

## 10/110 Curriculum Overview 2023-2024

Subject	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>English</b> <b>5 lessons</b> <b>(4 Y11)</b>	<b>Reading:</b> Little People Big Dreams (ROSA PARKS) & Traditional Tales <b>Writing:</b> Factual Writing / biography / autobiography <b>SPaG:</b> Dictionaries / Spell checker	<b>Reading:</b> The Polar Express, <b>Writing:</b> Colourful Semantics / Shape Coding <b>SPaG:</b> Capital letters, full stops and punctuation	<b>Reading:</b> Macbeth <b>Writing:</b> Poetry (in. songs) / Rhyming words <b>SPaG:</b> Nouns and adjectives and adding 'ed' to a word	<b>Reading:</b> Non-fiction text <b>Writing:</b> Write to persuade (travel / protest) <b>SPaG:</b> Homophones and adding 's' or 'es' to a word.	TBC	TBC
	AAC / Functional communication (can include spellings). Incorporated throughout the curriculum. (Makaton, Gestures, Assisted Language Displays (ALDs) etc)					
<b>Maths</b> <b>5 lessons</b> <b>(4 Y11)</b>	Number and Place Value Addition and Subtraction Shape & Measure	Number and Place Value Multiplication and Division Money	Number and Place Value Position Fractions	Number and Place Value Addition and Subtraction (2) Graphs and Charts	Number and Place Value Multiplication and Division (2) Time	Number and Place Value Money (2) Problem Solving
<b>RSHE</b> <b>2 lessons</b>	<b>Knowing Me</b> Identity Same and different Boy or girl Man or woman	<b>Knowing my body</b> Name of parts External and internal Puberty / body changes	<b>Public and Private</b> Body parts Spaces Sexual acts	<b>Yes and No (Consent)</b> Touching and allowing others to touch me Positive involvement with social media	TBC	TBC
	<b>Identify &amp; Share Information</b> Likes and Dislikes	<b>Identify &amp; Share Information</b> Strengths and Weaknesses	<b>Identify &amp; Share Information</b> <b>What makes me...</b> Happy? Sad? Frustrated? <b>Something that helps...</b> Stimming? Friends?	<b>Awareness of self</b> Knowing how to relax Identify impact of actions on others	TBC	TBC
<b>The World About Me</b> <b>1 lesson</b>	SEASONS & WEATHER	SUFFRAGETTES	LOCAL AREA & THE UK	THE SOLAR SYSTEM	LIFE CYCLES	COMPARATIVE STUDY
<b>Life Skills</b> <b>1 lesson</b> <b>(College Y11)</b>	<b>College Link Course (Fridays)</b> Skills for independent living <b>Challenge Week</b> 1 week (18 - 22 Sept) Outward Bound / day trips	<b>College Link Course (Fridays)</b> Skills for independent living	<b>College Link Course (Fridays)</b> Skills for independent living	<b>College Link Course (Fridays)</b> Skills for independent living	<b>College Link Course (Fridays)</b> Skills for independent living <b>Work Experience</b> 2 weeks 15th Apr - 26th Apr	<b>College Link Course (Fridays)</b> Skills for independent living
<b>Social Skills</b> <b>2 lessons</b> <b>(Mixed Groups)</b>	Social Skills is a session on the timetable where students are provided with opportunities to mix with peers from other class groups and take part in non-academic type activities such as lego, Nintendo Wii, board games and colouring. It is also an opportunity for students to experience a 'club' activity where staying after school may not be possible. The sessions include both a structured (adult led) task as well as self directed (student led) activities. These activities are reviewed each half term, with some activities remaining through the year (such as lego), as well as other activities being rotated in according to seasonal changes eg. bikes in the spring / summer months.					
<b>Target Time</b> <b>4 lessons</b>	Target Time is a session on the timetable where students can develop skills in the four broad areas of SEND need according to their EHCP targets. This can include tasks linked to: Communication and Interaction, Cognition and Learning, Social, Emotional and Health, Sensory and/or Physical Needs					

	This year, Target Time may also include Play and Leisure (free play) activities (eg. sensory play, toys, board games, cards, construction tasks etc). which continue to build on social interaction and motor skills (Eg. Going to the park, games in class). This may also involve students engaging in free play including: Solitary play, parallel play, shared play, turn-taking play and cooperative play					
<b>Computing</b>	On-going unit, not a stand-alone lesson. Students develop skills through use eg. collecting and returning devices from known areas, navigating familiar sites, using devices to communicate, accessing google classroom and completing online learning tasks such as Nessy, Top Marks and Doodle Maths.					
<b>Cooking 2 lessons</b>	<p>Food and Nutrition</p> <p>Develop skills in learning to follow basic recipes</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Boiling</li> <li>Blending</li> <li>Chopping</li> <li>Measuring</li> <li>Using an oven</li> </ul> <p>Combining ingredients to make biscuits and different kinds of salads</p>	<p>Food and Nutrition</p> <p>Continue learning to follow basic recipes. Learning to read a digital scale</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Chopping hard vegetables/fruits</li> <li>Kneading</li> <li>Using an oven</li> </ul> <p>Make Pizzas and breads</p>	<p>Food and Nutrition</p> <p>Following recipes with multiple ingredients</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Roasting</li> <li>Chopping</li> <li>Crumbing</li> <li>Measuring cups/measuring spoons</li> <li>Frying</li> </ul> <p>Making different crumbles and Pancakes</p>	<p>Food and Nutrition</p> <p>Continue to learn to follow recipes with multiple ingredients</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Boiling</li> <li>Blending</li> <li>Measuring jug</li> <li>Microwave</li> </ul> <p>Make different kinds of pasta with sauces</p>	<p>Food and Nutrition</p> <p>Begin to follow the recipes independently with little support</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Steaming</li> <li>Frying</li> </ul> <p>Make different kinds of rice dishes</p>	<p>Food and Nutrition</p> <p>Learning to use different electric equipment</p> <p>Cooking skills</p> <ul style="list-style-type: none"> <li>Crumbing</li> <li>Folding</li> <li>Mixing</li> <li>Beaters, blenders</li> </ul> <p>Making different flavour scones, muffins, fairy cakes</p>
<b>Art 1 lesson</b>	<p><b>Collage</b></p> <p>Artistic Objectives:</p> <p>Pattern</p> <p>Texture</p> <p>Form</p> <p>Faces</p> <p>Line</p> <p>Colour</p> <p>Exploration</p>	<p><b>Drawing and Pattern Making</b></p> <p>Artistic Objectives:</p> <p>Line</p> <p>Tone</p> <p>Space</p> <p>Texture</p> <p>Exploration</p>	<p><b>Printing</b></p> <p>Artistic Objectives:</p> <p>Mark making Pattern</p> <p>Line</p> <p>Texture</p> <p>Line</p> <p>Mono printing</p> <p>Block Printing</p> <p>Exploration</p>	<p><b>Sculpture</b></p> <p>Artistic Objectives:</p> <p>Form</p> <p>Space</p> <p>Shape</p> <p>Texture</p> <p>Exploration</p>	<p><b>Painting</b></p> <p>Artistic Objectives:</p> <p>Colour Wheel</p> <p>Colour Theory</p> <p>Mixing and applying paint</p> <p>Composition</p> <p>Form</p> <p>Shape</p> <p>Exploration</p>	<p><b>Textiles</b></p> <p>Artistic Objectives:</p> <p>Weaving</p> <p>Sowing</p> <p>Decoupage</p> <p>Quilting</p> <p>Exploration</p>
<b>PE 2 lessons (1 yoga)</b>	<p><b>Dodgeball.</b> <i>Learning of simple, moderate, complex skills related to dodgeball e.g. throwing, catching, dodging.</i></p> <p><b>&amp; Sensory Circuit.</b> <i>Alerting, Organising and Calming activities used to increase agility, balance and coordination skills.</i></p>	<p><b>Fundamental Movement Skills:</b> Throw, Jump, Mobilisation, Hitting Activities <i>Learning of simple, skills related to key physical development milestones.</i></p> <p><b>&amp; Sensory Circuit.</b> <i>Alerting, Organising and Calming activities used to increase agility, balance and coordination skills.</i></p>	<p><b>Trampoline Skills Jumping Activities</b> <i>Learning of simple, trampoline skills, e.g. half-twist, seat landing.</i></p>	<p><b>Fundamental Movement Skills:</b> Catch, Balance, Kick, Sending and Receiving Activities <i>Learning of simple, skills related to key physical development milestones.</i></p> <p><b>&amp; Sensory Circuit.</b> <i>Alerting, Organising and Calming activities used to increase agility, balance and coordination skills.</i></p>	<p><b>Invasion Games (Wheel-chair)</b> <i>Learning of simple skills related to invading in a wheel-chair, e.g. pushing forward and going in &amp; out of cones.</i></p>	<p><b>Fundamental Movement Skills:</b> Throw, Jump, Mobilisation, Hitting Activities. <i>Learning of simple, skills related to key physical development milestones.</i></p> <p><b>&amp; Sensory Circuit.</b> <i>Alerting, Organising and Calming activities used to increase agility, balance and coordination skills.</i></p>

<p><b>Music</b> <b>1 lesson</b></p>	<p><b>VOICE WORK</b> <b>Appraising Music</b> Singing/Singing hands Exploring Sounds Singing in Unison Singing in rounds Choir Voice games/ mirroring projection/articulation Games, turn taking</p>	<p><b>MUSIC TECHNOLOGY</b> <b>Appraising Music</b> Purple Mash Music lab Chrome book Electronic music Patterns in Music Appraising genres  Working towards a class piece for a Christmas performance.</p>	<p><b>RHYTHMS &amp; COMPOSITION</b> <b>Appraising Music</b> Drumming Blue Man Group Movement to music Games Mirroring <i>Keyboard work</i> <i>Percussion</i></p>	<p><b>RHYTHMS &amp; COMPOSITION</b> <b>Appraising Music</b> Drumming Blue Man Group Movement to music Games Mirroring  Performance</p>	<p><b>PERFORMING TALENT SHOW</b> Pupils to work on individual/group/class pieces to perform in a concert</p>	<p><b>PERFORMING/TALENT SHOW</b> Pupils to work on individual/group/class pieces to perform in a concert</p>
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