3 18 <sup>th</sup> -22 <sup>nd</sup> September	Reading and spelling of ELFS Words.  Recognising the conventions of dystopian literature. Utopia vs dystopia – the meaning of prefixes, suffixes and root words. What would my dystopia/utopia look like?  <b>EL2-</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker). Respond appropriately to straightforward questions <b>EL3 -</b> Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types). Communicate information and opinions clearly on a range of topics <b>L1 -</b> Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words. Communicate information, ideas and opinions clearly and accurately on a range of topics.	<b>EL1-</b> Read, write, order and compare numbers up to 20. Use whole numbers to count up to 20 items, including zero. Problem solving. <b>EL2-</b> Read, write, order and compare numbers up to 200. Problem solving  <b>EL2/3 -</b> Place Value  Comparing and ordering numbers.	<b>Respecting others</b> Recap of learning from last year – what can we remember? How do we see British values in everyday life?	<b>What is special about our world?</b> How do different religions see being special?	History- WW1  Sarajevo Assassination	Physical Geography of Japan: What is the climate like? What is the land like? Study of a map.  Using coordinates	Analysing and evaluating the <b>reliability and validity of online information</b> based on content as well as appearance.	Embedding drawing fundamentals (with paper and pencil) and image appreciation, focussing on methods for shading and hatching quickly using different grade pencils.	DRAMA: History and origins of Pantomime, role reversal and audience participation. Choosing different characters and learning more of the pantomime.	How to calculate wave speed	Swimming - Water confidence-ongoing with nervous pupils. More able swimmers-strength and speed.  Football – develop tactical awareness. Half court press. Gain understanding of rules – when would a player receive a red card? <b>Football Tournament Friday 22<sup>nd</sup> September</b>		<b>My job aspirations –What I would need to do to get to this job?</b>  Searching for jobs online.	Gaining an understanding: *of what evaluation means and why we evaluate things, and of how to self-evaluate. <b>*of the fact that even if people struggle with reading and writing, they can still get jobs, and that they can make progress towards getting paid jobs if they:</b> *listen to those who support them and respond positively to feedback. *challenge themselves to try new things, hence building their confidence.	DnD Teamwork sessions Target Work from Maths/English lessons
Week 2 1 <sup>st</sup> -15 <sup>th</sup> September	Continuing assessment of skills for ELFS.  Context of '1984'. Who is George Orwell? (Link to Animal farm for previous S6 members) What was life like when he wrote the book?  <b>EL2-</b> Understand the main points in texts. <b>EL3 -</b> Identify, understand and extract the main points and ideas in and from texts. <b>L1 -</b> Compare information, ideas and opinions in different texts.	Continuing assessment of skills for ELFS.  <b>EL1-</b> Read, write, order and compare numbers up to 20. Use whole numbers to count up to 20 items, including zero. <b>EL2-</b> Count reliably up to 100 items. Read, write, order and compare numbers up to 200.  <b>EL2/3 -</b> Place Value  Partitioning numbers  Finding 1, 10, 100 more and less.  Using number lines.	<b>Respecting others</b> How do we show respect in school, at home, elsewhere? How do different communities show respect for each other? <b>How do we show respect online?</b>	Recap of previous learning – create a summary of what we know about different religions.	History- WW1  Long Term causes of WW1	Introduction to Japan. What do we know? What do we want to know? Flag, capital city, population.  Recap on Information texts and technical vocabulary to use.  Creating a fact file throughout the half term.	Explaining how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results). Using a range of features to quality assure the content accessed online (e.g. hits, likes, comments).	Embedding drawing fundamentals (with paper and pencil) and image appreciation, focussing on methods for shading and hatching quickly.	MUSIC: Introducing YU Studio. Choosing spooky instrumental sounds on the soundbank and composing a short melody.	Physics 1B – Waves and radiation.  Characteristics of waves and the electromagnetic spectrum	Swimming - Water confidence-ongoing with nervous pupils. More able swimmers-strength and speed.  Football – develop tactical awareness. Keeping possession during a game. Gain understanding of rules – when would a player receive a yellow card?		Who am I? Who do I want to be? Who do I admire and why?	Gaining an understanding: *of what uniqueness means. *of what employment potential means. *of what community means.	DnD Teamwork sessions Target Work from Maths/English lessons
Week 1 5 <sup>th</sup> -9 <sup>th</sup> September	Assessment of skills for Entry Level Functional Skills (ELFS).  Start reading '1984' by George Orwell	Assessment of skills for Entry Level Functional Skills (ELFS).  Place value  EL2/3 Reliable counting and representing numbers	Who are we as individuals, as a class etc? <b>Class Jobs</b> – what are the skills needed? How can you prove you are the right one for the job?		Back to School Activities	Back to School Activities	<b>Navigating online content, websites</b> or social media feeds using tools to get to the information you want (e.g. menus, sitemaps, breadcrumb-trails, site search functions).	Embedding drawing fundamentals (with paper and pencil) and image appreciation, focussing on freehand pencil drawing.	DRAMA: Discussing the characters in the Pantomime <b>Tone of Voice.</b> Rehearsing and performing a scene.	Back to School Activities	Swimming - Building confidence in nervous pupils, face in water, and head in correct position in supine and in prone.		Back to School Activities	Back to School Activities	Team building activities – focus on working together and using appropriate language.

Employability Safeguarding SMSC Educational Visits Sex and relationships Bullying Online safety

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