


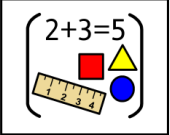



Class: Willow		Topic: Kings and Queens				
Area of Learning		Week 1 Date:	Week 2 Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:
Independent Living	My Independence 	Enterprise Skills Continuation from PfA day. Students plan and apply their knowledge gained through research to produce items to sell at the market. Develop designs for Mother's Day items	Enterprise Skills Continuation from PfA day. Students plan and apply their knowledge gained through research to produce items to sell at the market. Develop designs for Mother's Day items	Life Skills Audit Evaluate life skills that are relevant to young people in class. Assess which areas are strength and which require development. Skills activity – tying shoelaces	Life Skills Development Review the areas for development, and plan how to improve these areas. Research and produce a poster for each area. Skills activity – tying shoelaces	Life Skills Development Review the areas for development, and plan how to improve these areas. Research and produce a poster for each area. Skills activity – tying shoelaces
	COOKING FOR A PURPOSE Plan, prepare and cook simple dishes that meet meaningful, real world purposes- community contribution, sustainability, celebrations and meeting users needs NR - egg allergy Cooking	Why do we cook? Complete worksheet on reasons why we cook and provide examples for each reason - health, celebration, knidness, sustainability <i>Skill:</i> <i>I can recognise the reasons why we cook and discuss examples</i>	Life Skills - weighing and measuring Focus on measuring spoons. recap on what each spoon measures and use knowledge to prepare and cook Garlic herb honey chicken <i>Skill:</i>	Cooking for celebration (Mother's Day) Cupcakes Follow basic recipe and adapt for personal preference - add flavour ie lemon, chocolate and decorate. One cake to go in bag and attach tag to give as Mother's Day gift <i>Skill:</i>	Cooking for sustainability/food waste issues Make rice bowls Use pre cooked rice (not leftover but discuss that it could be) and add choice of protein (chicken - add flavour), veggies, salad etc <i>Skill:</i>	Cooking for kindness (gifts and community) Easter cookies Students will independently make cookies and adap for personal preference - add chocolate chips, smarties, flavouring, colouring Discuss that 1 biscuit can be given as a gift to friend, family

		<p><i>for each one</i></p>	<p><i>I can use measuring spoons to measure quantities of ingredients independently</i></p>	<p><i>I can use and read digital scales independently</i></p>	<p><i>I can plan and cook a meal using leftover food to help replace food waste</i></p>	<p>member etc and wrap in bag with sticker</p> <p><i>Skill:</i> <i>I can turn on the cooker and set it to the correct temperature independently</i></p>
<p>Educational + Employment</p>	<p>Communication and Language</p> 	<p>Poems, Songs and Rhymes</p> <p>Understand the difference between poems, songs, and rhymes.</p> <p>Explore the sensory aspects of language: sound, rhythm, and rhyme.</p> <p>Key Activities:</p> <p>Introduction & Discussion:</p> <p>What is a poem? - Share examples of simple poems.</p> <p>What is a rhyme? - Discuss rhyming words and phrases.</p>	<p>Poems, Songs and Rhymes</p> <p>Exploring Rhyming Patterns and Structures Objective:</p> <p>Understand the structure of rhyming poems and songs.</p> <p>Begin to create simple poems or rhymes.</p> <p>Key Activities:</p> <p>Rhyming Practice:</p> <p>Use a poem or song with a clear rhyme pattern (e.g., ABAB rhyme</p>	<p>Poems, Songs and Rhymes</p> <p>Emotional Connection through Poetry and Song Objective:</p> <p>Explore how poems and songs can express feelings and emotions.</p> <p>Connect personal experiences to creative writing.</p> <p>Key Activities:</p> <p>Discuss Emotions:</p> <p>Read poems and songs that express different emotions (e.g., joy, sadness, anger, wonder). Discuss how</p>	<p>Poems, Songs and Rhymes</p> <p>Rhyming and Songwriting Techniques Objective:</p> <p>Learn techniques to create original poems and songs.</p> <p>Experiment with rhyme, rhythm, and repetition in writing.</p> <p>Key Activities:</p> <p>Exploring Repetition:</p> <p>Teach students about refrains and choruses in songs (e.g., "The Wheels on the Bus" or</p>	<p>Poems, Songs and Rhymes</p> <p>Performing and Sharing Work Objective:</p> <p>Present poems and songs to an audience.</p> <p>Reflect on the creative process and what they learned.</p> <p>Key Activities:</p> <p>Class Performance:</p> <p>Set up a "poetry and song performance" day. Students will perform their poems or songs for the class. Encourage them to use expression,</p>

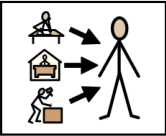

		<p>What is a song? - Listen to simple songs, focusing on their lyrical structure.</p> <p>Sensory Engagement:</p> <p>Sound Activities: Listen to a variety of poems, rhymes, and songs. Focus on rhythm, rhyme, and repetition.</p> <p>Poetry Reading: Read a short, repetitive poem (e.g., "The Owl and the Pussycat" by Edward Lear). Emphasize rhyme and rhythm.</p> <p>Song Listening: Play a well-known song (e.g., "Twinkle, Twinkle, Little Star") and discuss its rhyming structure and melody.</p> <p>Ask students to find a rhyming poem and identify its features</p>	<p>scheme) and highlight the rhyming words.</p> <p>Practice filling in blanks with rhyming words (e.g., "The cat sat on the ___").</p> <p>Song Structure:</p> <p>Break down a song into verses and chorus. Highlight the rhyming words and repetitive patterns.</p> <p>Discuss how songs use rhythm and rhyme to create meaning.</p> <p>Group Activity:</p> <p>Create a Group Poem: In small groups, students will each create a line to add to a rhyming poem, following a pattern (e.g., AABB or ABAB).</p>	<p>the choice of words and rhythm convey these emotions.</p> <p>Encourage students to discuss how they feel when listening to different songs or poems.</p> <p>Creative Writing:</p> <p>Students will write a short rhyming poem or song about a specific emotion (e.g., happiness, sadness, or excitement). They can use word banks or templates if needed.</p> <p>Performing Poems and Songs:</p> <p>Poetry Performance: Have students perform their poems or songs to the class. Encourage them to think about how they can express emotion through their voices or actions.</p> <p>Write a letter or diary entry about a time</p>	<p>"If You're Happy and You Know It").</p> <p>Students practice writing a poem or song with a repeated line or chorus.</p> <p>Rhythm and Meter:</p> <p>Introduce basic rhythmic patterns (e.g., counting beats in simple songs like "Row, Row, Row Your Boat").</p> <p>Have students clap or tap along to the rhythm of different poems and songs.</p> <p>Write simple poems with a set rhythm or beat.</p> <p>Group Songwriting Activity:</p> <p>In groups, students brainstorm ideas for a class song on a theme (e.g., nature, friendship). They will write verses together,</p>	<p>rhythm, and clear pronunciation.</p> <p>Provide a supportive environment where everyone's work is celebrated.</p> <p>Peer Feedback:</p> <p>Students give positive feedback to each other's performances. They can discuss what they liked about the poem or song and how it made them feel.</p> <p>Reflection:</p> <p>Discuss the key concepts they learned during the unit (e.g., rhyme, rhythm, emotion in poetry, how songs and poems are structured).</p> <p>Reflect on what they enjoyed most and what was challenging for them.</p>
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		<p>Year 11 pupils will be completing practice work for their upcoming exams in selected lessons.</p>	<p>Share the completed poem with the class.</p> <p>Students write their own short rhyming poem or song.</p> <p>Year 11 pupils will be completing practice work for their upcoming exams in selected lessons.</p>	<p>when they felt a strong emotion and try to express it poetically or through song lyrics.</p> <p>Year 11 pupils will be completing practice work for their upcoming exams in selected lessons.</p>	<p>ensuring they include a rhyme scheme and rhythm.</p> <p>Year 11 pupils will be completing practice work for their upcoming exams in selected lessons.</p>	<p>Year 11 pupils will be completing practice work for their upcoming exams in selected lessons.</p>
	<p>Number and Problem Solving</p> 	<p>LENGTH, PERIMETER & ACCURACY</p> <p>Lesson 1 – Measuring length accurately</p> <p>Core</p> <ul style="list-style-type: none"> • Measure in mm and cm • Understand starting at zero <p>Challenge</p> <ul style="list-style-type: none"> • Measure to nearest mm • Discuss measurement error <p>Activities</p> <ul style="list-style-type: none"> • Compare two measurements 	<p>MASS, DENSITY INTRO & CONVERSIONS</p> <p>GCSE links:</p> <p>Conversions, decimals, problem solving</p> <p>Lesson 5 – Mass & accuracy</p> <p>Core</p> <ul style="list-style-type: none"> • Measure in g and kg <p>Challenge</p> <ul style="list-style-type: none"> • Record to decimal places • Compare two 	<p>SPEED</p> <p>Lesson 9 - Speed (distance ÷ time)</p> <p>Core</p> <ul style="list-style-type: none"> • Concept of speed using real movement <p>Challenge</p> <ul style="list-style-type: none"> • Use formula: speed = distance ÷ time • Rearranging for distance or time (VH) <p>Lesson 10 – Speed Units</p>	<p>AREA, VOLUME & GCSE PROBLEM SOLVING</p> <p>GCSE links: Area, volume, compound measures</p> <p>Lesson 13 – Area of rectangles</p> <p>Core</p> <ul style="list-style-type: none"> • Count squares <p>Stretch</p> <ul style="list-style-type: none"> • Use formula • Missing length problems <p>Lesson 14 – Volume of cuboids</p> <p>Core</p>	<p>Consolidation and Assessment</p>


		<p>of the same object</p> <ul style="list-style-type: none"> • “Who measured more accurately?” <p>Lesson 2 – Converting length units</p> <p>Core</p> <ul style="list-style-type: none"> • cm ↔ m using whole numbers <p>Challenge</p> <ul style="list-style-type: none"> • Decimal conversions (e.g. 2.4 m = 240 cm) • mm ↔ cm <p>GCSE language</p> <ul style="list-style-type: none"> • “Convert”, “equivalent”, “units” <p>Lesson 3 – Perimeter of shapes</p> <p>Core</p> <ul style="list-style-type: none"> • Add sides of rectangles <p>Challenge</p> <ul style="list-style-type: none"> • Perimeter of compound shapes • Missing side problems <p>Activities</p>	<p>measurements</p> <p>Lesson 6 – Mass conversions</p> <p>Core</p> <ul style="list-style-type: none"> • g ↔ kg (whole numbers) <p>Stretch</p> <ul style="list-style-type: none"> • Decimal conversions (e.g. 1.75 kg = 1750 g) • Word problems <p>Lesson 7 – Capacity & mass combined</p> <p>Core</p> <ul style="list-style-type: none"> • Measure ml and l <p>Challenge</p> <ul style="list-style-type: none"> • Link to mass of water (1 ml ≈ 1 g) • Intro to density <i>conceptually</i> <p>GCSE link</p> <ul style="list-style-type: none"> • Foundation density 	<ul style="list-style-type: none"> • Being aware of different units. • Applying understanding to different contexts • Understanding “Average Speed” <p>Lesson 11 and 12 – Speed/Time Graphs and Distance/Time Graphs</p> <ul style="list-style-type: none"> • Read graphs • Construct own graphs based on information provided. 	<ul style="list-style-type: none"> • Build with cubes • Use formula • Link volume ↔ capacity (cm³ ↔ ml) <p>Lesson 15 – GCSE-style mixed problems</p> <p>Core</p> <ul style="list-style-type: none"> • Scaffolded questions with visuals • Past-paper style questions • Explain reasoning in words <p>Lesson 16 – Consolidation</p> <ul style="list-style-type: none"> • Practical assessment stations • Short test 	
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	<p>Science</p> 	<p>Week 1</p> <p>The Periodic Table Describe how the periodic table was developed Describe what the periodic table shows “The metals and non-metals that are the basic building blocks for everything that exists in the Universe”</p> <p>Acids List some common acids</p>	<p>Week 2</p> <p>Acid Reactions Describe how different metals react differently with acids List the products – Squeaky pop test for Hydrogen Establish a reactivity series and relate to the column on the Periodic Table</p>	<p>Week 3</p> <p>Salt Solutions Conduct a neutralisation reaction and evaporate the water to leave a salt.</p> <p>The Story of Earth’s Atmosphere Describe how the Young Earth had a very hostile atmosphere with very high levels of CO2 Describe how the development of algae and plant life</p>	<p>Week 4</p> <p>Fuels Describe the impact that the burning of Fossil Fuels is having on Earth’s atmosphere – increased levels of CO2, leading to warming.</p> <p>Introduce the fossil fuel crude oil List the products that we get from crude oil</p>	<p>Week 5</p> <p>Exothermic and Endothermic reactions</p> <p>Carry out an exothermic and endothermic reaction and observe results Apply understanding to identify other endo and exo reactions.</p> <p>Drinking Water Describe the process of filtering and</p>

		<p>List the dangers of strong acids Describe how to identify an acid (indicators)</p>	<p>Neutralisation Reactions Introduce alkalis Describe the pH scale Neutralise an acid with an alkali</p>	<p>reduced levels of CO₂ and increased levels of O₂ Describe the makeup of Earth's current atmosphere/</p>	<p>Activity – make moly mod models of the different fractions of crude oil from methane to pentane/octane, etc</p>	<p>sterilising water to make it safe to drink. Filtering removes large pollutants Sterilising kills microbes.</p>
		<p><i>I can describe different types of reactions (combustion, displacement, decomposition, neutralisation).</i></p>	<p><i>I can describe different types of reactions (combustion, displacement, decomposition, neutralisation).</i></p>	<p><i>I can describe different types of reactions (combustion, displacement, decomposition, neutralisation).</i></p>	<p>Climate change Describe how burning fuels create pollution. Compare the soot produced from burning different fuels. Activity – investigate soot produced when Bunsen burner burns with a safety flame and compare to a working flame. Revisit production of CO₂. <i>I can describe different types of reactions (combustion, displacement, decomposition, neutralisation).</i></p>	<p>Activity – design a water filter using stones and sand. <i>I can describe reactions as exothermic or endothermic.</i></p>
	<p>PfA</p>					

		Continued enterprise project. The young people will produce stock to be sold at a market stall in West Bromwich Market. The project will involve work on catching public transport and ordering and interacting with service providers.				
	<p>PfA and Careers</p>  <p>PfA and Careers</p>					
<p>Communi + Relation ships</p>	<p>World Around Us</p> 	<p>Kings and Queens Review of the monarchy timeline.</p> <p>Key questions: <i>Why are there more Kings than Queens? Why was King Henry VIII so obsessed with having a son? Have our Queens been more successful than our Kings?</i></p> <p><i>I can select, organise, and present historical information clearly. I can use accurate facts to explain the key features of events, people, and developments.</i></p>	<p>A New Type of King: The Battle of Hastings</p> <p>The death of Edward the Confessor.</p> <p>Key Questions: review sources to decide which would be king had the best claim to the throne.</p> <p><i>I can select, organise, and present historical information clearly.</i></p>	<p>The Battles</p> <p>Review the sources and describe the battle and the fates of the main characters.</p> <p>Key Questions: Was the warrior on the bridge a true story? How was Harold defeated? <i>I can select, organise, and present historical information clearly.</i></p>	<p>The Aftermath of the Battle of Hastings</p> <p>Describe life for the Saxons after the battle.</p> <p>Key Questions: Why do farm animals have Saxon names, but their meat has French names? What was the Domesday Book? Was William the Conqueror a good ruler?</p> <p><i>I can identify patterns of change and continuity over time. I can explain why some things changed</i></p>	<p>The Bayeux Tapestry</p> <p>Use a source to tell the story of the battle.</p> <p>Key Questions: How did Harold die? Is the tapestry a reliable source?</p> <p><i>I can use different historical sources to investigate questions about the past. I can question sources for their usefulness, reliability, and possible bias, giving examples to support my ideas.</i></p>

					<p><i>and others stayed the same, using examples to support my ideas.</i></p>	
	<p>PSHE Mrs Ralphs</p> 	<p>Healthy Me Drugs, Alcohol & Tobacco (Risks and Substances)</p> <p><i>Skill</i></p> <p><i>I can identify what drugs are.</i></p> <p><i>I can recognise what nicotine is and where it can be found.</i></p> <p>Recap PSHE rules.</p> <p>Recap with class on previous learning. 'What drugs are'. Explain substances. Class to list 3 types of substances and give examples; Those you find in our everyday diet; medicines (which could be prescribed or bought over-the-counter) and illegal drugs. Recap age restricted substances.</p>	<p>Healthy Me Drugs, Alcohol & Tobacco (Risks and Substances)</p> <p><i>Skill</i></p> <p><i>I can recognise what caffeine is and where it can be found.</i></p> <p>Discuss caffeine and where it can be found.</p> <p>What are the effects of caffeine- Watch caffeine facts video (Jigsaw PSHE).</p> <p>Discuss and List short term effects of caffeine.</p> <p>Discuss and list longer term effects of caffeine. Caffeine in energy drinks – why are</p>	<p>Healthy Me Drugs, Alcohol & Tobacco (Risks and Substances)</p> <p><i>Skill</i></p> <p><i>I can recognise different risks for different substances.</i></p> <p>Discuss -Perceived risk vs Actual risk – what is the difference.</p> <p>Go through risk scenarios (sweets, coffee, illegal drugs) - How risky would it be to – pupils to decide on risk factor, high, medium or low risk.</p> <p>Illegal drugs discussion – how people might obtain or possess these -Does this have different risks.</p> <p>How someone might know if something is safe or unsafe to take. - (Reading age</p>	<p>Healthy Me Drugs, Alcohol & Tobacco (Risks and Substances)</p> <p><i>Skill</i></p> <p><i>I can recognise risks of smoking.</i></p> <p>Risk scenario -How risky would it be to smoke cigarettes every day – Discuss. Including vaping question.</p> <p>Class discussion about chemicals in cigarettes, list.</p> <p>Nicotine video – risks and effects (Jigsaw PSHE).</p> <p>Substance use scenarios –</p> <p>Pupils to identify what substance each scenario has used – Alcohol, caffeine,</p>	<p>Healthy Me Drugs, Alcohol & Tobacco (Risks and Substances)</p> <p><i>Skill</i></p> <p><i>I can recognise risks for different substances.</i></p> <p>Rate the Risk activity – Pupils to use knowledge to rate the risk of taking each one 4 substances (caffeine, cannabis, nicotine and alcohol) from 1 no risk at all to 10 Extremely high risk.</p> <p>Pupils to add reasons to their score.</p>

		<p>Discuss 'what nicotine is'.</p> <p>Nicotine quiz – what do you know.</p> <p>Nicotine quiz – discuss questions and answer.</p>	<p>they called energy drinks.</p> <p>Finishing facts slide.</p>	<p>restrictions and dosage. Not knowing where it came from. Use a reputable resource like the NHS website, talk to FRANK website.)</p>	<p>Nicotine and Cannabis.</p>	
		<p>This half term students will research a range of different styles of costumes and outfits worn by contestants of the Eurovision song contest as a stimulus for their own design project.</p> <p>They will explore how outfits create spectacle, reflect musical themes, and convey performer identity and personality. Students will then design and make a costume for their song entry.</p>				
	<p>Art</p>  <p>Willow</p>	<p>Students will research past Eurovision costumes and outfits to gain a creative insight for their own design project.</p>	<p>Students will work on their design project to create an original outfit.</p>	<p>Students will continue to work on their own design project</p>	<p>Students will continue to work on their own design project</p>	<p>Students will present their own design project.</p>

	<p>Music</p> 	<p>In music lessons, students will compose original music and lyrics, to create their own entry for the Eurovision song contest. They will identify and utilise musical elements such as rhythm, tempo and dynamics, exploring many different styles, genres and sounds.</p> <p>Students will record their creative process in a journal.</p>				
	Introduction to song writing.	Students will work on their own original project	Students will work on their own original project	Students will work on their own original project	Students will work on their own original project	Students will work on their own original project
		<p>PE</p> <p>Basketball at Portway Leisure Centre</p> <p>A project to develop key basketball skills, starting with basic ball skills. Each session will involve a game. As skills develop, the game develops to resemble more of a basketball game.</p> <p>Key skills, such as dribbling, passing and shooting will be practiced repeatedly in different contexts to embed.</p>				
	<p>PE</p> 