

	Key Stage 2	English	Maths (refer to named WR Maths units) <i>All NC links identified on WR Maths</i>	Science	P.E /Forest Schools	PSHE	RSE	RE	Humanities	Art and Design	Computing	Music	Life skills
2023/2024	Autumn 1 Sensory Explosions	<b>Poetry, Reviews and Interviews</b> <u>Reading (Poetry):</u> <i>Sensational</i> - Various Authors 1. Explore different poems as multisensory experience linked to the senses focusing on figurative language 2. Read and perform different poems from the anthology.  <u>Interview:</u> 1. Write questions to ask the performers. 2. Interview the different performers.  <u>Review a text</u> 1. Write a review of one of the poems performed.  <u>Writing Poetry</u> 1. Explore different types of poetry genre from the anthology and practise writing different genre focused on the senses.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : 1. Place value 2. Addition and subtraction 3. Multiplication and division  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Place value 2. Addition and subtraction 3. Multiplication and division 4. Fractions	Sound  Compulsory Content (LKS2): vibrations, hearing sound, pitch (high and low), sound and distance (string telephone), soundproofing, musical instruments and how they work, Alexander Graham Bell and the telephone  UKS2 to consolidate and explore sound through theme of sensory explosions	<u>New Experiences</u> Discover and manage sensory experiences in sport e.g. music in dance, bell ball in VI sports, cold mud in rugby. Develop skills to communicate emotions around PE.  Forest Schools: Sounds, smells and Senses  <i>NC: take part in outdoor and adventurous activity challenges both individually and within a team</i> <i>NC: perform dances using a range of movement patterns</i>	Interception and Understanding Our Own Body	Interception/ zones of regulation	Places of worship	History: changes for the people in Britain from the Stone Age to the Iron Age Life in the Stone Age	Kandinsky Key Skills: Collage and textures	Computing systems and networks – Connecting computers Creating media - Stop-frame animation Creating media -Audio production...Creating media – Video production	Simple Elements of Music Through a Range of Genres (Pop/20th Century)	
	Autumn 2 Dark and Light / colour	<b>Adventures and Superheroes</b> <u>Reading (Fiction):</u> Super Heroes - Marvel comics  <u>Balanced Arguments</u> 1. Forum debates about topics/themes linked to superhero texts. 2. Explore the different features of balanced argument texts using exemplars (LKS2: introductory paragraph, reasons for and against, third person, final first person paragraph containing personal opinion, subordinating conjunctions, fronted adverbials, formal vocabulary, different ways to open sentences; UKS2: causal conjunctions, modal verbs). 3. Write own balanced arguments on topics linked to superhero texts.  <u>Adventure Narrative</u> 1. Read some 60 second adventure stories and answer comprehension questions - highlight and annotate key features 2. Carousel activity planning adventure stories from opening lines using a planning framework. 3. Games exploring key features, definitions and examples of adventure stories e.g. dominoes/card sorts (title, beginning to introduce characters and settings, a build up to give hints and clues about what is going to happen, dilemma where something goes wrong, short, snappy sentences, dialogue, cliffhanger questions) 4. Writing/speaking and listening of adventure stories via different multimedia e.g. video, performance, comic book, extended piece of writing.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : 1. Place value 2. Addition and subtraction 3. Multiplication and division 4. Measurement – area  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Place value 2. Four operations 3. Fractions 4. Measurement converting units	Light  Compulsory Content (LKS2): light and dark, reflective surfaces, sun safety, shadows, concave and convex  Compulsory (UKS2): how we see, reflecting light, refraction, spectrum of light,colour, shadows	<u>The Joy of Movement</u> Movement as a form of expression linked to feelings/emotions. Spectrums of feelings and of people, what are different people like and how will they respond to me?  Forest Schools: Seasons and natural Colours  <i>NC: perform dances using a range of movement pattern</i> <i>NC: take part in outdoor and adventurous activity challenges both individually and within a team</i>	What Makes Me Happy/Sad	Understanding fact and opinion/ E-safety	Justice	Geography: Human Geography including land use and natural resources	Shadow Art Key Skills: Colour wheel, warm / cold colours to express emotions in art	Creating media - Photo editing desk top publishing Creating media – Introduction to vector graphics	Music & Timbres  Mood & Music (Zones)	
	Spring 1 The Virtual world	<b>Mysteries</b> <u>Reading (Fiction):</u> Series Study: <i>Alex Rider</i> - Anthony Horowitz  <u>Emails</u> 1. Practise writing emails linked to situations in the story.  <u>Mystery Narrative</u> 1. Explore a multisensory "Whodunnit" exploration/drama using colourful semantics to explore what has happened - write a opening to the narrative (surprise events, exciting back story). 2. Identify clues (build-up to give clues about what is going to happen). 3. Analyse character through possible suspects and trying to solve the "crime". 4. Practise using dialogue and short, snappy sentences to extend the narrative. 5. Create a dilemma to end the narrative.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : 1. Multiplication and division 2. Length and perimeter 3. Fractions 4. Mass and Capacity  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Multiplication and division 2. Perimeter and area 3. Fractions 4. Decimals and percentages 5. Statistics	Digestion  Compulsory content (LKS2): tooth decay, types of teeth including animal teeth, parts of the digestive system and the digestive process, food chains, invention of toothpaste	<u>Personal Development</u> Apps for exploring the world around us and being more active e.g. maps, geo-caching. Identifying things that we are good at and skills we have that help us to be good at them e.g. fine motor control for gaming, communication skills for team activities  Forest Schools: Apps for exploring wildlife  <i>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Pros and Cons of the Digital World	Safety online/ Understand your digital footprint	Technology in different faiths	History: People Who Changed the World - the legacy of Greek culture	Diorama - Fantastic Mr Fox Key Skills: Stop motion animation	Programming A – Variables in games e-safety Programming B - Events and actions in programs Computing systems and networks – The Internet	Using Samples & Manipulation of Digital Music	
	Spring 2 Earth, Wind and Fire	<b>Volcanoes, Tornadoes and Earthquakes</b> <u>Reading (Natural Disasters Poetry):</u> 1. Read and perform poetry (use root word, prefix, suffix understanding to read independently). 2. Explore different forms of poetry e.g. sonnet, free verse. 3. Identify main ideas and summarise these, identify how language, structure and presentation contribute to meaning.  <u>News report:</u> 1. What is a newspaper (genre, structure and language features) 2. Read a range of articles linked to natural disasters, responding to questions and analysing in terms of TAPSAFJREST (LKS2: retrieve and record information; UKS2 retrieve, record and present information and distinguish between fact and opinion). 3. Plan and perform/write a newspaper report including editing (self assessment) using success criteria.  <u>Narrative Writing:</u> 1. What is a story (genre, structure and language features) 2. Carousel activity: describe characters, settings and atmospher including using dialogue and use success criteria to self/peer assess. 3. Plan and write and opening for a story describing setting and introducing characters. 3. Use dialogue to advance action in the opening build up. 4. Finish and edit opening of story.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : Multiplication and division 1. Length and perimeter 2. Fractions 3. Decimals  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Ratio 2. Algebra 3. Decimals 4. Fractions, decimals and percentages 5. Area, perimeter and volume 6. Statistics	Rocks  Compulsory content (LKS2): rocks - types and groupings, fossils, soil formation, soil profiles, Mary Anning and fossil findings	<u>Competitive Edge</u> Participate in different types of competition e.g. 1v1, team games, self-improvement activities. Learn to be competitive i.e. win/lose.  <i>NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> <i>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	Recycle and Reuse	Puberty	Buddhism - The journey of Buddha	Geography: Natural disasters	Natural Elements in Art Key Skills: Tie Dye, fabric pens, vegetable dyes and printing	Sensing movement Programming A – Repetition in shapes Data and information – Data logging	Folk Music	
	Summer 1 Life is a Stage	<b>Elizabethan Life and Theatre</b> <u>Non-fiction Reading and Non-Chronological Reports</u> 1. Context activity on Tudor life. 2. Explore different features of genre (a title, introduction, sub-headings, a fact box, bullet marked list, present tense verbs, a glossary, topic language, use of the third person; UKS2 formal tone, extra details to support the main points, information that is organised into paragraphs) (third person). 3. Practise using fronted adverbials. 4. Read some examples of non-chronological reports and peer assess them using a success criteria (structural features, language features etc). 5. Write a report on Tudor life. 6. Self assess reports using success criteria.  <u>Reading (playscripts): The Tempest</u> 1. Explore multi-sensory drama of <i>The Tempest</i> ( <a href="http://www.collarandcuffs.org/uploads/2/0/8/2/20828156/be_not_afraid_sensory_story_pack.pdf">http://www.collarandcuffs.org/uploads/2/0/8/2/20828156/be_not_afraid_sensory_story_pack.pdf</a> (example video here: <a href="https://www.youtube.com/watch?v=oz3WhP_GN1U">https://www.youtube.com/watch?v=oz3WhP_GN1U</a> ) 2. Read and analyse some short extracts linked to the different elements from the sensory drama (stage directions, different characters, description of setting, dialogue, punctuation). 3. Write your own play script example linked to <i>The Tempest</i> using success criteria - this could be extending one they've read, using the sensory drama as stimuli or based on pictures/visuals.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : 1. Fractions 2. Money 3. Time 4. Shape 5. Statistics  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Shape 2. Position and Direction 3. Decimals 4. Negative numbers 5. Measurement converting units 6. Volume	Life Cycles  Compulsory (LKS2): grouping living things, classifying vertebrates, classification keys, local habitat survey, environmental changes, Gerald Durrell's conservation work in Madagascar Compulsory (UKS2): mammals, life cycles including human timeline, growth of babies, puberty, changes in old age, gestation periods, life expectancy, Jane Goodall and chimpanzees, metamorphosis, comparing life cycles, Eva Crane and the life cycles of bees, David Attenborough, Leonardo Da Vinci Vitruvian Man	<u>High Aspirations</u> Setting goals. What do I want to be able to do? How do I get there?  Forest Schools: Making a natural set  <i>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> <i>NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	Cinema/Show	Friendship/ Self- esteem	Birth Ceremony	History: 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Banksy Key Skills: Using stencils, graffiti art.	Creating media – Digital painting - scenery stage lighting Programming A – Variables in games	Musical Theatre	
	Summer 2 Magical moments	<b>Fantasy, instructions and everyday magic moments</b> <u>Reading (Fiction):</u> <i>Bridge to Terabithia</i> - Katherine Paterson  <u>Instructions</u> 1. Complete activities that require using/following instructions e.g. building Lego, origami, putting up a tent, potions, make slime etc. Complete a Venn diagram of similarities/differences between instructions. 2. Art Gallery - using a range of pictures, pupils to write instructions which match a feature for each picture (LKS2: headings and subheadings, simple introductions with questions, lists, method or list of steps, imperative verbs, time conjunctions, adverbs, bullet points/numbers, subordinate conjunctions, prepositions, technical language, simple conclusion; UKS2: organisational devices, accurate descriptions, tips and extra advice). 3. Write a set of instructions for a "magical moment".  <u>Diary Entries</u> 1. Read some examples of diary entries that are cut into key events and sequence them into chronological order. Explore sequencing familiar events into chronological order and using time conjunctions and adverbials to make it clear to a reader. 2. Expert group task exploring one example of a diary and its use of features then moving into new groups to explore a few features in more detail each (LKS2: date/time, first person, past tense, personal emotions and feelings, introductions; UKS2: conclusion, informal style, adverbials of place and manner). 3. Write some diary entries linked to events/experiences of "magical moments" within school.	White Rose new scheme (mixed 3/4) Lower Key stage 2 : 1. Decimals 2. Money 3. Time 4. Shape 5. Statistics 6. Position and Direction  White Rose new scheme (mixed 5/6) Upper Key Stage 2: 1. Shape 2. Position and direction	Skeleton and Muscles:  Compulsory content (LKS2): nutrition, skeletons and muscles in animals including humans UKS2: Heart, blood, heart rate, benefits of exercise, diets and exercise, drugs and alcohol, Dr Daniel Hale Williams, Mary Maynard Dale	<u>Celebrating Sport</u> Recognise my own achievements and 'magical moments' of success. What can I do and what am I good at?  Forest Schools: Create a fairy world  <i>NC: use running, jumping, throwing and catching in isolation and in combination .</i> <i>NC: take part in outdoor and adventurous activity challenges both individually and within a team</i>	Sharing Spaces & Playing Games	What is love? Family	Christianity Stories	Geography: Families across Europe	Folk Art - multicultural art-countries Key Skills: Using natural materials and performance art.	Creating media – Web page creation; Creating media – Desktop publishing; Programming A – Selection in physical computing	New Experiences in Music	

	Key Stage 3	English	Maths (refer to named WR Maths units) <i>All NC links identified on WR Maths</i>	Science	P.E	PSHE	RSE	RE	Humanities	Art and Design	Computing	Creative Arts	Lifeskills
--	-------------	---------	---	---------	-----	------	-----	----	------------	----------------	-----------	---------------	------------

2023/2024	Autumn 1 Sensory Explosions	<p><b>Pop and Poetry</b></p> <p>1. Explore the parallels between pop songs and poetry through extended metaphor and the concept of language and identity.</p> <p>2. Explore social and pop culture contextual references in 'Elvis' Twin Sister' by Carol Ann Duffy.</p> <p>3. Explore character in 'The Clown Punk' by Simon Armitage through the contextual and historical lens of punk.</p> <p>4. Study the style of an idiosyncratic poet (John Cooper Clarke).</p> <p>5. Create poetry that evokes a specific location (sheffield).</p> <p><b>Poisonous Poetry</b></p> <p>1. Explore character and imagery using the song and lyrics of 'Seven Devils' by Florence and the Machine.</p> <p>2. Explore the sonnet form (Sonnet 147 - Shakespeare).</p> <p>3. Explore the concept of human interest and how writers use language to convey character in 'Human Interest' by Carol Ann Duffy.</p> <p>4. Compare 'Sonnet 147' and 'Human Interest' and the way that the poets present their ideas.</p> <p>5. Explore a range of Romantic poets including context, imagery and language ('A Poison Tree' by Blake, 'The Sick Rose' by Blake, 'The Laboratory' by Browning and 'The Rime of the Ancient Mariner' by Coleridge.</p> <p><i>NC Links:</i> <i>Reading: 1a (i, iii), 2a, 2b, 3a, 3b, 3c, 3e, 3f</i> <i>Writing: 1a (ii, iv), 1d</i> <i>Grammar and Vocab: 1a, 1b, 1d</i> <i>Spoken Language: 1c, 1d</i></p>	<p><b>Geometry and Measures</b></p> <p>1. Constructing, measuring and using geometric notation</p> <p>2. Areas of trapezia and circles</p> <p>3. 3D shapes - Properties and formulae</p>	Electricity and magnets: current, p.d. series and parallel circuits, safety, magnets & electromagnets	<p><b>New Experiences</b></p> <p>Look into disability-specific sport and how adaptations are made to make the sport inclusive.</p> <p>Make adaptations for activities when a sense is taken away e.g. ear defenders, blind fobs.</p> <p>Explore sensory experiences linked to sport e.g. starting pistol, crowd noise, shouting.</p> <p>Forest Schools: Create Sounds</p> <p><i>NC: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</i></p> <p><i>NC: take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i></p>	My Actions and Their Impact on Others	Interception/ Zones of regulation	Faith in action	History: the development of Church, state and society in Medieval Britain 1066-1509 Life in Medieval Britain Changes in Power (Magna Carta)	Matisse - own senses. Key Skills: Collage, abstract representation and contrasting colour.	Media – Vector graphics Representations – going audiovisual	Critique & Appreciation of Music Through a Range of Genres Experience of Live Music & Venues	Overcoming of own sensory, looking and understanding of others sensory. Planning of own trips/group trips. Looking at zones of regulations, understanding and knowing the zones of regulations
	Autumn 2 Dark and Light / colour	<p><b>Reading Shakespeare: Macbeth</b></p> <p>1. Explore the setting and key plot points at the beginning of the play and the concept of war, magic and ambition (Act 1, scenes 1-4).</p> <p>2. Explore the relationships between key characters and how they foreshadow later events.</p> <p>3. Explore Lady Macbeth's soliloquy (Act 1, Scene 5) exploring thoughts and feelings and the concept of a villain, comparing her to the witches.</p> <p>4. Explore Macbeth's soliloquy (Act 1, Scene 7) exploring thoughts and feelings and the concept of a villain comparing Lady Macbeth and Macbeth as characters, exploring the concept of masculinity and femininity.</p> <p>5. Explore the changing relationships between characters in Act 2, Scene 1-2, focusing on the theme of power and death.</p> <p>6. Explore the discovery of the murder (Act 2, Scene 3).</p> <p>7. Explore the use of weather in Act 2, Scene 4.</p> <p>8. Explore how Macbeth has changed and the relationship between Banquo and Macbeth, power and ambition and how metaphors, similes and foreshadowing are used to create drama (Act 3, Scenes 1-3).</p> <p>9. Analyse Act 3, Scene 4 (The Ghost of Banquo appears at the feast).</p> <p>10. Compare the prophecies of the witches and read and analyse the final appearance in Act 4, Scene 1.</p> <p>11. Explore the theme of kingship, tyranny, masculinity and rebellion (Act 4).</p> <p>12. Read, analyse and compare Lady Macbeth's second soliloquy to the first (Act 5, Scene 1) and explore the concept of guilt and madness.</p> <p>13. Explore the final fall of Macbeth (Act 5) focusing on themes of guilt and exploring the changes in the characters throughout the play.</p> <p>14. Explore the key themes in the play of ambition, power, masculinity, kingship and tyranny, and guilt.</p> <p><i>NC Links:</i> <i>Reading: 1a (i, ii), 2a, 2b, 2c, 3a, 3c, 3d, 3f</i> <i>Writing: 1a (i, iv)</i> <i>Grammar and Vocab: 1b, 1d, 1e, 1f</i> <i>Spoken Language: 1c, 1d</i></p>	<p><b>Number</b></p> <p>1. Solving problems with addition and subtraction</p> <p>2. Solving problems with multiplication and division</p> <p>3. Operations and equations with direct number</p> <p>4. Prime number and proofs</p> <p>5. Standard index form</p> <p>FIBONACCI DAY (23/11)</p>	Genes: Human and plant reproduction	<p><b>The Joy of Movement</b></p> <p>Look at how the 'joy of movement' can affect our physical and mental health. What is the effect of being active/inactive?</p> <p>Forest Schools: Spectrums in nature</p> <p><i>NC: take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i></p> <p><i>NC: analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i></p>	Identifying Different Emotions	Fact and Opinion- perspective taking/ dark and light	Conscience (hell - all faiths)	Geography: population and urbanisation	Silhouettes Key Skills: portraiture and profiles, creating mood, feelings linked to abstract concepts	Media – Animations	Musical Extremes - Mood & Music (Zones)	Consequences.Rules of games- Following the rules of games, the consequences of not following the rules. Hidden Rules and expectations. Includes of following the rules in every day life.
	Spring 1 The virtual world	<p><b>Reading Contemporary Fiction: Hunger Games</b></p> <p>1. Explore different book covers for Hunger Games and make predictions and complete context research linked to the text.</p> <p>2. Read the first chapter and use some of the whole novel activities to reflect on what they have read including the journey to the Capitol.</p> <p>3. Read the first descriptions of main characters Katniss and Peeta and create images of them labelling with quotations from the text.</p> <p>4. Explore characters bags linking to key themes in the novel.</p> <p>5. Summarise their first impressions of the characters and predict what they think they might do/what might happen to their characters.</p> <p>6. Read the extract when they arrive in the Capitol and create a drawing labelling with adjectives and quotations from the text to explore setting.</p> <p>7. Read the extract when the competitors first enter the arena exploring how the writer creates tension, mood and atmosphere.</p> <p>6. Carousel activity: read different extracts about the deaths of competitors and analyse in pairs/small groups then feedback on key themes, mood and atmosphere, characters' thoughts and feelings and language analysis.</p> <p>8. Read and analyse the extract when Katniss and Peeta win.</p> <p>9. Read the final chapter and analyse how the writer builds suspense and uses a cliffhanger.</p> <p>10. Explore assorted extracts exploring description and dialogue.</p> <p><i>Activities to use throughout novel:</i></p> <p>1. Track the symbols or motifs</p> <p>2. Explore character through the use of a diary or notebook framework to record Katniss or Peeta's thoughts and feelings.</p> <p>3. Use a Twitter tweet format to summarise key extracts or chapters in 140 characters.</p> <p><i>NC Links:</i> <i>Reading: 1a (i), 2a, 2b, 2c, 2d, 3a, 3c, 3f</i> <i>Writing: 1a (ii, iv), 1d</i> <i>Grammar and Vocab: 1a, 1b, 1d</i> <i>Spoken Language: 1c</i></p>	<p><b>Number</b></p> <p>1. Fractions and percentages of amounts</p> <p>2. Adding and subtracting fractions</p> <p>3. Multiplying and dividing fractions</p> <p>4. Fractions and percentages</p> <p>5. Using percentages (R topics only)</p>	Energy: stores and transfers, energy in food	<p><b>Personal Development</b></p> <p>The rise of fitness trackers. How does tracking our activity work and how can it help us to leave a healthier life?</p> <p>What can we track? How do we track it? e.g. fitbit, HR monitor, blood pressure measurements.</p> <p>Forest Schools: Exploring wildlife with apps</p> <p><i>NC: develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</i></p> <p><i>NC: analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</i></p>	Using Technology Safely and Appropriately	Online grooming, strangers online/ understanding your digital footprint	Technology in different faiths	History: the development of Church, state and society in Britain 1509-1745 The Reformation The Civil War	Films/ Avatar Key Skills: Digital media (animation), illusion art and special effects.	Representations – from clay to silicon Mobile app development cta science Introduction of cybersecurity	Composing & Creating Digital Music	Gaming? Money online banking. Online safety.
	Spring 2 Earth, Wind and Fire	<p><b>Non-Fiction: News Writing</b></p> <p>1. Explore a range of non-fiction text types on the topic of Pompeii identify the different c</p> <p>2. Explore what makes something newsworthy and the difference between tabloids and b</p> <p>3. Carousel of different newspaper headlines linked to natural disasters identifying featu</p> <p>4. Explore the idea of perspective and how opinions can be presented in texts - consider</p> <p>5. Explore the differences between writing to inform and writing to entertain, considering</p> <p>6. Produce own news report (written or spoken/multimedia) on natural disasters.</p> <p><i>NC Links:</i> <i>Reading: 1a, 2c, 2d, 3a, 3e</i> <i>Writing: 1a (i, iii, v), 1d, 2a, 2b, 2c</i> <i>Grammar and Vocab: 1a, 1b, 1c, 1d, 1e, 1f</i> <i>Spoken Language: 1a, 1b</i></p>	<p><b>Ratio, proportion and rates of change</b></p> <p>1. Ratio and scale</p> <p>2. Multiplicative change</p> <p>3. Solving ratio and proportion problems (R topics only)</p> <p>4. Enlargement and similarity (not H topics)</p> <p>PI DAY (14/3)</p>	Ecology: Food chains, webs, competition, adaptation, sampling	<p><b>Competitive Edge</b></p> <p>Compete to Learn.</p> <p>Develop skills like persistence and resilience through competition. "When I lose, I go again!"</p> <p><i>NC: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</i></p> <p><i>NC: develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</i></p>	My Own Environmental Impact	Health and hygiene	Buddhism - Right Speech	Geography: Physical and human features (UK, Asia) including polar and hot deserts	Alicia Tormey- Encaustic Art Key Skills: melting wax and using flame within art.	Introduction to Python programming	Irish Music	Forestry work and fire safety. Farming/animal welfare. Recycling climate change/ ways we can help and make a change. First Aid.The blow backs of not following, such as fire safety, safety rules, recycling. The effects if we carry on how we are now. How we can all make a difference.
	Summer 1 Life is a Stage	<p><b>Reading 20th Century Play: Our Day Out - Willy Russell</b></p> <p>1. Explore genre and features of playscripts/drama</p> <p>2. Our Day Out: social and historical context including the author.</p> <p>3. Read the opening of Act 1 (until p. 10. Briggs: Okay, I'll have to go with her, won't I?) and explore how character is created through description, dialogue and action (Carol, Briggs, Mrs Kay).</p> <p>4. Perspectives and attitudes: read Act 1 pp. 10-18 compare Briggs and Mrs Kay's characters and attitudes towards the school children.</p> <p>5. Read the conversations between Carol and Mrs Kay and Briggs and the other children (p. 22 - 26) - explore what you learn about the children's lives and futures - theme of social poverty.</p> <p>6. Thematic analysis of cafe and sweetshop scene (pp. 29 - 35) and the zoo (pp. 39-46).</p> <p>7. Language analysis of extract pp. 37 - 39 (from Mrs Kay is talking to the Driver to 'We've got plenty of time').</p> <p>8. Thematic analysis of castle and sweetshop scene (pp. 29 - 35) and the zoo (pp. 39-46).</p> <p>9. Tension lesson around Carol and the cliff (p. 60 Mrs Kay: Carol can go in goal... p.66 He stands with his arms wrapped around her.</p> <p>10. Character progression of Briggs, analysing the fair scenes (pp. 66-69).</p> <p>11. Analyse the ending of play (destruction of film and photos) considering the structure and ways you can end a play.</p> <p>12. Extended essay writing focusing on characters and themes using paragraph and evidence from the text.</p> <p><i>NC Links:</i> <i>Reading: 1a (i), 2a, 2b, 2c, 2d, 3a, 3c, 3f</i> <i>Writing: 1a (iii), 1b, 1c, 1d, 2b, 2c</i> <i>Grammar and Vocab: 1b, 1d, 1e, 1f</i> <i>Spoken Language: 1c</i></p>	<p><b>Algebra</b></p> <p>1. Sequences (Y7)</p> <p>2. Sequences (Y8)</p> <p>3. Indices</p> <p>4. Straight line graphs (not H topics)</p> <p>WOMEN IN MATHS (12/5)</p>	Earth and Space: structure of the earth, rocks and rock cycle, fossils, ceramics, solar system and phases of the moon	<p><b>High Aspirations</b></p> <p>What goes into performing in a sporting/physical activity?</p> <p>How do I get ready to perform? What does it mean to perform? What does this look like for me now/when I'm older?</p> <p>Forest Schools: making instruments in the wild</p> <p><i>NC: develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</i></p> <p><i>NC: take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i></p>	Roles and Responsibilities in a Performance	Relationships/ boyfriends/ girlfriends	Teenangers Stories	History: Industrial revolution Change to Britain 18th/19th Century	Andy Warhol - Prints Key Skills: Stenciling, screen printing and reproduction and manipulation of photographs/images.	Clear messaging in digital media	Soundscape - Telling Stories Through Music	Stages of life/Links to PHSE. (Teen years) puberty, looking at products, start looking at the changes of the body. Making sure your keeping clean/ the choices we make with our foods/healthy eating/ fitness link up with 10@10 (21st September) Whole school join. (10 minute walk at 10) Healthy life styles. (Adulthood) Moneytime management. Cleaning home life and own self. Healthy meals/cooking/cleaning/ meal budgeting/ careers day.

