

Subject	Autumn	Spring	Summer
<p><b>English</b></p> <p>*Please note that Year 7, 8 and 9 classes are combined and set, students work through a 3 year cycle. Classes are set across the 3 generic groups and across the 3 ASC groups. Teachers identify and use core texts linked to the topic. In addition to the topics outlined, the classes will access speech and language sessions and reading sessions as part of their weekly English lessons*</p>	<p><u>Cycle 1</u></p> <p><b>Theme- Fiction-</b> Currently teachers are exploring the use of – ‘<b>The Power of Reading</b>’ (first term we have done this). Teachers chose a text appropriate for the group’s needs, levels and interests.</p> <p>(If Power of Reading is successful, look to implement across the cycle).</p> <p>Identifying and locating facts, key themes, ideas, information and opinions Understanding and expressing opinions</p> <p><b>Reading Skills</b> Pre-reading skills Knowledge of the setting Building the scene Character profiles Scanning for facts Identify and summarise main points</p> <p><b>Writing Skills</b> Punctuating sentences Writing creatively – planning a storyline Descriptive vocabulary – setting the scene / character description</p> <p><b>Speaking &amp; Listening</b> Question types Asking and answering questions Expressing likes and dislikes</p> <p><u>Cycle 2</u></p>	<p><u>Cycle 1</u></p> <p><b>Topic:</b> SIMILAIRITIES AND DIFFERENCES (PSHE) (How am I different and similar to other people? How are we similar to others? In which ways are we all equal? Stereotypes?)</p> <p><b>Ideas:</b> Stories/fiction Explore a range of texts relating to identity, equality, how we are different and the same. Discuss and analyse the books, retell the story referring to characters, settings and audiences. Answer comprehension questions on the texts read. Create open discussion to debate stereotypes, gender, equality etc. create mind maps of ideas and opinions. Act out elements of the texts. Compare to more traditional known stories. How are they similar/different?</p> <p><b>Nonfiction</b> Create a biography about themselves, their likes, dislikes, appearance, hopes and dreams for the future, share with peers and discuss. Write simple comparative pieces about themselves and a friend. Explore a variety of different jobs and challenge gender stereotypes, look in more depth at the qualities and skills needed for specific jobs. Create information posters, leaflets.</p> <p><b>Poetry</b> Read and analyse a range of poetry link to similarities and differences, equality and diversity. Outline and describe what a poem is</p>	<p><u>Cycle 1</u></p> <p><b>Topic:</b> FOOD AND FESTIVALS</p> <p><b>Ideas:</b> Stories/fiction Explore stories (Hungry Caterpillar, James and the Giant peach/ Charlie and the Chocolate Factory, Hungry with a chance of meatballs, RatBurger) about food, other cultures and festivals. Story map a festival from a different culture. Re-write a read story e.g. Ratatouille.</p> <p><b>Nonfiction</b> Instruction writing recipes. Make posters/cards about festivals. Make valentines/Easter cards Design an advert for a restaurant. Design a menu. Role play food critic- Write a review. Mini project- Make their own cooking programmes in the style of one they have watched. Make a calendar. Why should we visit your restaurant? Write me a letter to convince me.</p> <p><b>Poetry</b> Write a rhyming poem about their favourite food. Share food glorious food song- class write own song about food.</p> <p><u>Cycle 2</u></p> <p><b>Topic:</b> SIMILAIRITIES AND DIFFERENCES (PSHE) (How am I different and similar to other people? How are we similar to others? In which ways are we all equal? Stereotypes?)</p> <p><b>Ideas:</b> Stories/fiction Explore a range of texts relating to identity, equality, how we are different and the same.</p>

	<p><b>Topic:</b> MYTHS and LEGENDS</p> <p><b>Ideas:</b> <i>Stories/ fiction</i> Read, share and explore different myths, and legends (books, films, TV shows). Analyse the stories referring to plot, characters, settings, story outline. What are the characteristics of these stories? Creative writing, story writing. Descriptive writing- characters and setting. Establish difference between fact and fiction. Drama- act out myths and fairytales, write scripts.</p> <p><i>Nonfiction</i> Explore a range of nonfiction texts- books, newspapers, magazines. Discrete lesson on Non-fiction texts. What are the features of nonfiction? Share pupils' favourite nonfiction books. Write reviews of the stories or films they have heard/seen. Pupils to become 'play critics' write newspaper reviews about class drama.</p> <p><i>Poetry</i> Read a range of traditional poems, nursery rhymes. Learners to recite these. Focus on rhyme and onset. Re-write nursery rhymes with different endings. Write Rhyming poetry. Look at the use of metaphor and similes in traditional poems. Learners to write simile poems.</p> <p><u>Cycle 3</u></p> <p><b>Theme- Fiction- Michael Morpurgo (Exploring narrative/creative writing)</b></p> <p><b>Reading skills</b> Pre-reading skills Knowledge of the setting</p>	<p>about, focus on the language, metaphor and atmosphere which is created. Look at the key features of these poems. Create a poem in the style studied.</p> <p><u>Cycle 2</u></p> <p><b>Topic:</b> World War II (Suggested texts 'The Swallows Flight' by Hilary McKay, 'When the Sky Falls' by Phil Earl we have copies)</p> <p><b>Ideas:</b> <i>Stories/fiction</i> Explore a range of stories linked to the topic of WW2 e.g. Carrie's War, Our castle by the Sea, Good Night Mr Tom, Diary of Anne Frank. Retell the story referring to characters, settings and audiences. Answer comprehension questions on the texts read. Complete character and setting descriptions. Re-write a part of the story, introduce a new character, plot twist etc.</p> <p><i>Nonfiction</i> Recipe writing- look at the different foods and ingredients that were available during the war and get the children to create a recipe with limited ingredients. Diary writing- Anderson Shelter, get the children to record what happened to them whilst in the shelter. Evacuee letters. Radio programme- script writing- explore what it was like to listen to the wireless in WW2- in groups' script out and perform a short radio broadcast.</p> <p><i>Poetry</i> Read and analyse a range of WW2 based poetry. Outline and describe what the poem is</p>	<p>Discuss and analyse the books, retell the story referring to characters, settings and audiences. Answer comprehension questions on the texts read. Create open discussion to debate stereotypes, gender, equality etc. create mind maps of ideas and opinions. Act out elements of the texts. Compare to more traditional known stories.</p> <p><i>Nonfiction</i> Create a biography about themselves, their likes, dislikes, appearance, hopes and dreams for the future, share with peers and discuss. Write simple comparative pieces about themselves and a friend. Explore a variety of different jobs and challenge gender stereotypes, look in more depth at the qualities and skills needed for specific jobs. Create information posters, leaflets.</p> <p><i>Poetry</i> Read and analyse a range of poetry link to similarities and differences, equality and diversity. Outline and describe what a poem is about, focus on the language, metaphor and atmosphere which is created. Look at the key features of these poems. Create a poem in the style studied.</p> <p><u>Cycle 3</u></p> <p><b>Communication: World of Work/Interview Skills Texts including; job advertisements, CVs, personal statements</b></p> <p><b>Reading Skills</b> Identifying purpose of a text Job advertisements – identifying and locating facts Identifying views and ideas</p>
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	<p>Building the scene Character profiles Scanning for facts Identify and summarise main points Deducing meaning of vocabulary from context</p> <p><b><u>Writing Skills</u></b> Punctuating sentences Writing creatively – planning a storyline Descriptive vocabulary – setting the scene / character description, adjectives, adverbs, simile Creating characters (appearance, character, movement, dialogue) Punctuating sentences and varied sentence length (creating tension) Use of temporal connectives</p> <p><b><u>Speaking &amp; Listening</u></b> Question types Asking and answering questions Expressing likes and dislikes</p>	<p>about, focus on the language, metaphor, similes and atmosphere which is created. Look at the key features of these poems. Create a poem in the style studied. Students to perform their poems to each other and give feedback.</p> <p><i>Cycle 3</i></p> <p><b>Theme: Animal care (editing, sequencing and proofreading)</b> <b>Texts including; Non-fiction animal texts, fact files, leaflets, instruction guides, directions, rules, websites</b></p> <p><b><u>Reading Skills</u></b> Ordering instructions Sequencing events (connective signposts) Verbal reasoning (cloze, sorting, matching, etc.)</p> <p><b><u>Writing Skills</u></b> Organisation of ideas (sequencing) Proof-reading &amp; editing Temporal &amp; addition connectives Spelling rules Imperatives</p> <p><b><u>Speaking &amp; Listening</u></b> Giving and following instructions</p>	<p><b><u>Writing Skills</u></b> Writing in a range of formats; emails, letters, forms Responding to questions Presenting a point of view Structuring ideas in a logical way (writing a personal statement). Formal and informal language</p> <p><b><u>Speaking &amp; Listening</u></b> Presenting a point of view Expressing your strengths Structuring ideas in a logical way Communicating in a group Responding to questions Formal and informal language</p>
<p><b>Maths</b> *Please note that Maths lessons are streamed between year 7, 8 &amp; 9 classes. In addition to the topics outlined,</p>	<p>Lessons are delivered through using the 'Maths Mastery approach' where teaching is done through CPA activities. The sequence of lessons are based upon the 'Whitrose guidance', with teachers adapting sessions to meet the needs and learning</p>	<p>Lessons are delivered through using the 'Maths Mastery approach' where teaching is done through CPA activities. The sequence of lessons are based upon the 'Whitrose guidance', with teachers adapting sessions to meet the needs</p>	<p>Lessons are delivered through using the 'Maths Mastery approach' where teaching is done through CPA activities. The sequence of lessons are based upon the 'Whitrose guidance', with teachers adapting sessions to meet the needs and</p>

the classes will access fluency sessions as part of their weekly maths lessons*	stages of their pupils. The students will explore, discuss, learn about and produce work including number, place value, the 4 core operations, shape space and measurement, fractions including decimals and percentages and statistics.	and learning stages of their pupils. The students will explore, discuss, learn about and produce work including number, place value, the 4 core operations, shape space and measurement, fractions including decimals and percentages and statistics.	learning stages of their pupils. The students will explore, discuss, learn about and produce work including number, place value, the 4 core operations, shape space and measurement, fractions including decimals and percentages, and statistics.
<b>Science</b> <u>Please note:</u> Scientific skills will be included in each topic. Pupils will be encouraged to apply their knowledge in each topic and come up with their own investigation/project towards the end of the half-term.	KS3 year 7	Year A	Year B
	Autumn:	<ul style="list-style-type: none"> <li>• Particles and their behaviour</li> <li>• Light and shadows</li> </ul>	<ul style="list-style-type: none"> <li>• Light</li> <li>• Reproductive organs/parts in plants and humans (Link to PSHE)</li> </ul>
	Spring:	<ul style="list-style-type: none"> <li>• Separating mixtures and solutions (emphasis on the techniques to do this)</li> <li>• Reproductive organs/parts in plants and humans (link to PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• Separating mixtures and solutions (emphasis on the techniques to do this)</li> <li>• Sound</li> </ul>
	Summer:	<ul style="list-style-type: none"> <li>• Forces and magnets</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• States of matter</li> <li>• Animals (inc adaptation and variation)</li> </ul>
	KS3 year 8	Year A	Year B
	Autumn:	<ul style="list-style-type: none"> <li>• Forces</li> <li>• Science and our universe</li> </ul>	<ul style="list-style-type: none"> <li>• Acid and Alkalis</li> <li>• Food chains and webs</li> </ul>
	Spring:	<ul style="list-style-type: none"> <li>• Acid and Alkalis</li> <li>• How the human body works (link to PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Animals (inc adaptation and variation)</li> </ul>
	Summer:	<ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Disruption to food chains</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Inside the human body (link to PSHE)</li> </ul>
	KS3 year 9	Year A	Year B
	Autumn:	<ul style="list-style-type: none"> <li>• Energy (inc conduction, convection and radiation)</li> <li>• Human health</li> </ul>	<ul style="list-style-type: none"> <li>• Elements and compounds (linking with materials)</li> <li>• Human impact on our planet</li> </ul>
	Spring:	<ul style="list-style-type: none"> <li>• Elements and compounds (linking with materials)</li> <li>• Reproduction in humans and animals, growth and development (link to PSHE)</li> </ul>	<ul style="list-style-type: none"> <li>• Human health</li> <li>• Electricity</li> </ul>
	Summer:	<ul style="list-style-type: none"> <li>• Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Energy (inc conduction, convection and radiation)</li> </ul>

- Human impact on our planet

- Reproduction in humans and animals, growth and development (link to PSHE)

**ART**

<u>Term</u>	<u>Topic</u>	<u>Suggested Skills</u> <u>Year 7</u>	<u>Suggested Skills</u> <u>Year 8</u>	<u>Suggested Skills</u> <u>Year 9</u>	<u>Suggested Mediums</u>
<u>Autumn</u>	Art Basics + Christmas Art  Suggested Artists: <u>Colour Theory:</u> <ul style="list-style-type: none"> <li>• Piet Mondrian</li> <li>• Franz Marc</li> <li>• Kari Bienert</li> </ul> <u>Mark Making</u> <ul style="list-style-type: none"> <li>• Jackson Pollock</li> <li>• Aboriginal Art</li> <li>• Ancient Egyptian Hieroglyphics</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognise different mediums</li> <li>• Finding relevant images online or in magazines to relate to topic</li> <li>• Mark making</li> <li>• Creation, mixing and use of primary, secondary</li> <li>• Hot and cold colours</li> <li>• State basic opinion about own/peer/ artists work</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognise different mediums</li> <li>• Finding relevant images online or in magazines to relate to topic</li> <li>• Mark making</li> <li>• Composition</li> <li>• Creation, mixing and use of primary and secondary colours</li> <li>• Hot and cold colours</li> <li>• Choosing a theme or subject</li> <li>• State basic or justified opinion about own/peer/ artists work</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognise different mediums</li> <li>• Finding relevant images online or in magazines to relate to topic</li> <li>• Mark making</li> <li>• Observational drawing,</li> <li>• Composition</li> <li>• Creation, mixing and use of primary, secondary &amp; tertiary colours</li> <li>• Hot and cold colours</li> <li>• Choosing a theme or subject</li> <li>• State justified opinion about own/peer/ artists work</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch Pencils</li> <li>• Colouring Pencils</li> <li>• Poster paint</li> <li>• Watercolour paint</li> <li>• Felt Tip Pens</li> <li>• Oil pastels</li> <li>• Mark making tools</li> </ul>
<u>Spring</u>	Reality	All above skills + <ul style="list-style-type: none"> <li>• Drawing with high amounts of</li> </ul>	All above skills + <ul style="list-style-type: none"> <li>• Drawing with scaffolding</li> </ul>	All above skills + <ul style="list-style-type: none"> <li>• Drawing with scaffolding (flexible)</li> </ul>	Above mediums + <ul style="list-style-type: none"> <li>• Chalk</li> <li>• Drawing ink</li> </ul>

	<p>(Eg. Landscapes/ Cities/ Nature/ Planets/ Animals/ People)</p> <p><b><u>Suggested Artists/ Artistic disciplines:</u></b></p> <ul style="list-style-type: none"> <li>• Erin Babnik (photography)</li> <li>• Antoni Gaudi (Architecture)</li> <li>• Mo Negrn</li> <li>• James Rosenquist</li> <li>• Islamic Art</li> </ul>	<p>scaffolding (flexible curves/ Light box/ Tracing/ Mirror)</p> <ul style="list-style-type: none"> <li>• Making choices about composition</li> <li>• Use of cameras to capture chosen image</li> <li>• Experimenting with at least 2 different mediums simultaneously</li> <li>• Vegetable printing</li> <li>• string patterns</li> <li>• Mono printing</li> <li>• Using appropriate mediums to create 3D image of chosen subject</li> </ul>	<p>(flexible curves/ Light box/ Tracing/ Mirror)</p> <ul style="list-style-type: none"> <li>• Making choices about composition</li> <li>• Use of cameras to capture chosen image</li> <li>• Experimenting with at least 3 different mediums simultaneously</li> <li>• Positive and negative space</li> <li>• string printing</li> <li>• Press printing (polystyrene)</li> <li>• Mono printing</li> <li>• Basic Artist Research</li> <li>• Using appropriate mediums to create 3D image of chosen subject</li> </ul>	<p>curves/ Light box/ Tracing/ Mirror)</p> <ul style="list-style-type: none"> <li>• Beginning to use tone/ shade</li> <li>• Making choices about composition</li> <li>• Use of cameras to capture chosen image</li> <li>• Edit photos (hue/ saturation/ effect)</li> <li>• Experimenting with at least 3/4 different mediums simultaneously</li> <li>• Using observation and senses to recreate textures with different</li> <li>• Press printing (polystyrene)</li> <li>• Mono printing</li> <li>• Basic Artist Research</li> <li>• Using appropriate mediums to create 3D image of chosen subject</li> <li>• Start to show knowledge of presenting work in sketch book</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing paper</li> <li>• Various collaging materials (paper/ sequins/ material etc)</li> <li>• Polystyrene</li> <li>• Printing ink <ul style="list-style-type: none"> <li>• String</li> <li>• Polyfilla</li> </ul> </li> <li>• Light boxes</li> <li>• Glue guns</li> <li>• Texture pots <ul style="list-style-type: none"> <li>• Modroc</li> <li>• Clay</li> </ul> </li> <li>• Playdough</li> <li>• Saltdough</li> <li>• Airdry clay</li> <li>• Cameras or Ipads</li> </ul>
<b><u>Summer</u></b>	Fantasy (Eg. Aliens/ Supernatural/ Superheroes/ Mythical Creatures)	As above	As above	As above	As above

	<p><b><u>Suggested Artists/ Artistic disciplines:</u></b></p> <ul style="list-style-type: none"> <li>• Harry Potter (set/ costume/ SFX Makeup)</li> <li>• Marvel/ DC (Graphic design)</li> <li>• Disney/ Pixar (Animation)</li> <li>• Indian Art (Hindu Gods)</li> <li>• Dia De Los Muertos</li> </ul>				
<b>Performing Arts</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		
	<p><b><u>Autumn Devising</u></b></p> <p>Devising a story to be part of the whole school performance at the Hawth. Explore a range of ideas, and a range of media through which the story can be told. Choose music to support the story telling if required. Select props, sets and costumes and make these.</p> <p>Key skills Dance, composition, musical performance, musical appreciation, singing and acting.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><b><u>Spring Preparing for performance, performance and evaluation</u></b></p>	<p><b><u>Autumn Devising</u></b></p> <p>Devising a story to be part of the whole school performance at the Hawth. Explore a range of ideas, and a range of media through which the story can be told. Choose music to support the story telling if required. Select props, sets and costumes and make these.</p> <p>Key skills Dance, composition, musical performance, musical appreciation, singing and acting.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><b><u>Spring</u></b></p>	<p><b><u>Autumn Devising</u></b></p> <p>Devising a story to be part of the whole school performance at the Hawth. Explore a range of ideas, and a range of media through which the story can be told. Choose music to support the story telling if required. Select props, sets and costumes and make these.</p> <p>Key skills Dance, composition, musical performance, musical appreciation, singing and acting.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><b><u>Spring</u></b></p>		

<p>Preparing the class story for performance. Rehearse and improve the class performance through critical evaluation and review. Identify areas for improvement. Join in whole school rehearsals. Take part in performance at the Hawth. Evaluate and review the performance as a whole and as individuals.</p> <p>Key skills Learning a part. Learning lines and routines/choreography. Remembering a part/routines/choreography. Performance skills. Evaluation and review skills.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><u>Summer</u> <b>Music</b></p> <p>Singing, songs from A Mid-Summer Night’s Dream. <a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7">https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7</a></p> <p>Composing music using tuned and un-tuned instruments to underscore the scenes from A Mid-Summer Night’s Dream.</p> <p><b>Drama</b></p> <p>A Mid-Summer Night’s Dream, class section, preparing for whole KS3 workshop production in July.</p>	<p><b><u>Preparing for performance, performance and evaluation</u></b></p> <p>Preparing the class story for performance. Rehearse and improve the class performance through critical evaluation and review. Identify areas for improvement. Join in whole school rehearsals. Take part in performance at the Hawth. Evaluate and review the performance as a whole and as individuals.</p> <p>Key skills Learning a part. Learning lines and routines/choreography. Remembering a part/routines/choreography. Performance skills. Evaluation and review skills.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><u>Summer</u> <b>Music</b></p> <p>Singing, songs from A Mid-Summer Night’s Dream. <a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7">https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7</a></p> <p>Composing music using tuned and un-tuned instruments to underscore the scenes from A Mid-Summer Night’s Dream.</p>	<p><b><u>Preparing for performance, performance and evaluation</u></b></p> <p>Preparing the class story for performance. Rehearse and improve the class performance through critical evaluation and review. Identify areas for improvement. Join in whole school rehearsals. Take part in performance at the Hawth. Evaluate and review the performance as a whole and as individuals.</p> <p>Key skills Learning a part. Learning lines and routines/choreography. Remembering a part/routines/choreography. Performance skills. Evaluation and review skills.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music</i></p> <p><u>Summer</u> <b>Music</b></p> <p>Singing, songs from A Mid-Summer Night’s Dream. <a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7">https://www.bbc.co.uk/teach/school-radio/music-ks2-ks3-school-plays-musicals-a-midsummer-nights-dream-a-musical-for-schools/zv43sk7</a></p> <p>Composing music using tuned and un-tuned instruments to underscore the scenes from A Mid-Summer Night’s Dream.</p>
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	<p>Key skills Language use – comparing modern and Shakespearean language. Exploring rhythm, tone and melody. Musical notation.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music/playing musical instruments/musical notation</i></p>	<p><b><u>Drama</u></b></p> <p>A Mid-Summer Night’s Dream, class section, preparing for whole KS3 workshop production in July.</p> <p>Key skills Language use – comparing modern and Shakespearean language. Exploring rhythm, tone and melody. Musical notation.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music/playing musical instruments/musical notation</i></p>	<p><b><u>Drama</u></b></p> <p>A Mid-Summer Night’s Dream, class section, preparing for whole KS3 workshop production in July.</p> <p>Key skills Learning a part. Learning lines and routines/choreography. Remembering a part/routines/choreography. Performance skills. Evaluation and review skills. Exploring rhythm, tone and melody.</p> <p><i>Pupils will participate in a range of activities – singing/dance/drama/prop making/stage directions/lighting/music/playing musical instruments/musical notation</i></p>
<p><b>PE</b></p>	<p><b><u>Year 1 Cycle</u></b> <b>Autumn</b> <b>1. Basketball/Netball</b> (Invasion game) Focussing on developing skills such as:</p> <ul style="list-style-type: none"> <li>○ Teamwork</li> <li>○ Hand/eye co-ordination</li> <li>○ Footwork</li> <li>○ Passing</li> <li>○ Dribbling (basketball)</li> <li>○ Body position</li> <li>○ Marking rules</li> <li>○ Footwork</li> <li>○ Defending</li> <li>○ Shooting</li> <li>○ Blocking</li> <li>○ Attacking</li> <li>○ Tactics such as outwitting opponents</li> </ul>	<p><b><u>Year 2 Cycle</u></b> <b>Autumn</b> <b>1. Football</b> (Invasion game) Focussing on developing skills such as:</p> <ul style="list-style-type: none"> <li>○ Teamwork</li> <li>○ Hand/eye co-ordination (goalkeepers, throw ins)</li> <li>○ Foot/eye co-ordination</li> <li>○ Passing</li> <li>○ Dribbling</li> <li>○ Shooting</li> <li>○ Tackling</li> <li>○ Attacking</li> <li>○ Defending</li> <li>○ Tactics such as outwitting opponents</li> </ul> <p><b>2. Zumba/Yoga</b></p>	

## **2. Fitness circuits – Health and fitness**

Focusing on developing skill such as:

- Balance
- Strength
- Agility
- Stamina

### **Spring**

#### **1. Jolf**

Focussing on developing skills such as:

- Teamwork
- Hand/eye co-ordination
- Body position
- Golfing rules
- Complete Jolf course
- Design Jolf holes
- Guide and run Jolf sessions for others
- Communication
- Engage with sports and develop lifelong interest in different sports.

#### **2. OAA**

Focussing on developing skills such as:

- Teamwork
- Communication
- Logical thinking

### **Summer**

#### **1. Cricket/rounders/stallball (Striking and fielding)**

Focussing on developing skills such as:

- Teamwork
- Hand/eye co-ordination
- Catching
- Throwing
- Fielding
- Batting

Focussing on developing skills such as:

- Balance
- Strength
- Agility
- Stamina
- Coordination

### **Spring**

#### **1. Dance (group)**

Focussing on developing skills such as:

- Teamwork
- Hand/eye co-ordination
- Dodging
- Footwork patterns to get around an opponent
- Passing to confuse an opponent

#### **2. Tennis/Badminton- (Net games)**

Focussing on developing skills such as:

- Teamwork
- Hand/eye co-ordination
- Footwork
- Attacking shots
- Defensive shots
- Tactics such as outwitting opponents

### **Summer**

#### **1. Athletics (performing at maximum effort)**

Focussing on developing skills such as:

- Hand/eye co-ordination
- Throwing
- Jumping
- Running – relay, sprints, distance
- Endurance
- Speed
- Tactics such as outwitting opponents
- Performing at maximal effort.

	<ul style="list-style-type: none"> <li>○ Footwork</li> <li>○ Attacking shots</li> <li>○ Defensive shots</li> <li>○ Tactics such as outwitting opponents</li> </ul> <p><b>2. Athletics</b></p> <p><b>Running (short and long distance)</b></p> <p><b>Throwing (for distance)</b></p> <p><b>Jumping (for distance and height)</b></p>	<p><b>2. Fitness - Working at maximal effort</b></p> <p><i>Consider sessions...</i></p> <p><b>Bikes</b></p> <p><b>Outdoor gym</b></p> <p><b>Body pump</b></p> <p><b>Power Walking</b></p>
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**Food Tech**

Term	Year 7	Year 8	Year 9
Autumn:	Food hygiene Knife skills Evaluating dishes Healthy eating and the Eat Well guide Energy balance Tasting sessions to explore their senses.	Comparing the Eat well Guide to their diet. Different Nutrients Hydration Use of the hob and temperature control knife skills Food hygiene Cake making methods Tasting sessions to explore their senses.	Food hygiene Diet through different life stages Preparing vegetables/ knife skills. Comparing homemade and shop bought Planning and making a dish for someone with a specific dietary requirement. Tasting sessions to explore their senses.
Spring:	Use of oven and grill Shaping food. Dairy food production Consumer demands (low fat options and dairy free alternatives) Different sources of Protein. Vegetarian diets Tasting sessions to explore their senses.	Bread making The different functions of the ingredients in bread The sources of carbohydrates The need for Carbohydrates and fibre in our diet Sources and types of vitamins Sauce making Tasting sessions to explore their senses.	Making dishes with alternative thickening agents. Different allergens Food labelling Food standards schemes Dividing, shaping, finishing and baking dishes. Modifying dishes Tasting sessions to explore their senses.
Summer:	Adapting recipes Sensory evaluations Mixing, folding and dividing mixtures Factors that affect food choice Use of herbs and spices. Nutritional needs of a teenager	Demonstrate the preparation of vegetables, meat or fish, the use of herbs and spices, use of the hob, cooking rice/pasta. Nutritionally profiling dishes Planning and preparing a Healthy lunch Seasonality/ locally sourced food	Pastry making, rubbing in and rolling pastry. Different cake making methods Layering food Festival food, planning dishes for a festival, what would you need on site to prepare/ serve the food.

	<p>Costing dishes homemade/ shop bought. Tasting sessions to explore their senses.</p>	<p>Tasting sessions to explore their senses.</p>	<p>Producing an information card for the consumer to include allergen information and nutritional profile. Tasting sessions to explore their senses.</p>
<p><b>Computing</b></p>	<p>Autumn <b>Year 7: 1<sup>st</sup> half term - HARDWARE/SOFTWARE</b> <b>This unit will look at what makes up a computer (motherboard, RAM etc), all the pieces that make up a computer (keyboard, mouse etc), input and output devices, hardware and software. ilearn2 has (adaptable) resources – videos and activities -</b></p> <p>2<sup>nd</sup> half term – Document creation and coding Use the assessment on ilearn2 <a href="https://www.ilearn2.co.uk/document-html/">https://www.ilearn2.co.uk/document-html/</a> Year 3 Document Creation to ascertain how well students can create documents using Word.</p> <p>Coding: pupils will use code to solve problems (Hour of code) or use code to manipulate objects (Beebots) Hour of code <a href="https://hourofcode.com/uk/learn">https://hourofcode.com/uk/learn</a> has a huge range to choose from: Reception and above; select one to try together, practising attaching blocks of code (Scratch) and debugging problems.</p> <p><b>Year 8: 1<sup>st</sup> half term – Animation</b> Pupils to create an animation video using an ipad for stop motion and using pivot animator.</p> <p>2<sup>nd</sup> half term - <b>COMPUTATIONAL THINKING</b> This unit will be looking at different ways to solve problems through algorithms, decomposition of patterns. (barefootcomputing.org): Lego building activity:</p>	<p>Spring <b>Year 7: 1<sup>st</sup> half term – Online Safety</b> This unit will look at how pupils can remain safe online, things to consider about online usage, where can they turn to when they need to report.</p> <p>2<sup>nd</sup> half term - <b>COMPUTATIONAL THINKING</b> This unit will be looking at different ways to solve problems through algorithms, decomposition or patterns. (barefootcomputing.org)</p> <p><b>Year 8: 1<sup>st</sup> half term - CODING</b> This unit pupils will use code to solve problems (Hour of code) or use code to manipulate objects (Lego WeDo 2.0)</p> <p>2<sup>nd</sup> half term – <b>online safety</b> - This unit will look at how pupils can remain safe online, things to consider about online usage, where can they turn to when they need to report.</p> <p><b>Year 9: 1<sup>st</sup> half term – online safety</b> - This unit will look at how pupils can remain safe online, things to consider about online usage, where can they turn to when they need to report.</p> <p>2<sup>nd</sup> half term – <b>3d printing</b> This unit will look at CAD using Tinkercad and creating things in 3d before printing objects.</p>	<p>Summer <b>Year 7: 1<sup>st</sup> half term – Photo editing</b> - This unit will look at different methods of editing photos (on Ipad or on PC using Serif Photo Plus X8) and seeing how things can be distorted to real life.</p> <p><b>2<sup>nd</sup> half term – Music Production</b> – This topic will be based around pupils creating their own music that can be shared with others using GarageBand or other resources.</p> <p><b>Year 8: 1st half term - WEB DESIGN</b> This unit will look at creating a fully functioning live website of a topic of their choice. Pupils will create different pages around the topic and publish the website so it is live and can be looked at on either a mobile device or PC</p> <p>2<sup>nd</sup> half term –</p> <p><b>Year 9: 1st and 2<sup>nd</sup> half term – College Coursework</b> as part of transition to college.</p>

	<p>Ilearn2 Year 2 develop programming has a series of introductory and more challenging activities to develop skills in creation of programs, reasoning, prediction and simplifying programs.</p> <p><b>Year 9: 1<sup>st</sup> half term – Game Creation</b>  This unit will look at pupils creating their own game using Kodu to create their own world and add different characters to create a game of their choice. Ilearn2 has step by step instructions to share with students; or they can work at their own pace: <a href="https://www.ilearn2.co.uk/year-3-kodu-html/">https://www.ilearn2.co.uk/year-3-kodu-html/</a> (Aimed at Year 3, adapt as necessary)</p> <p>2<sup>nd</sup> Half term – <b>Coding and Programming</b> - This unit pupils will use code to solve problems (Hour of code) or use code to manipulate objects (Lego WeDo 2.0, Scratch) If using LegoWedo, check that the app is on the Ipads. Students can then work at their own pace following the instructions in the app to build moving models which are programmed via the app. Ilearn2 has Years 2-6 Scratch lessons so it is possible to choose and adapt for your class to try building code blocks to create a program.  <a href="https://www.ilearn2.co.uk/y4scratch-html/">https://www.ilearn2.co.uk/y4scratch-html/</a></p>		
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PSHE	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices

<b>Year 8</b>	<p><b>Drugs and alcohol</b></p> <p>Alcohol and drug misuse and pressures relating to drug use</p>	<p><b>Community and careers</b></p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p><b>Discrimination</b></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><b>Emotional wellbeing</b></p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p><b>Identity and relationships</b></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p>	<p><b>Digital literacy</b></p> <p>Online safety, digital literacy, media reliability, and gambling hooks</p>
<b>Year 9</b>	<p><b>JIGSAW: BM</b> (Being Me in My World) 'Who am I and how do I fit?'</p>	<p><b>JIGSAW: CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>JIGSAW: DG</b> (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p><b>JIGSAW: HM</b> (Healthy Me) Being and keeping safe and healthy</p>	<p><b>JIGSAW: RL</b> (Relationships) Building positive, healthy relationship</p>	<p><b>JIGSAW: CM</b> (Changing Me) Coping positively with change</p>

**Citizenship**

Term	Year 7	Year 8	Year 9
<b>Autumn</b>	<p>Introduction to SKILSS &amp; the KS3 Meed's Job Club careers programme</p> <p><b>Outcomes:</b></p> <p><i>Pupils know what their KS3 careers entitlements are</i></p> <p><i>Pupils will meet the MJC team</i></p> <p><i>Pupils understand the different SKILSS and how they support their personal development</i></p>	<p>The roles played by public institutions and voluntary groups in Mid-Sussex</p> <p><b>Outcomes:</b></p> <p><i>Pupils are aware of the different public institutions in Mid-Sussex and the services they offer including:</i></p> <p><i>The Mid Sussex Council</i> <a href="https://www.midsussex.gov.uk/">https://www.midsussex.gov.uk/</a></p> <p><i>Burgess Hill Council</i> <a href="https://www.burgesshill.gov.uk/">https://www.burgesshill.gov.uk/</a></p>	<p>Lions Roar Project</p> <p><b>Outcomes:</b></p> <p><i>Pupils can make comments/ share my opinions for a 'World Changing Idea'</i></p> <p><i>Pupils can identify a problem to solve.</i></p> <p><i>Pupils can understand the problem they are trying to solve.</i></p>

	<p><i>Pupils can offer ways of how to practice their SKILLS</i></p> <p><i>Pupils will start to self-assess their SKILLS</i></p> <p><b>Students should be taught about:</b></p> <p>Vocational education and its' role within Woodlands Meed</p> <p><b>Planning Suggestion:</b></p> <p>Use of VR headsets to provide visits to different work place environments used by MJC.</p>	<p><i>Pupils will have the opportunity to visit and meet members of the Burgess Hill town Council who will share information about their responsibilities and the purpose of the different departments</i></p> <p><i>Pupils are aware of the different voluntary groups in Mid-Sussex and the services they offer including:</i>  <i>Mid-Sussex Voluntary Action</i>  <a href="https://www.msva.org.uk/">https://www.msva.org.uk/</a></p> <p><i>Pupils will have an opportunity to visit a chosen voluntary group</i></p> <p><b>Students should be taught about:</b>  Local public institutions.</p> <p><b>Planning Suggestion:</b></p> <p>Use of VR headsets to provide visits to different institutions.</p>	<p><b>Resources:</b></p> <p>Launch teacher pack-  <a href="https://www.notion.so/ROAR2021-Teacher-Pack-c6ec139b0c9e489595cabae84bc07c7e">https://www.notion.so/ROAR2021-Teacher-Pack-c6ec139b0c9e489595cabae84bc07c7e</a></p> <p>Launch video-  <a href="https://www.youtube.com/watch?v=ouhfuYQZpvU">https://www.youtube.com/watch?v=ouhfuYQZpvU</a></p> <p>Lions global causes video  <a href="https://www.lionsclubs.org/en/explore-our-clubs/our-global-causes">https://www.lionsclubs.org/en/explore-our-clubs/our-global-causes</a></p> <p><b>Students should be taught about:</b></p> <p>Decision making, identifying problems and solutions.</p>
<p style="text-align: center;"><b>Spring</b></p>	<p><b>Community</b></p> <p><b>Outcomes:</b>  Pupils will know “What is a community?”  Pupils will know understand community debating a controversial issue  Pupils will develop a practical knowledge of community diversity  Pupils will know about community extremism</p> <p><b>Students should be taught about:</b></p>	<p><b>Enterprise Challenge</b></p> <p><b>CDI Learning Aim/Outcomes:</b>  f. being aware of the concept of entrepreneurialism and self-employment  Students will research and decide on a product or service to invest their £10 in  Students will need to plan, source materials or create products, prepare sales pitches  Students then get their product or service ready and promote their selling events</p>	<p><b>The Electoral System and Political Parties</b></p> <p><b>Outcomes:</b>  Pupils will know the democratic system of the U.K</p> <p>Pupils will know and understand the roles of citizens and the monarch in the democratic system</p> <p>Pupils will develop a practical knowledge of voting systems</p>

	<p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>R:\TEACHING AND LEARNING\Planning\School planning\Long Term planning\CITIZENSHIP KS3\Resources</p> <p><b>Planning Suggestion:</b></p> <p>Use of VR headsets to provide visits to different community groups.</p>	<p>Practice customer service skills when selling product/providing service Be able to make a product/item safely Review process and outcome of the enterprise challenge</p> <p><b>Students should be taught about:</b></p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risk.</p>	<p><b>Students should be taught about:</b></p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch .The operation of Parliament, including voting and elections, and the role of political parties</p> <p><b>Planning Suggestion:</b></p> <p>Use of VR headsets to provide visits to different institutions.</p>
<p style="text-align: center;"><b>Summer</b></p>	<p><b>SOCIAL ACTION PROJECT:</b></p> <p><b>How can young people play an active role in democracy?</b></p> <p><b>Outcomes:</b></p> <p>Pupils will use their prior learning to create a social action project as a class team based on</p>	<p><b>SOCIAL ACTION PROJECT:</b></p> <p><b>How can young people play an active role in democracy?</b></p> <p><b>Outcomes:</b></p> <p>Pupils will use their prior learning to create a social action project as a class team based on</p>	<p><b>Re-introduction to SKILSS &amp; the KS3 Meed's Job Club careers programme with a specific focus on College Transition and the development of a vocation profile.</b></p> <p><b>Outcomes:</b></p> <p>Pupils know what their KS3 and moving into KS4 careers entitlements are</p> <p>Pupils will meet the MJC team (again)</p> <p>Pupils understand the different SKILSS and how they support their personal development and help them develop a vocational profile</p>



	<p>a social issue that they have identified as important to them.</p> <p>Pupils to learn about how they can contribute and influence decisions in school and their local community.</p> <p>Pupils to consider how they can make change happen and identify something they would like to change.</p> <p>Students should be taught about: develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p> <p><a href="https://teachers.thenational.academy/units/how-can-young-people-play-an-active-role-in-democracy-b384">https://teachers.thenational.academy/units/how-can-young-people-play-an-active-role-in-democracy-b384</a></p>	<p>a social issue that they have identified as important to them .</p> <p>Pupils to learn about how they can contribute and influence decisions in school and their local community.</p> <p>Pupils to consider how they can make change happen and identify something they would like to change.</p> <p>Students should be taught about: develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</p> <p><a href="https://teachers.thenational.academy/units/how-can-young-people-play-an-active-role-in-democracy-b384">https://teachers.thenational.academy/units/how-can-young-people-play-an-active-role-in-democracy-b384</a></p>	<p>Pupils will self-assess their SKILLS at the end of KS3 and what they need to develop to prepare for KS4</p> <p><b>Students should be taught about:</b></p> <p>Vocational education and its' role within Woodlands Meed and what a vocational profile is.</p>
RE	Y7	Y8	Y9
Autumn:	<p><b><u>Community and Christianity</u></b></p> <p>Look at local churches. How and why are they different Who leads them? What do they do in the community <a href="https://stjohnschurchbh.org.uk/">https://stjohnschurchbh.org.uk/</a> <a href="https://gbclive.net/">https://gbclive.net/</a> (Baptist church)</p>	<p><b><u>Christianity and charity</u></b></p> <p>Look at aspects of charity work around the world Focus on Christian Aid. Who they are, how they were founded and the work that the charity does around the world.</p>	<p><b><u>Christianity and the creation stories.</u></b></p> <p>Look at the questions about the beginnings of life and the ways in which science and religion explain questions of origin differently</p>
Spring:	<p><b><u>Sacred writings.</u></b></p> <p>Look at how sacred writings are treated and respected (The Torah, The Bible, The Guru Granth Sahib and the Qu'ran) Contacts for visits : <a href="http://crawleygurdwara.org.uk/">http://crawleygurdwara.org.uk/</a></p>	<p><b><u>Sacred writings</u></b></p> <p>Look at the five pillars of Islam Why are they important? Where do they come from? How does it affect the daily lives of Muslims?</p>	<p><b><u>Sacred writings</u></b></p> <p>Look at the "Shema" (Torah), The Bible (1 Corinthians 13 and the 1Surah (Qu ran) are seen as</p>

	<a href="https://middlestreetsynagogue.co.uk/">https://middlestreetsynagogue.co.uk/</a> <a href="http://www.bhhc-shul.org">www.bhhc-shul.org</a> <a href="https://bnjc.co.uk/synagogue-and-mikvah/">https://bnjc.co.uk/synagogue-and-mikvah/</a> <a href="https://brightonmosque.co.uk/">https://brightonmosque.co.uk/</a>	<a href="https://brightonmosque.co.uk/">https://brightonmosque.co.uk/</a>	sources of wisdom in different traditions. How do they compare with Learners own views  <a href="https://bnjc.co.uk/synagogue-and-mikvah/">https://bnjc.co.uk/synagogue-and-mikvah/</a>
Summer:	<p><b><u>Religious traditions</u></b>  Marriage.  Compare how Christians, Muslims, Hindus and Jews celebrate marriage.</p>	<p><b><u>Religious traditions</u></b>  ‘Baptism’ and funerals.  How are these celebrated in the Christian, Muslim, Hindu and Jewish traditions?</p>	<p><b><u>Religious traditions</u></b>  Rules for living. The ten commandments (Judaism) The Five precepts (Buddhism)  What is a moral code and how should we live by one.  What is right and wrong?  Can you write a moral code that all agree on?</p>
<b>Humanities</b>	<p>In KS3, humanities themed weeks will take place once a term, covering geography, history and other culture topics. A three year rolling topic cycle is in implementation. During these weeks all curriculum lessons will be linked to the central topic, where we can make the learning as relevant to the children’s experience, but also encourage new experiences and learning through cross curricular teaching. During these weeks, students will be enabled to develop the key geographical and historical skills which they will need for life beyond woodlands Meed. Students will get the opportunity to participate in offsite educational visits to enhance their learning experience.</p> <p><u>Year cycle 1 topics :</u>  Autumn: ‘Romans in Britain’ – Historical knowledge and understanding, Chronology, Interpretation, Enquiry  Spring: ‘London’ - Human and physical knowledge, geographical skills and fieldwork, place knowledge  Summer: ‘France’ - Historical knowledge and understanding, Chronology, Interpretation, Enquiry, Human and physical knowledge, geographical skills and fieldwork, place knowledge, introduction to foreign languages.</p> <p>(This is a new curriculum model being trialled and tested this year. End of year review will inform future planning for the next two year cycles.)</p>		
<b>Enrichment</b>	<p>All Key stage 3 students are timetabled an Enrichment opportunity on a weekly basis. Each student engages in a variety of activities structured termly. The overall goal is to introduce new ideas to the students that they may develop an interest out of school or take up as a hobby, becoming part of a wider community, developing relationships and making new friends</p> <p><b>Swimming</b> – Students will participate in structured swimming sessions to improve their water confidence, how to be safe in the water, work on stroke development as well for enjoyment.</p>		

	<p><b>Travel</b> – Students will learn and practise functional life skills (travel training) to enable them to use public transport. They will research, plan and go on journeys using both trains and buses.</p> <p><b>Broadcasting</b> - The students are learning media skills, with new, unfamiliar equipment to enable them to produce podcasts and radio interviews. They will also visit to a local radio station to gain knowledge of a working environment.</p> <p><b>Healthy Eating/baking</b> - students will learn how to prepare and cook a variety of healthy recipes for breakfasts, snacks and meals.</p> <p><b>Performing Arts</b> - Students will engage in a program of performing arts in preparation for the school Christmas performance.</p> <p><b>Community visits</b> – The students will learn how to access and build relationships with the local community. They will gain insight into the value of helping others.</p> <p><b>Gardening</b> – The students will learn how to grow, care for and nurture a variety of plants and flowers.</p> <p><b>Coding and IT</b> -</p> <p><i>List of the current clubs on offer. Changes during year to meet the needs of the students and change of season.</i></p>
<p><b>Communication</b></p>	<p>The development of functional communication skills for our pupils is perhaps, the most important thing that they will learn in their time with us. Having effective methods of communication allows our children to recognise, identify and express feelings, needs and wants. Woodlands Meed embraces a Total Communication environment that involves using and accepting all types of communication equally. Regular scheduled sessions allow staff to</p> <ul style="list-style-type: none"> <li>• Identify and support a child’s means or mode of communication.</li> <li>• Motivate a child by providing a reason for him/her to communicate.</li> <li>• Practise and create opportunities to communicate</li> <li>• Develop social skills in preparation for adulthood</li> </ul> <p>In weekly scheduled sessions - the wide ranging approaches to communication that our pupils use, can be practised in individual and group situations in familiar settings with familiar staff; we are happy to share these approaches with parents and carers. They may include: Attention Autism, Pictures Exchange Communication, Objects of reference, AAC use and Makaton signing. For the further development of social skills for our verbal learners the Talkabout programme includes:</p> <ul style="list-style-type: none"> <li>• Developing Self-Awareness and Self-Esteem</li> <li>• Developing Social Skills</li> <li>• Developing Friendship Skills</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Building Self-Esteem and Relationship Skills</li><li>• Developing Social and Emotional Communication Skills</li><li>• Transitions: From Education to Employment</li></ul> |
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