
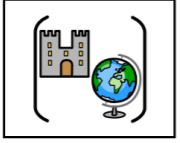





Year 2 of 5	Secondary	Autumn Term		Spring Term		Summer Term	
Theme		Magic Kingdom	Circus	Role Models and Heroes	Seasons	Food Glorious Food	Rainforest and Jungles
Independent Living	My Independence 	Topic: Shopping Intent: Eating out in a café/restaurant		Topic: Life Intents Intent: Preparation and packing		Topic: Travel Intent: Walking safely in my community	
	Cooking 	Topic: Life Intents Intent: Kitchen hygiene, kitchen safety, knife safety, making a hot drink	Topic: Food Around the World Intent: Knowledge of cultural food. Cooking food from Italy, Morocco, Mexico, Jamaica	Topic: Building Independence Intent: Weighing and measuring, meal planning, shopping list, budgeting	Topic: Cooking for a purpose Intents: Prepare breakfast, learn about Fairtrade and ingredients, Easter	Topic: Healthy Eating Intent: Healthy plate, Food categories, Balanced diet, find healthy alternatives	Topic: Healthy Eating Intent: Cook healthy meals - i.e. healthy pizza, vegetable curry, fruit salad to practise knife skills
Education + Employment	Communication and Language 	Science Fiction	Non-Fiction/ Fact Files	Fables/Fairy Tales	Poems, Songs and Rhymes	Fiction	Biographies /Autobiographies
	<p style="text-align: center;">Ensure the following is delivered daily</p> <p>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.</p>						
	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
	<p style="text-align: center;">Ensure the following is delivered daily</p> <p style="text-align: center;">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</p>						
Science 	Topic: Light Intent: Investigate how light behaves	Topic: Our Bodies Intent: Appreciate the different parts of the human body.	Topic: Changes Intent: Appreciate how substances can change under certain conditions	Topic: Seasons Intent: Appreciate the environmental characteristics of the different seasons	Topic: Healthy eating Intent: Understand the different food groups and how they are digested.	Topic: Ecology Intent: Appreciate relationships between animals (and plants).	
PfA and Careers	<p style="text-align: center;">Refer to PfA timetable for overview of activities for each class.</p>						

*Preparing for
Adulthood*



								
	<p>World Around Us</p> 	<p>Subject: History Topic: Black History Intent: Knowledge of a famous person</p>	<p>Subject: Geography Topic: Travel and Tourism Intent: Investigating tourist spots and planning a journey. Recounting personal experiences.</p>	<p>Subject: RE Topic: Sikhism Intent: Introduction to Sikhism and gaining further knowledge. Comparison to Buddhism</p>	<p>Subject: History Topic: Fashion Intent: Clothes over time</p>	<p>Subject: Geography Topic: Continents Intent: Knowledge of the continents and their physical features.</p>	<p>Subject: RE Topic: Islam Intent: Introduction to Islam and gaining further knowledge. Comparison to other religions.</p>	
<p>Community + Relationships</p>	<p>PSHE</p> 	<p>Topic: Relationships Families Intent: (Em, Am, P1, P2, P3) To identify different families. Family roles. Safe relationships. Respect ourselves and others. Recognising privacy; staying safe; seeking permission</p> <p>Topic: Relationships Families/Parenthood (P4) Intent: (P4) To recognise different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships Identify diversity, prejudice, discrimination.</p>	<p>Topic: Health & Wellbeing (Em, Am, P1, P2, P3, P4) Emotional Wellbeing (Zones of Regulation) Intent: Respond with curiosity about attitudes towards mental health and emotional wellbeing. To recognise daily wellbeing and to manage emotions.</p>	<p>Topic: Health & Wellbeing Growing & Changing (Puberty) (Em, Am, P1, P2, P3) Intent: (Em, Am, P1, P2, P3) To recognise physical and emotional changes in puberty; external genitalia; personal hygiene routines;</p> <p>Topic: Relationships Types of relationships (Romantic feelings and sexual attraction) (P4) Intent: (P4) To recognise romance, sexual attraction and relationship boundaries.</p>	<p>Topic: Health & Wellbeing Medicinal drugs, Drugs, Alcohol & Medicine (Em, Am, P1, P2, P3, P4) Intent: (Em, Am, P1, P2, P3) To recognise medicines and household products; drugs common to everyday life</p> <p>Intent: (P4) To respond to alcohol and drug misuse and pressures relating to drug use. Peer influence, substance use and gangs.</p>	<p>Topic: Health & Wellbeing/Living in the Wider World Keeping Safe (Em, Am, P1, P2, P3, P4) Intent: (Em, Am, P1, P2, P3) To recognise and identify safety in different environments. To recognise risk and safety at home. Emergencies.</p> <p>Intent: (P4) To recognise and identify healthy/unhealthy friendships, substance use and gang exploitation. To recognise the influence and impact of drugs, gangs, role models and the media.</p>	<p>Topic: Relationships Safe relationships (Em, Am, P1, P2, P3) Intent: (Em, Am, P1, P2, P3) Recognise privacy; staying safe; seeking permission Good/bad touch, Public/Private (PANTS)</p> <p>Topic: Living in the Wider World Media Literacy & Digital resilience (P4) Intent: (P4) To identify how to keep safe and communicate safely online. To recognise how to assess and manage</p>	<p>Topic: Relationships (SRE) (P4 – Yr 9+) Relationships and sex education Relationships, consent, contraception, the risks of sti's and attitudes to pornography. Intent: To recognise and encounter positive aspects of a healthy relationship. Contraceptive choices. STI's and how to get help and treatment.</p>

				To recognise Healthy/Unhealthy relationships. Consent.			risks of sending, sharing or passing on sexual images.
Health + Wellbeing	<p>ART</p> <p>Topic: Magic Kingdom – Our Earth!</p> <p>Intent: Focus: colour, line, space. Developing a sense of light and dark, progress observation skills. Based on plants/flora/fauna – create images. (could photo, draw over, print, press to extend/alter from observational drawing).</p> <p>Art / craft link: Georgia O’Keefe</p> <p>Resources: Close up images of plants. Pencils, pastels.</p>	<p>ART</p> <p>Topic: Black history Month – art based on.</p> <p>Intent: Focus: colour, pattern, form. Create reflective work based on Jean M-B’s art, graffiti and poetry.</p> <p>Art / craft link: Jean-Michel Basquiat (Art</p> <p>Resources: Paint, pencils, pastels, wax. Twinkl and https://artprojectsforkids.org/jean-michel-basquiat-art-project/</p>	<p>ART</p> <p>Topic: Role Models, Icons and Heroes</p> <p>Intent: Focus: shape, form, space. Create personal 3D icons. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials</p> <p>Art / craft link: Sokari Douglas Camp, Benin Bronzes.</p> <p>Resource: Use wire, mod rock, papier mache, recycled items, cardboard relief</p>	<p>ART</p> <p>Topic: Seasons</p> <p>Intent: Focus: shape, form, space. Create 3D sculptures based on the seasons. Manipulating a range of materials.</p> <p>Art / craft link: Andy Goldsworthy</p> <p>Resources: Clay, natural resources found in nature, record digitally. https://planbee.com/pages/search-results-page?q=goldsworthy and Twinkle</p>	<p>CDT</p> <p>Topic: - Food Glorious Food.</p> <p>Intent: Design food packaging. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Art / craft link:</p> <p>Resources: https://planbee.com/</p>	<p>CDT</p> <p>Topic: Rainforest and Jungles</p> <p>Intent: Make rainforest animals using material manipulation (eg - springs, tubes, fabric materials eg: socks, bean bag pouches use grains inside). Select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities</p> <p>Art / craft link:</p> <p>Resources: https://planbee.com/ and Twinkle</p>	
	<p>PE</p> 	<p>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.</p> <p>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.</p>					
<p>External Providers</p> 	<p>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.</p> <p>External providers include: Forge Mill Farm, Riverside Farm, KA Equestrian Centre, Birmingham Open Media, Midland Metro Alliance, Hippodrome Education Network, Riverside House.</p> <p>Classes will work with providers depending on level of need.</p>						



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