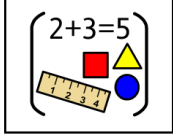
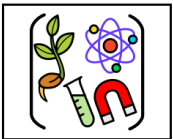
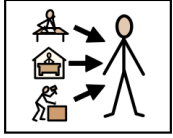
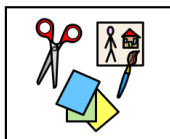


Year 4 of 5	Secondary	Autumn Term		Spring Term		Summer Term	
Theme		Justice and Fairness	Survival	Myths and Legends	Space	Mystery	Funfair
Independent Living	My Independence 	Topic: Shopping Intent: Shopping for a present		Topic: Life Intents Intent: Household Intents		Topic: Travel Intent: Travelling on a train/metro	
	Cooking 	Topic: Basic Cooking Skills/Life Skills Intent: Kitchen hygiene and safety Practise cooking skills - baking, frying, boiling	Topic: Food Around The World Intent: Knowledge of cultural food. Cooking food from other cultures/countries - Spain, Greece, India	Topic: Building Independence Intent: Follow a recipe at least 3 times - use assisted technology where needed	Topic: Cooking for a purpose Intent: Look at reasons why we cook - celebrations, kindness, sustainability, health. Focus cooking each week on one of the reasons	Topic: Healthy Eating Intent: Healthy plate, Food categories, Balanced diet	Topic: Healthy Eating Intent: Cook healthy meals - ie healthy pizza, vegetable curry, fruit salad to practise knife skills Oak and Willow classes to work independently on at least 2 sessions using ingredients provided (Ready Steady Cook)
Education + Employment	Communication and Language 	Biographies /Autobiographies	Fiction	Fantasy	Science Fiction	Poems, Songs and Rhymes	Non-Fiction/ Fact Files
		Ensure the following is delivered daily Reading and Writing: Individualised targets taught in the moment/in context from STAR Assessment. Listening to and reading a range of texts and poems. Phonics: Phonics will be linked to the validated DFE phonics scheme ' Little Wandle'. Reading scheme in school 'Big Cat'. Speaking: Individualised targets from SCERTS and STAR Assessment Learning will be accredited through AQA Award scheme, WJEC Entry Level or WJEC GCSE where appropriate.					
	Number and Problem Solving 	Number and Place Value or Multiplication, Division and Fractions	Shape, Position and Direction	Number and Place Value or Addition and Subtraction	Measure	Number and Place Value or Multiplication, Division and Fractions	Time and Money
		Ensure the following is delivered daily Individualised targets taught in context from STAR Assessment Learning will be accredited through AQA Award scheme, AQA Entry Level, AQA Functional Intents, AQA GCSE where appropriate					
	Science 	Topic: Life Cycles Intent: Appreciate the life cycles of different animals and plants	Topic: Ecology Classification Intent: Group animals according to their characteristics	Topic: Magnets Intent: Investigate uses for magnets	Topic: Space Intent: Appreciate what it would be like to exist in space.	Topic: Sound Intent: Demonstrate how sound is created.	Topic: Changing Materials Intent: Understand that materials can change their physical form – (changes of state or chemical reactions)
	PfA and Careers 	Refer to PfA timetable for overview of activities for each class.   					
Community + Relationships	World Around Us	Subject: History Topic:	Subject: Geography Topic:	Subject: History Topic:	Subject: RE Topic:	Subject: RE Topic:	Subject: Geography Topic:

		Black History Intent: Study on current and past black role models. Comparison of both.	Volcanoes Intent: Looking at different types of volcanoes. How do they work? How do they affect human population?	Castles Intent: Local study of church/castle/abbey	Catholic Intent: Conflict with Catholicism and Anglicanism	Shinto Intent: Introduction to Shinto.	The Bostin Black Country Intent: Researching changes in the local area. How has industrial revolution affected the area	
	PSHE 	Topic: Relationships Families & Friendship Intent: (Em, Am) To identify different families and accepts everyone's family is different. Can identify family members and recognise their relationships with them. To recognise why it is important to share and co-operate. Friends and Conflict Intent: (Em/Am) Can recognise what can cause conflict with friends. To demonstrate how to use positive problem solving to resolve conflict with friends. Relationships Family Roles & Responsibilities Intent: (Beech/Maple) Can identify the roles and responsibilities of each member of my family. To recognise expectations for males and females.	Topic: Healthy Me Health & Wellbeing (Zones of Regulation, Emotional & Mental Health) (Em, Am, Beech, Maple, Oak, Willow) Intent: Respond with curiosity about attitudes towards mental health and emotional wellbeing. To recognise daily wellbeing and to manage emotions. Can take responsibility for my health and make choices that benefit my health and well-being	Topic: Changing Me Growing & Changing- Puberty & Personal Hygiene (Em, Am, Beech, Maple, Oak) Intent: (Em, Am, Beech, Maple, Oak) To recognise physical and emotional changes in puberty; external genitalia; personal hygiene routines; Topic: Changing Me – Body Image and Self-Esteem Willow Intent: (Willow) To recognise how self-image is linked to self-esteem. To identify strategies to build self-esteem. To identify how the media can have a positive or negative impact on a person's self-esteem or body image. To know where to go for help if I am worried about my body image or self-esteem.	Topic: Healthy Me Drugs, Alcohol & Tobacco (Em, Am, Beech, Maple, Oak) Intent: (Em, Am, Beech, Maple, Oak) To recognise legal and illegal drugs common to everyday life. To recognise how I feel about drugs. Intent: (Willow) To know about different substances and the effects they have on the body and why some people use them. I can outline what the law says about substance use and possession. I can describe some of the links between substance use, including the effects on mental and physical health.	Topic: Healthy Me Personal Safety (Em, Am,) Intent: (Em, Am,) To recognise and identify safety in different environments. To recognise hazards at home and outside. To recognise how to reduce risks and keep yourself safe. Intent: (Beech, Maple) To identify things, people and places that I need to keep safe from. To recognise risks on the roads, water, rail, fire, and know some strategies to keep safe, and who to go to for help. Emergency services. Intent: (Oak, Willow) To recognise and understand that some people can be exploited and made to do things that are against the law. To identify ways that someone who is being exploited can help themselves. To know why some people, join gangs and the risks this involves.	Topic: Relationships Safe Relationships (Em, Am) Intent: Recognise privacy; staying safe; seeking permission Good/bad touch, Public/Private (PANTS) To recognise what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older Intent: (Beech, Maple) To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older I recognise that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend. To recognise characteristics and	Topic: Healthy Me (Staying Safe in Sexual Relationships) (Willow – Yr 9+) Relationships and Sex education including consent, contraception, sexual health and attitudes to pornography. Intent: To recognise and encounter positive aspects of a healthy relationship. Contraceptive choices. Sexual health and how to get help and treatment.

		To describe how taking responsibility in my family makes me feel. Friendship Intent: (Beech/Maple) Can identify and put into practice some of the skills of friendship e.g. take turns, good listener. To recognise conflict and how to negotiate to find a solution. Relationships My changing supportive relationships Intent: (Oak) To identify the supportive relationships in my life. To recognise that relationships can change and suggest how to manage this. Getting on and Falling Out Intent: (Oak) To identify why people, fall out sometimes. To identify the emotions that can be associated with falling out. To identify and suggest ways to manage conflict within my friendship group. Relationships Equality in relationships Intent:					benefits of positive, strong, supportive relationships and expectations of a romantic relationship. Consent Safe Relationships (Oak, Willow) Intent: To identify how to keep safe and communicate safely online. To recognise what can influence your behaviour online and the consequences. To recognise how to assess and manage risks of sending, sharing or passing on sexual images. To identify types of long-term relationships and legal status. To recognise differences between lust, attraction and attachment.	
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		(Willow) To identify the key elements of a healthy and balanced relationship. To explain what a power dynamic is. To identify behaviours that are not healthy or respectful in a relationship. Assertiveness and Saying No Intent: (Willow) To understand that I have a choice in many situations, including when I want to say no. To know and use some assertiveness skills to help me manage a range of circumstances. To understand that consent and the law are important features in a sexual relationship					
Health + Wellbeing	Art 	ART Topic: Black history Month Intent: Create a <i>copy</i> piece Create an <i>original</i> piece in the style of Art/artist/craft: Art based on Alma Thomas Resources: https://youtu.be/fm4y088mXh8 https://youtu.be/Ti420N423MM • Paint • Paint pens • Bingo dabbers • Cut up squares of paper	ART Topic: Family and Friends Intent: Create a collage self themed portrait Art/artist/craft: Frida Kahlo Resources: https://www.tate.org.uk/whats-on/tate-modern/frida-kahlo-the-making-of-an-icon Twinklw Frida Kahlo resources	ART Topic: Native communities - USA Intent: Create expressive art to reflect feelings and represent using words and symbols Art/artist/craft: Edgar Heap AND Native American / Heritage Twinkle	CDT Topic: Space Intent: Create Mars Curiosity Rover or a rocket Resources: Paper, card, motor items	CDT Topic: African instruments/consider other cultures Intent: Create an instrument Art/artist/craft: Names of items to research: Djembe, kalimba, shekeres. Listen to traditional African music.	ART Topic: Seaside animals habitats Intent: Create a collage of animals in/on/under the sea/water Art/artist/craft: Eric Carle Henri Matisse Birgit Skiöld – Sea Image

	 Music	Focus: Then Bring us some figgy pudding Intent: • Students will be taking part in a choir. • Students will learn a seasonal song. • Students will sign and play instruments. • Students will work towards a performance at the Special Schools Annual Christmas Concert.	Focus: • Then Bring us some figgy pudding Intent: • Students will be taking part in a choir. • Students will learn a seasonal song. • Students will sign and play instruments. • Students will work towards a performance at the Special Schools Annual Christmas Concert.	Focus: • Take a Chance Intent: • Students will compose an Aleatoric musical piece where some element of the composition is left to chance. • Students can use a random wheel or dice to produce rhythms. • Students will use graphic notation to write down their composition.	Focus: • Take a Chance Intent: • Students will compose an Aleatoric musical piece where some element of the composition is left to chance. • Students can use a random wheel or dice to produce rhythms. • Students will use graphic notation to write down their composition.	Focus: • Rio Carnival Intent: • Students will be learning to play Samba on quarter size Djembes. • Students will learn the core rhythms. • The Pulse (Surdo):): The foundation of samba, often accents beats 1 and 3, or sometimes shifts the accent to the off-beats (2 and 4) to create a deeper "groove". • Main Groove: A repetitive, multi-layered pattern where different instruments play distinct parts simultaneously to a single steady pulse. • Son Clave: A syncopated cross-rhythm played against the main pulse, providing tension and energy. • Ostinatos: Short, repeating rhythmic patterns assigned to specific instrument groups, such as the constant "shimmer" of the Ganza (shaker) on every beat and offbeat.	Focus: • Rio Carnival Intent: • Students will be learning to play Samba on quarter size Djembes. • Students will learn the core rhythms. • The Pulse (Surdo): The foundation of samba, often accents beats 1 and 3, or sometimes shifts the accent to the off-beats (2 and 4) to create a deeper "groove". • Main Groove: A repetitive, multi-layered pattern where different instruments play distinct parts simultaneously to a single steady pulse. • Son Clave: A syncopated cross-rhythm played against the main pulse, providing tension and energy. • Ostinatos: Short, repeating rhythmic patterns assigned to specific instrument groups, such as the constant "shimmer" of the Ganza (shaker) on every beat and offbeat.
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ICT

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	PE 	Emerald, Amethyst, Pathway 1 will complete 2 terms of dance, 2 term at the gym,1 term at golf and 1 term at boxing. All of these activities are led by external providers and offsite. Pathway 2, 3 and 4, will complete 4 terms at Portway leisure and 2 terms at SWIM. The activities they complete at Portway leisure will be a variety of individual and team based sports.					
 External Providers	All external providers within the secondary curriculum are linked to our PfA day which occurs weekly. The aim of PfA day is to support all of our learners to meet the long-term outcomes that have been identified as part of our carers programme. See carers programme on website. External providers include: Forge Mill Farm, Riverside Farm, KA Equestrian Centre, Birmingham Open Media, Midland Metro Alliance, Hippodrome Education Network, Riverside House. Classes will work with providers depending on level of need.      						

within the secondary curriculum is a tool for learning across all subject areas