

2016-17		Autumn 1 2016	Autumn 2 2016	Spring 1 2017	Spring 2 2017	Summer 1 2017	Summer 2 2017
YEAR 9	ENGLISH Loree Napier	<u>Functional skills Entry level</u> Topic: Leisure and Tourism Assessment: OCR Functional Skills Entry level ASSESSMENT SET M	<u>WJEC Entry Level English</u> Topic: Fiction writing Assessment: Reading coursework and writing coursework imaginative piece based on Matilda by Roald Dahl	<u>Functional skills Entry level</u> Topic: The Environment Assessment: OCR Functional Skills Entry level ASSESSMENT SET N	<u>WJEC Entry Level English</u> Topic: Autobiography Assessment: Writing coursework- imaginative autobiography S&L recorded and moderated for evidence	<u>Functional skills Entry level</u> Topic: Teen troubles Assessment: OCR Functional Skills Entry level ASSESSMENT SET O	<u>WJEC Entry Level English</u> Topic: Drama Assessment: Reading coursework based on The Terrible Fate of Humpty Dumpty/ DNA
	ENGLISH HARRY CHESHIRE	Roald Dahl Author study Non fiction outcome: Character fact file Fiction outcome: Extra scene of another method that The Enormous Crocodile could have eaten children.	Shocking Shakespeare Fiction outcome: a conversation between two characters from one of the plays studied. Non fiction: A review about an acted scene from one of the plays.	Picture this! Picture books Fiction outcome: Write the story to match one of the picture books. Non fiction outcome: Newspaper article to explain the unusual goings on in 'Tuesday'	Ballads The Highway Man Fiction outcome: Diary extract for Bess' ghost about the day Bess died. Non fiction outcome: Practise reading the poem with different tone and pace etc. Record.	David Walliams Non Fiction Outcome: to write a letter to David Walliams about thoughts about the text	Seminal World Literature Treasure Island\ Non fiction outcome: A piece of non fiction writing about pirates. Fiction outcome: Jim's thoughts in letter or a diary.

<p>MATHS</p> <p>Loree Napier</p>	<p>A continual programme of themes, alongside constant calculation work. Pupils will be working towards Edexcel's Functional Skills qualification at Entry Level 1. An overview of the content is:</p> <ul style="list-style-type: none"> -Representing using mathematics -Analysing situations mathematically -Interpreting solutions to problems using mathematics -Coverage of mathematical content in number, geometry and statistics 					
<p>Yr 9</p> <p>MATHS</p> <p>Harry Cheshire</p>	<p>measuring</p>	<p>number</p>	<p>data handling</p>	<p>number</p>	<p>understanding shape</p>	<p>data handling co-ordinates</p>

<p>SCIENCE</p> <p>Loree Napier</p>	<p>Chemistry: Acids and Alkalis</p> <p>Acids in food. What do they taste like?</p>	<p>Physics: Energy and Electricity [Energy transfers, alternative energy]</p> <p>Recognise and name different types of energy.</p>	<p>Physics: Forces and Space</p> <p>Review use of forcemeter to measure the size of a force in Newtons [N]</p>	<p>Biology: Plants and Photosynthesis</p> <p>Plant organs and their functions</p>	<p>Chemistry: Atoms, Elements, Compounds and mixtures</p> <p>Review particle model</p>	<p>Start KS4 courses</p>
<p>SCIENCE</p> <p>Harry Cheshire</p>	<p>Changes of State <i>Georges Marvellous Medicine</i></p>	<p>Keeping Healthy (rickets and scurvy)</p>	<p>Living things and habitats</p>	<p>Materials and their properties</p>	<p>Earth and Beyond</p>	<p>Rocks and Soils</p>
<p>COMPUTING</p> <p>Loree Napier</p>	<p>Robomind</p> <p>BBC Mircro:Bit www.bbc.co.uk/makeitdigital</p>	<p>CBBC Technobabble Game Maker</p> <p>Star Logo TNG</p>	<p>Appfurnace</p> <p>Inside Computers</p>	<p>Scratch</p> <p>Coco BASIC programming version 3</p>	<p>E Safety</p> <p>Computer systems</p> <p>Control and monitoring</p>	<p>E Safety</p> <p>Computer systems</p> <p>Control and monitoring</p>

<p>COMPUTING Harry cheshire</p>	<p>Create a keynote presentation about myself Paint 2 Garage band</p>	<p>Create a keynote presentation about myself Paint 2 Garage band</p>	<p>Barefoot SEN programmes of study:- algorithm activities sequencing activities patterns activities Decomposition activities</p>	<p>Barefoot SEN programmes of study:- algorithm activities sequencing activities patterns activities Decomposition activities</p>	<p>LEGO duplo train (ipad) LEGO moviemaker (ipad) Probot Probotix</p>	<p>LEGO duplo train (ipad) LEGO moviemaker (ipad) Probot Probotix</p>
<p>Humanities Harry Cheshire</p>	<p>History of chocolate <i>Charlie & Chocolate Factory</i></p>	<p><u>History</u> Henry VIII</p>	<p><u>Geography</u> Continents and oceans-where things live</p>	<p><u>Geography</u> Rivers and mountains-weather</p>	<p><u>History</u> Local History Study</p>	<p><u>Geography</u> Maps</p>

<p>Thrive and PSHE</p> <p>Loree Napier</p>	<p><u>Thrive-</u> Recognising different emotions and body sensations</p> <p>PSHE - PUBERTY</p>	<p><u>Thrive-</u> Recognising different emotions and body sensations</p> <p>PSHE - HEALTHY RELATIONSHIPS</p>	<p><u>Thrive-</u> Recognising facial expression and body language in others</p> <p>PSHE - RESPECT FOR ALL/</p>	<p><u>Thrive-</u> Recognising facial expression and body language in others</p> <p>PSHE - CONCEPTION AND PREGNANCY</p>	<p><u>Thrive-</u> developing stress management systems</p> <p>PSHE MAKING RESPONSIBLE AND INFORMED DECISIONS</p>	<p><u>Thrive-</u> developing stress management systems</p> <p>PSHE KEEPING OURSELVES HEALTHY AND SAFE</p>
<p>Thrive and PSHE</p> <p>Harry Cheshire</p>	<p><u>Thrive -</u> recognising different emotions and body sensations</p> <p>PSHE - emotions</p>	<p><u>Thrive -</u> recognising different emotions and body sensations</p> <p>PSHE - emotions</p>	<p><u>Thrive -</u> recognising facial expression and body language in others</p> <p>PSHE - health and wellbeing (changes to our bodies - puberty)</p>	<p><u>Thrive -</u> recognising facial expression and body language in others</p> <p>PSHE - Conception and Pregnancy</p>	<p><u>Thrive -</u> developing stress management systems</p> <p>PSHE - Keeping ourselves healthy and safe</p>	<p><u>Thrive -</u> developing stress management systems</p> <p>PSHE - Responsible and informed choices</p>

<p>ART AND DESIGN</p> <p>Loree Napier</p>	<p>Fantasy Birds developing ideas, exploring materials, presenting final outcome,</p> <p>contemporary British sculptors: Abigail Brown, Celia Smith, Barbara Frank</p>		<p>Food Glorious Food responding to the work of an artist, refining technique</p> <p>Pop art: Warhol, Oldenburg Kate Talbot</p>		<p>Skulls understanding cultural context, exploring materials</p> <p>Film: Viva Calaca, The Book of Life Noah Scalin Dia de Los Muertos</p>	
<p>ART AND DESIGN</p> <p>Harry Cheshire</p>	<p>Art - Portraits <i>Characters from all texts read</i></p>	<p>Watercolour portraits</p>	<p>Around the World</p>	<p>Animation</p>	<p>Pop art</p>	<p>Skulls</p>
<p>DESIGN TECHNOLOGY</p> <p>Loree Napier</p>	<p>German pyramids project resistant materials</p>	<p>Wooden pencil box project CAD/CAM</p>	<p>Design and make a Dreamcatcher project resistant materials</p>		<p>Pugley project textiles</p>	

<p>DESIGN TECHNOLOGY</p> <p>Harry Cheshire</p>	<p>Dream catchers <i>BFG</i></p>	<p>create a christmas decoration</p>	<p>Bird House Building</p>	<p>Making a shelter</p>	<p>Ferris Wheels (movement)</p>	<p>Design and make a Treasure box</p>
<p>FOOD TECHNOLOGY</p> <p>Loree Napier</p>	<p><u>I'm nuts about nutrients</u></p> <p><u>Learning focus</u> <i>Understanding foods high in Protein, carbohydrate, fats, vitamins and minerals</i></p>	<p><u>Let's celebrate</u></p> <p><u>Learning focus</u> <i>Loving preparing foods for a special occasion</i></p> <p><i>Combining a variety of ingredients</i></p> <p><i>Using filo pastry</i></p> <p><i>Considering foods eaten at different celebrations</i></p>	<p><u>Food from around the world</u></p> <p><u>Learning focus</u> <i>Can produce Mexican, Italian, Indian dishes</i></p> <p><i>Can produce skill based British food.</i></p> <p><i>Can name a variety of unfamiliar ingredients</i></p>	<p><u>Adapt that recipe</u></p> <p><u>Learning focus</u> <i>Knows how to make healthy food choices.</i></p> <p><i>Understands some food principles to be able to adapt a dish</i></p> <p><i>Can adapt several recipes to make them suitable for the family and follow the healthy eating guidance</i></p>	<p><u>Classy Classics</u></p> <p><u>Learning focus</u> <i>Knows dishes that come from different parts of the uk</i></p> <p><i>Can produce a batter, used in Yorkshire puddings and pancakes. Can use a potato masher</i></p> <p><i>Can make gravy and custard</i></p>	<p><u>Pick your own</u></p> <p><u>Learning focus</u> <i>Preparing dishes using fruit and vegetables that are seasonal</i></p> <p><i>Know how some fruit and vegetables are grown</i></p> <p><i>Know what they look like, how they are harvested and prepared.</i></p> <p><i>Can follow a recipe independently</i></p>

<p>FOOD TECHNOLOGY</p> <p>Harry cheshire</p>	<p><u>I'm nuts about nutrients</u></p> <p><u>Learning focus</u> Understanding foods high in Protein, carbohydrate, fats, vitamins and minerals</p>	<p><u>I'm nuts about nutrients</u></p> <p><u>Learning focus</u> Understanding foods high in Protein, carbohydrate, fats, vitamins and minerals</p>	<p><u>Food from around the world</u></p> <p><u>Learning focus</u> Can produce Mexican, Italian, Indian dishes</p> <p>Can produce skill based British food.</p> <p>Can name a variety of unfamiliar ingredients</p>	<p><u>Let's celebrate</u></p> <p><u>Learning focus</u> Loving preparing foods for a special occasion</p> <p>Combining a variety of ingredients</p> <p>Using filo pastry</p> <p>Considering foods eaten at different celebrations</p>	<p><u>Classy Classics</u></p> <p><u>Learning focus</u> Knows dishes that come from different parts of the uk</p> <p>Can produce a batter, used in Yorkshire puddings and pancakes. Can use a potato masher</p> <p>Can make gravy and custard</p>	<p><u>Pick your own</u></p> <p><u>Learning focus</u> Preparing dishes using fruit and vegetables that are seasonal</p> <p>Know how some fruit and vegetables are grown</p> <p>Know what they look like, how they are harvested and prepared.</p> <p>Can follow a recipe independently</p>
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<p>MUSIC</p> <p>Year 9</p>	<p><u>Developing knowledge of orchestral and instrumental works.</u></p> <p>OUTCOME: To play an instrumental part in an ensemble . video evidenced. <i>Developing knowledge of orchestral and instrumental works.</i> <i>we will be using the BBC 10 PIECES programme to study 10 acclaimed orchestral works .</i> <i>the pupils will be learning skills of instrumental recognition and use, Historical context of composers and application of skills and knowledge to recognise and respond to different genres of music .</i></p>	<p><u>WORLD MUSIC.</u></p> <p>OUTCOME: to learn and perform an African song.</p> <p><i>Music from around the World.</i> <i>learning about the impact of world music.</i> <i>Pupils will develop the skills to recognise and sing/ play music from around the world</i></p>	<p><u>PROGRAMME MUSIC.</u></p> <p>OUTCOME: to help write and perform a musical score to a given theme <i>Writing a musical score from a story stimulus</i> <i>Pupils will learn how to interpret a story and present it in a musical form .</i> <i>Skills of developing non standard notation and writing a score to accompany a story .</i></p>	<p><u>A study of Rapp and Pop inspired by the poems of Benjamin Zephaniah</u></p> <p><i>Pupils will have the opportunity to listen and reflect on the current music scene .</i> <i>The will develop skills of listening and interpreting music, writing lyrics and using the keyboards in order to produce a musical presentation of one poem .</i></p>	<p><u>Creating a group musical performance</u></p> <p><i>Pupils will learn and develop the skills to enable them to take part in a group musical / dramatic performance .</i> <i>They will be encouraged to work together to learn scripted lines, songs and to help with building a set for a staged performance.</i></p>
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	<p>R:E</p> <p>Loree Napier</p>	<p><u>Rites of Passage.</u> <i>Recommended focus on Hinduism and Christianity.</i></p>	<p><u>Morals, Ways in which religious beliefs effect conduct.</u> <i>Recommended focus on Christianity and Buddhism.</i></p>	<p><u>Community and Charity.</u> <i>Recommended focus on Christianity and Buddhism.</i></p>	<p><u>Rites of Passage.</u> <i>Recommended focus on Islam and Judaism</i></p>	<p><u>Morals, Ways in which religious beliefs effect conduct.</u> <i>Recommended focus on Judaism and Islam</i></p>	<p><u>Community and Charity.</u> <i>Recommended focus on Islam and Sikhism.</i> <u>Learning focus</u></p>
	<p>R.E</p> <p>Harry Cheshire</p>	<p>- Special Places</p>	<p>Special People</p>	<p>-Religious stories and meanings</p>	<p>Celebratons Easter</p>	<p>Religious Traditions</p>	<p>Worship and communities</p>
	<p>P:E</p> <p>Year 9</p>	<p><u>Badminton</u></p>	<p><u>Gymnastics/ Parkour</u></p>	<p><u>Multi skills</u></p>	<p><u>Basketball</u></p>	<p><u>Striking/ Fielding</u></p>	<p><u>Athletics</u></p>