

<b>Autumn 1</b>	<b>Year 10</b>			<b>Year 11</b>		
<p><b>English</b></p>	<p>Extend reading of fiction and non-fiction, including extracts from classic and modern texts. Focus on plot, characters, events and settings.</p> <p>Continue to extend vocabulary.</p> <p>Gain further understanding of grammar.</p> <p>Extend speaking and listening skills – including formal and informal settings.</p> <p>Improve writing – accuracy, clarity, for a range of different styles, purposes, audiences and genres.</p> <p>Imaginative writing focus: use of images as stimulus, extension of ideas, development of the planning stage.</p> <p>Transactional writing focus: layout of formal and informal modes of written communication, such as letters and articles.</p> <p>Some students will work towards accreditations, such as Entry Levels in English, Functional Skills in English or the Language GCSE.</p>					
<p><b>Maths</b></p>	<p><b>Skills for Life</b> Objectives taken from Number and Measure strands (made explicitly for Life Skills pupils) and set by the teacher so it is challenging and bespoke to all pupils. Objectives and learning additionally set towards achieving the highest Entry Level Certificate achievable for each pupil.</p>	<p><b>Skills for Work</b> Functional Skills Level 1 &amp; 2 Curriculum (as below [main school curriculum] but particularly focussing on worded problems of all curriculum topics, but in particular the 4 operations, planning, area and perimeter, measures of money and conversion, time problems and simple averages) Curriculum: Place Value, Addition, Subtraction, Measuring (Length, Weight, Capacity), Addition &amp; Subtraction (together, worded, inverse)</p>	<p><b>Skills for Further Education</b> GCSE Curriculum (Negative Numbers, Factors, Multiples, Fractions, Estimating, Money, 2D &amp; 3D properties, co-ordinates) Functional Skills Level 1 &amp; 2 Curriculum (as below [main school curriculum] but particularly focussing on worded problems of all curriculum topics, but in particular the 4 operations, planning, area and perimeter, measures of money and conversion, time problems and simple averages) Curriculum: Place Value, Addition, Subtraction, Measuring (Length, Weight, Capacity), Addition &amp; Subtraction (together, worded, inverse)</p>	<p><b>Skills for Life</b> Objectives taken from Number and Measure strands (made explicitly for Life Skills pupils) and set by the teacher so it is challenging and bespoke to all pupils. Objectives and learning additionally set towards achieving the highest Entry Level Certificate achievable for each pupil, and Functional Skills Entry Level if possible.</p>	<p><b>Skills for Work</b> Functional Skills Level 1 &amp; 2 Curriculum (as below [main school curriculum] but particularly focussing on worded problems of all curriculum topics, but in particular the 4 operations, planning, area and perimeter, measures of money and conversion, time problems and simple averages) Curriculum: Place Value, Addition &amp; Subtraction, Measuring (Length, Weight, Capacity), Addition &amp; Subtraction (together, worded, inverse)</p>	<p><b>Skills for Further Education</b> GCSE Curriculum (Time, factors and multiples, fractions, reading tables and graphs, money, 2D &amp; 3D properties, co-ordinates) Functional Skills Level 1 &amp; 2 Curriculum (as below [main school curriculum] but particularly focussing on worded problems of all curriculum topics, but in particular the 4 operations, planning, area and perimeter, measures of money and conversion, time problems and simple averages) Curriculum: Place Value, Addition &amp; Subtraction, Measuring (Length, Weight, Capacity), Addition &amp; Subtraction (together, worded, inverse)</p>
<p><b>Science</b></p>	<p>Skills for Work</p>		<p>Skills for Further Education</p>	<p>Skills for Work</p>		<p>Skills for Further Education</p>
	<p><a href="#">ELB6 Casualty</a></p>		<p><a href="#">ELB6 Casualty</a></p>	<p><a href="#">ELB12 Food Factory</a></p>		<p><a href="#">ELB12 Food Factory</a></p>

<p>(Skills for Life learners study aspects of science as part of their 'World Studies' curriculum).</p>	<p>The circulatory system, aerobic and anaerobic respiration, causes of heart disease and the risk factors associated with heart disease.</p>	<p>The circulatory system, aerobic and anaerobic respiration, causes of heart disease and the risk factors associated with heart disease.</p>	<p>Photosynthesis, factors affecting photosynthesis, gas exchange, water transport, transpiration, selective breeding and genetic engineering.</p>	<p>Photosynthesis, factors affecting photosynthesis, gas exchange, water transport, transpiration, selective breeding and genetic engineering.</p>
<p>RSE (Relationships and Sex Education) This subject also incorporates Health Education and Citizenship.)</p>	<p><u>Health and Wellbeing</u>  Transition to key stage 4 and developing study habits.  Understanding what sort of a learner you are. Your personal skills, qualities, attitudes, and how this affects your self-esteem and confidence.  Growth and fixed mind-sets.  Making effective use of constructive feedback.  Mental health and ill health, tackling stigma. How to recognise the early signs of mental wellbeing concerns and signposting of organisations that can be accessed for support.  Common types of mental ill health.  Understanding the effect of physical health on mental health.  Sleep hygiene and healthy eating.</p> <p>*In Year 10 students will complete an AQA Personal and Social Education accreditation. There is a suite of 12 units. Students have the choice to select 4 units and will be entered to complete units at their appropriate level from entry level 1-3 and level 1 and 2. Units will be completed alongside the curriculum to complement and consolidate learning.</p> <p>Units: Personal Action Planning, Drugs Education, Sex and Relationship Education, Personal Finance, Emotional Wellbeing, Healthy Lifestyles, Making informed Career Choices, Applying for jobs and Courses, Relationships, Behaviours and Practices in the workplace, Personal Safety, Being a Critical Consumer, Introduction to Diversity, Prejudice and Discrimination</p>		<p><u>Health and Wellbeing</u>  Learning and revision skills to maximise potential ready for exams and accreditations. Making effective use of constructive feedback and differentiating helpful feedback and unhelpful criticism.</p> <p>Promoting self-esteem and coping with stress.  Understanding that self-esteem can change with personal circumstances such as friendships, family, achievements and employment.  Growth and fixed mind-sets and how to promote and implement a more growth mindset.</p> <p>Critically evaluate physical wellbeing on mental wellbeing and supporting their own and others' mental health, including researching organisations for support.</p> <p>*In Year 11 students will complete an AQA Personal and Social Education accreditation adding to existing units completed in their previous year at school. There is a suite of 12 units. Students have the choice to select up to 4 additional units and will be entered to complete units at their appropriate level from entry level 1-3 and level 1 and 2. Units will be completed alongside the curriculum to complement and consolidate learning.</p> <p>Units: Personal Action Planning, Drugs Education, Sex and Relationship Education, Personal Finance, Emotional Wellbeing, Healthy Lifestyles, Making informed Career Choices, Applying for jobs and Courses, Relationships, Behaviours and Practices in the workplace, Personal Safety, Being a Critical Consumer, Introduction to Diversity, Prejudice and Discrimination</p>	

<p>Art</p>	<p>Formal Elements workshops are reinforcing with the theme of “Playing with Colour.” They are also linked with various contextual references that will lead to various smaller final outcomes. Students will develop their skills by experimenting with different materials and medium.</p>		<p>SFW Students will Follow first “Painting and Drawing” Unit for Entry Level 2or3 with a “Print Making” Unit based on Natural Form. This will run alongside GCSE students.</p>	<p>SFFE Students are to complete their Component 1 by January with an individual Final Piece developed from their research and experimentations. They will have a practice Mock exam to prepare them for their final exam in June.  February Students to start Externally set assignment, following the GCSE assessment objectives.</p>
	<p>SFW Students will Follow first “Painting and Drawing” Unit for Entry Level 2or3 with a “Print Making” Unit based on Natural Form. This will run alongside GCSE students.</p>	<p>SFFE Students will continue with “Playing with Colour” Unit as part of their Component 1 GCSE. There project will develop in to independent project based on students own individual likes and skills.</p>		
<p>PE</p>	<p>SFL  Football:  <ul style="list-style-type: none"> <li>- Ball control and short passing.</li> <li>- Long Passing (Lofted + driven pass)</li> <li>- Dribbling (recycling such as Cruyff, drag back)</li> <li>- Tackling/Defensive positioning</li> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Gameplay (principles of attacking and defending + knowledge of rules and etiquette)</li> </ul> </p>		<p>SFL  Football:  <ul style="list-style-type: none"> <li>- Ball control and short passing.</li> <li>- Long Passing (Lofted + driven pass)</li> <li>- Dribbling (recycling such as Cruyff, drag back)</li> <li>- Tackling/Defensive positioning</li> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Gameplay (principles of attacking and defending + knowledge of rules and etiquette)</li> </ul> </p>	
	<p>SFW: Football:  <ul style="list-style-type: none"> <li>- Ball Control (cushioning of the bal, different platforms for controll)</li> <li>- Short passing (inside of foot + spatial awareness))</li> <li>- Long passing (driven pass + lofted pass)</li> <li>- Passing accuracy assessment (short pass, driven pass, lofted pass)</li> <li>- Dribbling using different parts of the foot, recycling such as Cruyff, drag back.</li> <li>- Changing direction using different parts of the foot</li> <li>- Defending (jockey position, 4 D’s of defending)</li> </ul>           Shooting (driven shot + placement finishing)  <ul style="list-style-type: none"> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Combination of the above</li> <li>- Application of the above skills in an adapted game</li> </ul> </p>		<p>SFW:  <ul style="list-style-type: none"> <li>- Ball Control (cushioning of the ball, different platforms for control) – why?</li> <li>- Short passing (inside of foot + spatial awareness)</li> <li>- Long passing (driven pass + lofted pass) – why and when would you use them?</li> <li>- Passing accuracy assessment (short pass, driven pass, lofted pass) – how can we improve accuracy of passing?)</li> <li>- Dribbling using different parts of the foot, recycling such as Cruyff, drag back – why and impact?</li> <li>- Changing direction using different parts of the foot – why and impact?</li> <li>- Defending (jockey position, 4 D’s of defending) – why and impact?</li> <li>- Shooting (driven shot + placement finishing) – why and when to use each shot.</li> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Combination of the above</li> </ul> </p>	

		<ul style="list-style-type: none"> <li>- Application of the above skills in an adapted game.</li> <li>- Evaluation of others performance.</li> </ul>
	<p><b>SFE:</b> <b>Football:</b></p> <ul style="list-style-type: none"> <li>- Ball Control (cushioning of the bal, different platforms for controll)</li> <li>- Short passing (inside of foot + spatial awareness))</li> <li>- Long passing (driven pass + lofted pass)</li> <li>- Passing accuracy assessment (short pass, driven pass, lofted pass)</li> <li>- Dribbling using different parts of the foot, recycling such as Cruyff, drag back.</li> <li>- Changing direction using different parts of the foot</li> <li>- Defending (jockey position, 4 D's of defending)</li> </ul> <p>Shooting (driven shot + placement finishing)</p> <ul style="list-style-type: none"> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Combination of the above</li> <li>- Application of the above skills in an adapted game</li> <li>- Evaluation of others performance.</li> </ul>	<p><b>SFE:</b></p> <ul style="list-style-type: none"> <li>- Ball Control (cushioning of the ball, different platforms for control) – why?</li> <li>- Short passing (inside of foot + spatial awareness)</li> <li>- Long passing (driven pass + lofted pass) – why and when would you use them?</li> <li>- Passing accuracy assessment (short pass, driven pass, lofted pass) – how can we improve accuracy of passing?)</li> <li>- Dribbling using different parts of the foot, recycling such as Cruyff, drag back – why and impact?</li> <li>- Changing direction using different parts of the foot – why and impact?</li> <li>- Defending (jockey position, 4 D's of defending) – why and impact?</li> <li>- Shooting (driven shot + placement finishing) – why and when to use each shot.</li> <li>- Shooting (free kicks, shooting – dominant foot)</li> <li>- Combination of the above</li> <li>- Application of the above skills in an adapted game.</li> <li>- Evaluation of others performance.</li> </ul>
<b>Food Tech</b>	<p>SfL - Be Hygienic and safe in the kitchen. Eatwell Plate. Modifying dishes. Safe use of electric/gas/induction hobs, ovens, grills. Safe use of general kitchen equipment. Basic knife skills in food preparation.</p> <p>SfW - Healthy Eating, healthy lifestyle. Know how to minimise the risk of bacteria multiplying. Know how to modify a food product to improve it. Safe use of specialist kitchen equipment. Safe use of large kitchen equipment and hand tools. Purchasing and storage – Low-high risk foods. Understand how to shop wisely for foods. (Design and) prepare a 2-course meal. Know how to analyse your practical work.</p> <p>SfFE - Understand what conditions bacteria need to grow. Modifying dishes based on culture, belief, need and cost.</p> <p>Baked goods. breads, buns, wraps, pasties, patties, pizza, cookies, cupcakes, cakes, decorated cakes.</p>	
<b>World Studies</b>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• Who am I? • What am I?</li> </ul> <p>Outcomes: List external features List internal features Describe features Explain features</p>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• Who am I? • What am I?</li> </ul> <p>Outcomes: List external features List internal features Describe features Explain features</p>
<b>Computing</b>	<p><b>Functional Skills:</b> Students will work on a variety of topics:</p> <ul style="list-style-type: none"> <li>▪ Word processing – document formatting</li> <li>▪ Spreadsheets – formulas and graphs</li> <li>▪ Presentation - layout</li> <li>▪ <b>Email – sending and receiving emails with attachments</b></li> <li>▪ <b>Searching for information – identifying and making use of information found online</b></li> <li>▪ File management including the use of USB keys</li> </ul>	

	Gooseberry Planet related esafety task set.	
D of E	<p style="text-align: center;">SFW + SfFE:</p> <p><b>Physical Archery:</b>  <b>Bronze</b> (Year 10): Pupils will learn to make sure they are ready to shoot, and learn to do so safely. Pupils will improve their stance, and 5 basics of shooting to enable them to hit the target consistently.  <b>Silver</b> (Year 11): Pupils will learn to shoot freestyle with a sight attached to the bow at a distance of 10 meters.  <b>Gold</b> (Sixth form): Pupils will shoot using a choice of freestyle or bare bow at a distance of 20 meters, learning how to adjust their aim to compensate for the increase in distance.</p> <p><b>Volunteering:</b>  <b>Bronze</b> (Year 10): Pupils will volunteer during the course of two terms, in various classes around the school. The focus will be in assisting one or two pupils in the session, along with helping to set up and put away equipment as necessary. Pupils will develop their independence and social skills during these sessions, with a regular chance to reflect on their efforts, and how to progress.  <b>Silver</b> (Year 11): Pupils will volunteer during the course of two terms, in various classes around the school initially. Pupils will progress onto a bespoke program of volunteering opportunities in the local community.  <b>Gold</b> (Sixth form): Volunteering is self-directed with support from the D of E manager.</p> <p><b>Team building activities</b>  Pupils improve their team work, social and communication skills.</p> <p style="text-align: center;">SFL:</p> Pupils in the Skills For Life pathway have one half term of Learning Outside the Classroom which is based in our onsite woodland. The pupils are working on developing their resilience, environmental awareness and how being in outdoor spaces can contribute to a healthy lifestyle.	
Humanities	Year 10 and 11 Students will be introduced to the subjects within Humanities – what is Geography, History and RE Introduction to the Middle Ages? Students will discover what chronology is and when the Middle Ages was. Students will research what life in England was like and recap how Britain had been affected by the Romans, Anglo-Saxons, Vikings. Students will learn about the events of 1066, make judgements about who should be King and study the subsequent Battle of Hastings.	Options: Entry Level Certificate in History Students will be introduced to what life was like in the Middle Ages, who had previously controlled England and how had they affected us. They will start their first in-depth study of The Norman Conquest including: Why was 1066 the most important year in British History? The death of Edward the Confessor, the three contenders to the throne, the battles, the weapons and the tactics.
Drama	Upper School Drama Options students will start working towards BTEC Level 1 Award in Performing Arts Unit 5: Preparing Performing Arts Work. This will involve: knowing the stages involved in the preparation of performing arts work, identifying the stages in the preparation of performing arts work, being able to explore ideas for performing arts work, exploring ideas for performing arts work, developing appropriate ideas for their Christmas performance.	
	<b>SFL Rotating Group (3 Lessons a week)</b> Students will take part in various drama games to develop their team-work and eye-contact skills. Students will also copy/ mirror performers from STOMP musical and create their own scene based on the performance.	<b>SFL Performance (1 Lesson a week)</b> Students will take part in various drama games and in-class activities, which will help them develop their special awareness and voice projection.

