

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  *Please note in addition to topics outlined, Year 10 will access a phonics programme or functional skills programme aimed to help equip them further for KS4 English and beyond. Some pupils work towards further English accreditation in these sessions.	<b>Focus: Our Environment</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Explore environmental issues through a range of texts including fiction and non-fiction</li> <li>Retrieve specific information from a text and summarise it through writing and speaking tasks</li> <li>Plan, draft and edit written work to make improvements</li> <li>Use ICT, art and design skills to design and make an eco-product</li> <li>Give a formal presentation to the group based on an environmental product or idea</li> <li>Identify the conventions of persuasive writing and use these to write a formal letter</li> <li>Express opinions and listen to others regarding environmental issues.</li> </ul>		<b>Focus: Running Wild</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Study a literary text and respond to the themes, characters, plot and setting through their written work and speaking and listening tasks</li> <li>Make predictions about the plot throughout the text</li> <li>Make connections between the novel and previous topic</li> <li>Work in role to present a character from the novel</li> <li>Develop skills in creative writing skills to write imaginatively following the ending of the novel</li> <li>Sequence events from the novel.</li> </ul>		<b>Focus: Exam preparation and Creative writing</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Become familiar with the format of practise papers</li> <li>Read and retrieve information from a text</li> <li>Develop secure comprehension skills</li> <li>Identify facts and opinions</li> <li>Comment on some language choices</li> <li>Infer meanings</li> <li>Identify the purpose of texts</li> <li>Use context to establish sense</li> <li>Summarise information from a text.</li> </ul>	

Science	Autumn	Spring	Summer
	<p><b>WJEC Entry Pathways + AQA GCSE Chemistry 8462</b>  <b>Science Today:</b> 6210/E2 6210/E3</p> <p><b>Focus: Working with electrical circuits</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils to be able to identify simple electrical components and their symbols</li> <li>• To build range of working electrical circuits and draw the circuit diagram</li> <li>• To investigate the effect of voltage input on current output in a simple electrical circuit</li> <li>• To record and analyse set of data correctly</li> <li>• To explore electrical hazards</li> <li>• Circuit calculations; Resistance: Investigation on how the resistance of a wire depends on the length of the wire.</li> </ul>	<p><b>WJEC Entry Pathways + AQA GCSE Chemistry 8462</b>  <b>Science Today:</b> 6211/E2 6211/E3</p> <p><b>Focus: Energy used in the home and workplace</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils to identify types of energy</li> <li>• Pupils to explore energy transfer in simple systems within practical context</li> <li>• Pupils to identify how energy is used in the home and workplace</li> <li>• Pupils to investigate within practical context the energy efficiency of different lamps</li> <li>• Pupils to know how to calculate power consumption of electrical appliances +</li> <li>• Calculate the energy in simple system; Calculate power and energy; Carry out an investigation on specific heat capacity of a material.</li> </ul>	<p><b>WJEC Entry Pathways + AQA GCSE Chemistry 8462</b>  <b>Science Today:</b> 6205/E2 6205/E3</p> <p><b>Focus: Making Useful Compounds</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Pupils to identify and understand neutralisation and its application within practical context.</li> <li>• Pupils to identify and understand hazards and risk control.</li> <li>• Pupils to develop their skills, knowledge and understanding in making useful compounds like NaCl, CuSO<sub>4</sub> &amp; ZnSO<sub>4</sub></li> <li>• Bonding and Structure</li> <li>• Chemical changes</li> <li>• Quantitative Chemistry</li> <li>• Organic chemistry.</li> </ul>

<b>Maths</b> <b>AQA Entry</b> <b>Level 5390</b>	Autumn		Spring		Summer	
	<b>Focus: Properties of Number</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers</li> <li>Place value and rounding</li> <li>More / less</li> <li>Multiples of number.</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section A</b> Number: Take part in an activity <b>Section B</b> Number: In my centre.	<b>Focus: The Four Operations</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Use +, -, x and ÷ in real life situations</li> <li>Inverse operations, estimating and multiplication facts.</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section C</b> Number: Out in the community <b>Section J</b> Position, pattern, sorting: Shoes.	<b>Focus: Ratio</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Identify / labels fractions</li> <li>Fractions of amounts</li> <li>Equivalent fractions</li> <li>+ and – fractions</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section G</b> Measure, shape and space: Baking <b>Section K</b> Position, pattern, sorting: In the kitchen.	<b>Focus: Money</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Recognise coins and notes</li> <li>Decimal notation</li> <li>Use a calculator to add and subtract money</li> <li>Real-life money word problems</li> <li>Add amounts</li> <li>Give change.</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section D</b> Number: Going shopping <b>Section I</b> Position, pattern, sorting: Supermarket shopping.	<b>Focus: The Calendar and Time</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Time word problems</li> <li>Calendar and date</li> <li>Analogue time</li> <li>12 and 24-hour clock.</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section M</b> Time: Your weekly routine <b>Section N</b> Time: Looking at timetables <b>Section O</b> Looking at clocks	<b>Focus: Measures</b>  <u>Learning objectives:</u> <ul style="list-style-type: none"> <li>Standard units of measure (length, mass and capacity)</li> <li>Non-standard units of measure</li> <li>Perimeter</li> <li>Scales</li> <li>Temperature.</li> </ul> <u>Pupils following the ASDAN Towards Independence:</u> <ul style="list-style-type: none"> <li>Develop numeracy skills</li> <li>Complete a number of activities to support learning.</li> </ul> <b>Section E</b> Measure, shape and space: Clothes <b>Section F</b> Measure shape and space: Objects

Art	Autumn	Spring	Summer
	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Pattern and Texture</b> <b>Drawing and Painting</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b> This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of painting and drawing.</p> <p><b><u>Learning Objectives:</u></b> To develop ability to;</p> <ul style="list-style-type: none"> <li>• Research information and ideas appropriate to painting and drawing work</li> <li>• Be able to develop ideas for a painting and drawing outcome using appropriate materials, techniques and processes.</li> <li>• Be able to produce and present a painting and drawing outcome in response to a task or theme</li> <li>• Be able to produce and present a painting and drawing outcome in response to a task or theme.</li> </ul>	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Natural forms - Land</b> <b>Printmaking</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b> This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of print making.</p> <p><b><u>Learning Objectives:</u></b> To develop ability to;</p> <ul style="list-style-type: none"> <li>• Be able to research information and ideas appropriate to printmaking</li> <li>• Be able to develop ideas for a printmaking outcome using appropriate materials, techniques and processes</li> <li>• Be able to produce and present a printmaking outcome in response to a task or theme.</li> </ul>	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Sculpture in the Environment</b> <b>Three Dimensional Design</b></p> <p><b><u>Entry 2 and 3 Learning objectives</u></b> This unit aims to enable learners to acquire the skills and / or knowledge required to explore and develop outcomes in the disciplines of Three dimensional design - Sculpture.</p> <p><b><u>Learning Objectives:</u></b> To develop ability to;</p> <ul style="list-style-type: none"> <li>• Be able to produce and present a three dimensional outcome in response to a task or theme</li> <li>• Be able to develop ideas for a three dimensional outcome using appropriate materials, techniques and processes</li> <li>• Be able to produce and present a three dimensional outcome in response to a task or theme.</li> </ul>

Drama	Autumn	Spring	Summer
	<p><b>Stage fighting</b> <b>Controlled paired movement</b> Entry Level Course work</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To learn and use safe and correct stage fighting moves to create realistic scenes with a variety of partners.</li> </ul> <p><b>Feelings</b> <b>Analysing and recreating a selection of stereo typical feelings</b> Entry Level Course work</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>To recreate three contrasting emotions using voice, body and facial expressions whilst developing an understanding of the feelings.</li> </ul>	<p><b>Voice and body</b> <b>Focus: Creating a character</b> Entry Level Course work</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>Using voice and body to create a range of contrasting characters.</li> </ul>	<p><b>I made it up</b> <b>Focus: First line Impro and Mime</b> Entry Level Course work</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>Developing the ability to respond to stimuli and to create clear, controlled mime work</li> <li>To devise work as a group.</li> </ul>

Music	Autumn	Spring	Summer
	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Solo Performances</b> <b>2 hours per week</b></p> <p><u>Entry 2 and 3 Learning objectives:</u> This unit aims to equip the learner with the skills required to perform a variety of solo pieces.</p>	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Ensemble Performances</b> <b>2 hours per week</b></p> <p><u>Entry 2 and 3 Learning objectives:</u> This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.</p>	<p><b>WJEC Entry Pathways</b> <b>Creative, Media and Performance Arts</b></p> <p><b>Focus: Appraising Music</b> <b>2 hours per week</b></p> <p><u>Entry 2 and 3 Learning objectives:</u> This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and traditions.</p>

	<p><b><u>Creative Arts: Experience only. No exam.</u></b></p> <p><b>1 hour per week</b></p> <p><b>Focus: Explore and discover music through solo performances</b></p> <p>The work this term aims to equip pupils with the skills required to perform a variety of solo pieces on both tuned and untuned instruments.</p> <p>The Solo Creative Arts Music module is learner-centred and can be undertaken with as much support as necessary.</p> <p>Pupils will take part in discussions, practical activities, and performances. They will work in groups, pairs, independently and one-to-one with staff members, depending on the task. Pupils will explore different instruments and learn to play by colour.</p>	<p><b><u>Creative Arts: Experience only. No exam.</u></b></p> <p><b>1 hour per week</b></p> <p><b>Focus: Explore and discover music through ensemble performances</b></p> <p>The work this term aims to equip pupils with the skills required to perform a variety of ensemble pieces on both tuned and untuned instruments.</p> <p>The Ensemble Creative Arts Music module is learner-centred and can be undertaken with as much support as necessary.</p> <p>Pupils will take part in discussions, practical activities, and performances. They will work in groups, pairs, independently and one-to-one with staff members, depending on the task. Pupils will explore different ensemble pieces and learn to play as part of a group.</p>	<p><b><u>Creative Arts:</u></b></p> <p><b>Focus: Appraising Music</b></p> <p><b>1 hour per week</b></p> <p>This unit aims to equip pupils with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and traditions.</p> <p><b>Optional exam: Entry 2 WJEC Entry Pathways</b></p> <p><b>Creative, Media and Performance Arts</b></p> <p>There is the option to appraise 2 exam pieces using Google Chrome Books to select and write down answers.</p>
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## Duke of Edinburgh

### DUKE OF EDINBURGH AWARD: Bronze

Focus: Physical/Skills/Volunteering

#### Learning Objectives:

#### Physical

- To inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity
- Enjoy keeping fit. Improve fitness. Discover new abilities
- Raise self-esteem
- Extend personal goals
- Set and respond to a challenge
- Experience a sense of achievement.

***This section will be completed using canoe sessions at Chichester Canal and canal basin. Using the climbing wall at St Anthony's and also by taking part in guided mountain biking.***

#### Skills

- To inspire young people to develop practical and social skills and personal interests. Develop a new talent. Improve self-esteem and confidence Develop practical and social skills
- Develop better organisational and time management skills
- Sharpen research skills
- Learn how to set and rise to a challenge.

***This section will be completed as part of the Pathways curriculum and pupils will use evidence from Food Technology, Land Based Studies or Art, depending on pathway choices. In the past pupils have used skills to plan, produce and cook a series of healthy meal options using recipes and also prepared seed beds and grown/harvested various vegetables.***

#### Volunteering

- To inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others
- Learn about their community and feel a sense of belonging and purpose
- Learn to take responsibility for their communities and their own actions
- Build new relationships
- Further understand their own strengths and weaknesses
- Develop teamwork and leaderships skills
- Trust others and be trusted.
- Enjoy new adventures.

***This section will see pupils working within the local community. The school has worked with the National Trusty on Lavington Common in the past and have worked to help support local Charities like Sussex Orchards in Fontwell. In addition, pupils have completed litter picks at various points in the local area.***

RE  The Wider World	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Module: A My Culture</p> <p>Focus: Culture in Britain</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Show you know which cultural group/s you belong to</li> <li>• Be aware of things you do, wear and eat</li> <li>• Share any special words: Remember, Remember the fifth of November.</li> <li>• Understand the History and traditions of Bonfire Night and the links with religion and politics.</li> </ul>	<p>Module: B Other Cultures</p> <p>Focus: Culture in Japan</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Conduct research and find out what people of Japanese culture wear and eat</li> <li>• Sample Sushi and evaluate the experience</li> <li>• Learn about Shinto. Find out what special words/objects are used.</li> </ul>	<p>Module: D Famous People</p> <p>Focus: The lives of Usain Bolt, Nelson Mandela and Anne Frank</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Learn about three famous people each from different cultural/ethnic groups</li> <li>• Understand why they are famous and what they are remembered for</li> <li>• Understand how their ethnic group was a significant factor in their lives.</li> </ul>		<p>Module: WJEC 6229 People and Protest</p> <p>Focus: Why and how people resort to protest</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• Why do people protest</li> <li>• Pupils can state examples of people who chose to protest i.e Nelson Mandela and the Suffragettes movement</li> <li>• Pupils can name and describe methods of protesting</li> <li>• Pupils able to identify outcomes of the protests and state whether successful or not.</li> </ul>	

Computing	Autumn	Spring	Summer
	<p><b>Focus: ASDAN Toward Independence: Using ICT</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils look at how ICT is used in the world outside of the classroom. They explore how ICT is used in the home and community, and for planning a special occasion</li> <li>Pupils will research different ways to use technology to plan an event and identify the various technology they will interact with on a trip into the community.</li> </ul> <p><b>ASDAN: Using ICT Module Section A, B and C</b></p> <p><b>Pupils will complete sections of the iDEA Award: Citizenship section.</b></p>	<p><b>Focus: ASDAN Toward Independence: Using ICT</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils will create a presentation for planning an event. They will use research to identify items that will be needed, and create a presentation to display their findings. They will use spreadsheets to financially plan the event and how they can use a budget</li> <li>Pupils will present their final piece to the class and evidence collected for booklets.</li> </ul> <p><b>ASDAN: Using ICT Module Section D, evidence collected for assessment</b></p> <p><b>Pupils will complete sections of the iDEA Award: Citizenship section.</b></p>	<p><b>Focus: ASDAN Toward Independence: E-Safety</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>Pupils will begin the new module towards ASDAN called E-Safety. They will identify how to keep personal information safe and how to utilise the various aspects of being online to stay safe and know when, and how, to ask for help.</li> </ul> <p><b>ASDAN: E-Safety Module Section A, B and C</b></p> <p><b>Students complete sections of the iDEA Award: Worker Section.</b></p>



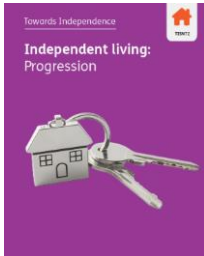

PE	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Focus: Boccia, Kurling and Swimming</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li><b>Boccia</b> Introduction to the OCR EL/ASDAN Boccia and the skills needed to be executed to cover their requirements</li> <li>Focus on skills in game play, officiating games and analysing others/ their own performance.</li> </ul> <p><b>Kurling</b></p> <ul style="list-style-type: none"> <li>Recap what Kurling is and basic skills required for the game such as the stance and release of the stone</li> <li>Development of rules associated with skills, game play and introduction of umpiring/scoring</li> </ul>	<p><b>Focus: Fitness and Basketball</b></p> <p><u>Learning Objectives:</u></p> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>To understand that keeping fit is important to our life and that we can keep fit in fun ways</li> <li>Looking at components of fitness and the various way to look after our bodies (circuits, yoga etc).</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Introduction to the OCR EL/ASDAN Basketball and the skills needed to be executed to cover their requirements</li> <li>Recap and practice skills and focus on skills in game play</li> <li>Officiate games and attempt analysing others/</li> </ul>	<p><b>Focus: Trampolining and Coursework</b></p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li><b>Trampolining</b> Introduction to the OCR EL/ASDAN Trampolining and the skills needed to be executed to cover their requirements</li> <li>Focus on skills, trampolining shapes, routines and analysing others/ their own performance.</li> </ul>	<p><b>Focus: Swimming, Climbing, Sports Leaders and Coursework</b></p> <p><u>Learning Objectives:</u></p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements</li> <li>Focus on stroke technique over varying distances, water skills and life guarding situations.</li> </ul> <p><b>Climb/boulder</b></p> <ul style="list-style-type: none"> <li>Recap to climbing and bouldering. The terminology used and making contact with the wall</li> <li>Familiarity with climbing equipment, the roles and names of pieces. Looking at techniques used when on the wall depending</li> </ul>	<p><b>Focus: Swimming, Climbing, Sports Leaders and Coursework</b></p> <p><u>Learning Objectives:</u></p> <p><b>ASDAN/ Entry Level</b></p> <p>accreditations to be introduced to pupils. Skills and award tasks begun in order for pupils to fulfil work tasks across various sporting activities.</p> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements</li> <li>Focus on stroke technique over varying distances, water skills and life guarding situations.</li> </ul> <p><b>Climb/boulder</b></p> <ul style="list-style-type: none"> <li>Recap to climbing and bouldering. The terminology used and making</li> </ul>	<p><b>Focus: Athletics, Stoolball and Course Work</b></p> <p><u>Learning Objectives:</u></p> <p><b>Stoolball</b></p> <ul style="list-style-type: none"> <li>Recap of Stoolball and the skills associated with batting and fielding</li> <li>Development of rules associated with skills and game play, being an umpire and performing in greater competitive situations</li> <li>Working on strategies and tactics during game play.</li> </ul> <p><b>ASDAN/Entry Level</b></p> <p>accreditations to be introduced to pupils. Skills and award tasks begun in order for pupils to fulfil work tasks across various sporting activities.</p>

	<ul style="list-style-type: none"> <li>Participating in the School Sports Games Level 1.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Introduction to the OCR EL/ASDAN swimming and the skills needed to be executed to cover their requirements</li> <li>Focus on stroke technique over varying distances, water skills and life guarding situations.</li> </ul>	their own performance.		<p>upon bolt ons using.</p> <ul style="list-style-type: none"> <li><b>ASDAN/Entry Level</b> accreditations to be introduced to pupils. Skills and award tasks begun in order for pupils to fulfil work tasks across various sporting activities.</li> </ul>	<p>contact with the wall</p> <ul style="list-style-type: none"> <li>Familiarity with climbing equipment, the roles and names of pieces. Looking at techniques used when on the wall depending upon bolt ons using.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Recap of track and field events and techniques required for each sporting area</li> <li>Analysis of own and others performance.</li> </ul>
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Personal and Social Development	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Health and Wellbeing Managing Strong Emotions and Helping Others</b></p> <ul style="list-style-type: none"> <li>Understand triggers for our feelings</li> <li>Explore healthy strategies to manage feelings</li> <li>Recognise when we might need to reach out for more support –</li> </ul>	<p><b>Growing and Changing Understanding Changes</b></p> <ul style="list-style-type: none"> <li>Understand why puberty happens and strategies how to manage changes linked to puberty</li> <li>Understand the mechanics of sexual intercourse and conception</li> </ul>	<p><b>Relationships Family, Friends and Intimate</b></p> <ul style="list-style-type: none"> <li>Identify levels of intimacy within relationships and their associated risks</li> <li>Know the benefits of strong, positive relationships, including mutual support, trust, respect and equality</li> </ul>	<p><b>Health and Wellbeing Looking After Our Bodies Social Media</b></p> <ul style="list-style-type: none"> <li>Describe what might affect choices we make about our health, e.g. advertising, devices, health conditions</li> <li>Explore impact media and social media have on</li> </ul>	<p><b>Living in the Wider World Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Explain how different cultures and faith groups have the right to practise their customs and beliefs within British law</li> <li>Understanding how the influence of fake news can have on people's</li> </ul>	<p><b>Living in the Wider World Independent Living Money</b></p> <ul style="list-style-type: none"> <li>Demonstrate skills for budgeting and managing a potential income</li> <li>Explain what is meant by 'debt' and 'credit'</li> <li>Explain the benefits of saving and identify different ways of</li> </ul>


	<p>what support is out there</p> <ul style="list-style-type: none"> <li>• Understanding how own behaviour can affect how ourselves feel but also other people</li> <li>• Understand importance of acceptance of others, respecting how others feel and seeing from another perspective</li> <li>• Consider ways we can support others with how they feel</li> <li>• Consider what every day behaviours affect their mental health.</li> </ul> <p>ASDAN A – self awareness</p>	<ul style="list-style-type: none"> <li>• Understand a healthy pregnancy, how lifestyle choices affect a developing foetus</li> <li>• Recognise that fertility changes over time and in response to some lifestyle factors</li> <li>• Describe contraception, correct use, where and how they can be accessed</li> <li>• Understand what STIs are and how to access sexual health services</li> <li>• Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</li> </ul> <p>ASDAN C – our bodies ASDAN E – understanding changes</p>	<ul style="list-style-type: none"> <li>• Know that sometimes relationships end and explore strategies of how to manage this i.e. talking to friends/family</li> <li>• Know how to access reliable and accurate advice for help regarding gender, sexuality and relationships</li> <li>• Understand the laws about the legal age of consent for sexual activity</li> <li>• Describe how alcohol/drugs influence choices people make in relationships i.e. sexual activity</li> <li>• Explore how online portrays relationships, including pornography.</li> </ul> <p>ASDAN B – family and friends ASDAN D – public and private</p>	<p>how people think about themselves</p> <ul style="list-style-type: none"> <li>• Identify influences on people to look a particular way and the impact of these on emotional wellbeing</li> <li>• Develop strategies for managing pressures and influences on lifestyle choices</li> <li>• Explain strategies for managing influences related to gambling</li> <li>• Know how carry out self-examination</li> <li>• Identify strategies for challenging stereotypes and stigma relating to mental health</li> <li>• Identify reliable sources of advice and support for mental health and emotional wellbeing.</li> </ul>	<p>opinions, attitudes to others and understanding of the world</p> <ul style="list-style-type: none"> <li>• Describe how to safely challenge stereotyping or discrimination when we witness or experience it</li> <li>• Understand the rights of refugee's and our role to help to support those seeking refuge</li> <li>• Know the benefits of diversity within our community and the wider world</li> <li>• Identify whom we can talk to if we are worried about our rights or those of other people.</li> </ul>	<p>saving i.e. saving for the future</p> <ul style="list-style-type: none"> <li>• Explore social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> <li>• Develop strategies to manage emotions in relation to money.</li> </ul>
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<b>BTEC Home Cooking Skills Entry Level 1 &amp; 2</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>A Healthy Breakfast</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Intro to BTEC home cooking skills course</li> <li>Hygiene and Safety</li> <li>Healthy eating through use of the Eat Well Plate focusing on breakfast.</li> </ul>	<b>A Healthy Lunch</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Hygiene and Safety – food storage</li> <li>Healthy eating through use of the Eat Well Plate focusing on lunch</li> <li>Budgeting and shopping for ingredients for the St Ants Café/Pupil snack shop.</li> </ul>	<b>A Healthy Main Meal</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Budgeting and shopping for ingredients for the St Ants Café/Pupil snack shop</li> <li>Hygiene and Safety</li> <li>Healthy eating through use of the Eat Well Plate focusing on main meals for the family</li> <li>Cooking with seasonal produce/vegetables.</li> </ul>	<b>A Healthy Main Meal</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Hygiene and Safety – food storage.</li> <li>Healthy eating through use of the Eat Well Plate focusing on main meals for the family</li> <li>Cooking with seasonal produce/vegetables</li> <li>Budgeting and comparing prices</li> <li>Identifying nutritional values on packaging</li> <li>Sharing recipes with family and friends.</li> </ul>	<b>Healthy Side Dishes</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Hygiene and Safety</li> <li>Healthy eating through use of the Eat Well Plate focusing on side dishes to accompany main meals for the family</li> <li>Cooking with seasonal produce/vegetables</li> <li>Budgeting and comparing prices</li> <li>Sharing recipes with family and friends.</li> </ul>	<b>Summer Deserts</b> <b>Focus:</b> <ul style="list-style-type: none"> <li>Hygiene and Safety</li> <li>Healthy eating through use of the Eat Well Plate focusing on deserts to accompany main meals for the family</li> <li>Cooking with seasonal produce/fruits</li> <li>Budgeting and comparing prices</li> <li>Sharing recipes with family and friends.</li> </ul>

 <b>TI</b> <b>(Towards Independence)</b>	Autumn	Spring	Summer
	<p><b>ASDAN AWARDS</b></p> <p>Towards Independence provides a framework of activities to develop and accredit personal, social, work-related, travel training and independent living skills.</p> <p>Towards Independence offers formal recognition for small steps of achievement towards a larger goal.</p> <p>Towards Independence is a popular programme for educators helping learners work through the preparing for adulthood (PfA) pathways</p> <p>There are 5 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT, decision making and problem solving. The folder they will produce is excellent evidence for future employers/college interviews.</p> <p><b><u>Towards Independence</u></b>  <b>Focus: Independent Living – Introduction</b></p> 	<p><b>ASDAN AWARDS</b></p> <p>Towards Independence provides a framework of activities to develop and accredit personal, social, work-related, travel training and independent living skills.</p> <p>Towards Independence offers formal recognition for small steps of achievement towards a larger goal.</p> <p>Towards Independence is a popular programme for educators helping learners work through the preparing for adulthood (PfA) pathways</p> <p>There are 5 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT, decision making and problem solving. The folder they will produce is excellent evidence for future employers/college interviews</p> <p><b><u>Towards Independence</u></b>  <b>Focus: Independent Living - Progression</b></p> 	<p><b>ASDAN AWARDS</b></p> <p>Towards Independence provides a framework of activities to develop and accredit personal, social, work-related, travel training and independent living skills.</p> <p>Towards Independence offers formal recognition for small steps of achievement towards a larger goal.</p> <p>Towards Independence is a popular programme for educators helping learners work through the preparing for adulthood (PfA) pathways</p> <p>There are 5 different modules requiring a variety of skill sets involving team work, literacy, numeracy, IT, decision making and problem solving. The folder they will produce is excellent evidence for future employers/college interviews</p> <p><b><u>Towards Independence</u></b>  <b>Focus: Using Transport</b></p> 

History and Geography  Humanities Entry Pathways	Autumn		Spring		Summer	
	WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3		WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3		WJEC Entry Pathways HUMANITIES (Certificate) Entry 2/3	
	History	Geography	History	Geography	History	Geography
	<p>Focus: <b>A Non-British Society in the Past ctd. into Spring Term</b> 6226/E2 6226/E3 Credit Value: 4</p> <p><u>Learning Objectives:</u> Learners to understand key features that affected people lives in the past.</p> <p><u>Germany 1919-1939</u></p> <ul style="list-style-type: none"> <li>The Treaty of Versailles</li> <li>Weimar Germany</li> <li>The Rise of Hitler and Nazi Germany.</li> </ul>	<p>Focus: <b>Sustainable Tourism: Changing Trends in Tourism</b> 6231/E2 6231/E3 Credit Value: 3</p> <p><u>Learning Objectives:</u> Learners to know the features of tourism and changing trends</p> <p><u>Tourism</u></p> <ul style="list-style-type: none"> <li>Features of Tourism</li> <li>Impact of Tourism</li> <li>How Tourism can be made more sustainable in the future.</li> </ul>	<p>Focus: <b>Prejudice and Discrimination Against People</b> 6236/E2 6236/E3 Credit Value: 3</p> <p><u>Learning Objectives:</u> Learners to gain knowledge and understanding of how/why people have been discriminated against.</p> <p><u>2 Examples of Prejudice/Discrimination</u></p> <ul style="list-style-type: none"> <li>The persecution of the Jews. The Holocaust</li> <li>Personal Study of Gandhi</li> <li>Learn lessons from the past.</li> </ul>	<p>Focus: <b>The Changing Population in the UK</b> 6232/E2 6232/E3 Credit Value: 3</p> <p><u>Learning Objectives:</u> Learners to know how population of the UK is changing and some of the consequences for the UK.</p> <p><u>Population in the UK</u></p> <ul style="list-style-type: none"> <li>Know <u>how</u> and <u>why</u> the population is changing in the UK</li> <li>Know contemporary challenges as a result of changes.</li> </ul>	<p>Focus: <b>Prejudice and Discrimination Against People ctd.</b> 6236/E2 6236/E3 Credit Value: 3</p> <p><u>Learning Objectives:</u> Learners to gain knowledge and understanding of how/why people have been discriminated against.</p> <p><u>2 Examples of Prejudice/Discrimination</u></p> <ul style="list-style-type: none"> <li>The persecution of the Jews. The Holocaust</li> <li>Personal Study of Gandhi</li> <li>Learn lessons from the past.</li> </ul>	<p>Focus: <b>Mapping and Festivals</b> Not contributing to credits Credit Value: 0</p> <p><u>Learning Objectives:</u> Develop geography skills through the contemporary topic of music festivals.</p> <p><u>Mapping Festivals</u></p> <ul style="list-style-type: none"> <li>Geography of Glastonbury</li> <li>Consider the site of festival</li> <li>Identify the impact of the festival.</li> </ul>

<b>Land based Studies</b>	<b><u>Introduction to Plant Care (WJEC Entry 2/3 Criteria)</u></b>  The aim of this course is to enable learners to gain basic skills and understanding in the care of plants: <ul style="list-style-type: none"> <li>• State the requirements of plants to maintain healthy growth</li> <li>• Select appropriate tools and prepare a seed bed</li> <li>• Select appropriate sowing techniques to sow two different types of seed</li> <li>• Use appropriate techniques to care for seedlings</li> <li>• Care for a plant to maintain healthy growth</li> <li>• Control a common weed or pest</li> <li>• Harvest a food or flower crop from seed or from cuttings.</li> </ul>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Garden Maintenance and safety in the garden.	Propagating plants and seeds.	Maintaining healthy growth and harvesting crops.

<b>Forest School</b>  	<b><u>Introduction to Forest School</u></b>  The aim of this programme: <b>Forest School</b> is a unique educational experience and process that offers pupils the opportunity to succeed and develop confidence, self-esteem and resilience through hands-on learning experiences in a woodland environment. Forest School embraces holistic learning through play and exploration; students learn about the natural environment, how to handle risks and to use their own initiative to create, solve problems and cooperate with others. In Forest School the emphasis is on pupil centred learning. Forest school is a long-term process across all the seasons, it takes place in a natural environment and is led by qualified Forest School Leaders who continuously maintain and develop their professional practice.		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Introduction to Forest School and Health and Safety when learning outside of the classroom.	Develop in students the skills they need to be effective learners and nurture a love of nature and the outdoors.	Pupils enjoy the ownership of the Forest School site they have created and explore the environment.