

KS4 SOW (2 year programme)

Year 1	Autumn Term		Spring Term		Summer Term	
ENGLISH						
Years 10 and 11	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.7 Read correctly words designated for Entry Level 2 ● E2.8 Understand the main points in texts <p>Writing:</p> <ul style="list-style-type: none"> ● E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) ● E2.14 Form regular plurals ● E2.15 Use the first and second letters to sequence words in alphabetical order <p>Speaking, listening and communicating:</p> <ul style="list-style-type: none"> ● E2.1 Identify and extract the main information and detail from short explanations ● E2.2 Make requests and ask 	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.9 Understand organisational markers in short, straightforward texts ● E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) <p>Writing:</p> <ul style="list-style-type: none"> ● E2.16 Spell correctly words designated for Entry Level 2 ● E2.17 Communicate information in words, phrases and simple sentences <p>Speaking, listening and communicating:</p> <ul style="list-style-type: none"> ● E2.4 Follow the gist of discussions ● E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics ● E2.6 Make 	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.11 Read and understand sentences with more than one clause ● E2.12 Use illustrations, images and captions to locate information <p>Writing:</p> <ul style="list-style-type: none"> ● E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) ● E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses ● E2.20 Use adjectives and simple linking 	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.7 Read correctly words designated for Entry Level 2 ● E2.8 Understand the main points in texts <p>Writing:</p> <ul style="list-style-type: none"> ● E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) ● E2.14 Form regular plurals ● E2.15 Use the first and second letters to sequence 	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.9 Understand organisational markers in short, straightforward texts ● E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) <p>Writing:</p> <ul style="list-style-type: none"> ● E2.16 Spell correctly words designated for Entry Level 2 ● E2.17 Communicate information in words, phrases and 	<p>Reading:</p> <ul style="list-style-type: none"> ● E2.11 Read and understand sentences with more than one clause ● E2.12 Use illustrations, images and captions to locate information <p>Writing:</p> <ul style="list-style-type: none"> ● E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) ● E2.19 Write in compound sentences, using common conjunctions

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	<p>clear questions appropriately in different contexts</p> <ul style="list-style-type: none"> E2.3 Respond appropriately to straightforward questions 	<p>appropriate contributions to simple group discussions with others about a straightforward topic</p>	<p>words in the appropriate way</p>	<p>words in alphabetical order</p> <p>Speaking, listening and communicating:</p> <ul style="list-style-type: none"> E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions 	<p>simple sentences</p> <p>Speaking, listening and communicating:</p> <ul style="list-style-type: none"> E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic 	<p>(e.g. or, and, but) to connect clauses</p> <ul style="list-style-type: none"> E2.20 Use adjectives and simple linking words in the appropriate way
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This is an examined qualification. Over the six terms, English lessons are structured, planned and taught in small teaching groups and on a rotational basis. Where possible, each group focuses on a different key skill; these are the key skills required for the Entry Level and Functional Skills English exams. Groups run simultaneously during each lesson and on a rotational basis across the following one, two or three lessons (depending on timetable allowances). The focus of each groups are:

- Guided Reading - *The Boy at the back of the class, You killed me, Jamie Johnson series, selection of David Walliams texts***
- English skills (grammar, reading, writing, speaking)**
- Project-based work - At least two SLC assessments, non-fiction texts/information writing, response to guided reading text, creative writing, review writing, persuasive writing, exam skills and practice**

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Texts	<p>The Boy at the Back of the Class - C4.3</p> <p>You Killed Me - C4.1, C4.2</p> <p>David Walliams texts, Jamie Johnson - C4.4</p>			
Home Learning Opportunities	<p>Reading/ watching TV/ film and writing reviews</p> <p>Review of games: board, card, computer, online</p> <p>Interviewing people at home about their interests/ experiences</p> <p>Keeping a diary/ blog/ about being at home.</p> <p>Reading newspapers</p> <p>Shopping lists</p> <p>Recognising signage</p>			
Maths				
Maths	<p>Numbers and the number system:</p> <p>E2.1 Count reliably up to 100 items</p> <p>2. E2.2 Read, write, order and compare numbers up to 200</p> <p>E2.3 Recognise and sequence odd and even numbers up to 100</p> <p>E2.4 Recognise and interpret the symbols +, -, ×, ÷ and =</p>	<p>Numbers and the number system:</p> <p>E2.4 Recognise and interpret the symbols +, -, ×, ÷ and =</p> <p>2.5 Add and subtract two-digit numbers</p> <p>E2.6 Multiply whole numbers in the range 0×0 to 12×12 (times tables)</p> <p>E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders</p>	<p>Numbers and the number system:</p> <p>E2.5 Add and subtract two-digit numbers</p> <p>E2.6 Multiply whole numbers in the range 0×0 to 12×12 (times tables)</p> <p>E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders</p> <p>E2.10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes</p> <p>E2.11 Read, write and use decimals to one decimal place</p> <p>Using common measures, shape and space:</p>	<p>Numbers and the number system:</p> <p>E2.9 Approximate by rounding to the nearest 10, and use this rounded answer to check results</p> <p>E2.5 Add and subtract two-digit numbers</p> <p>E2.6 Multiply whole numbers in the range 0×0 to 12×12 (times tables)</p> <p>E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders</p> <p>Using common measures, shape and space:</p>

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	<p>2.5 Add and subtract two-digit numbers Using common measures, shape and space:</p> <p>E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>E2.13 Read and record time in common date formats, and</p> <p>E2.14 read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock</p> <p>E2.19 Recognise and name 2-D and 3-D shapes, including pentagons, hexagons, cylinders, cuboids, pyramids and spheres</p> <p>E2.20 Describe the properties of common 2-D and 3-D shapes,</p>	<p>E2.7 Know the number of hours in a day and weeks in a year; be able to name and sequence</p> <p>Using common measures, shape and space:</p> <p>E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>E2.13 Read and record time in common date formats, and</p> <p>E2.14 read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock</p> <p>Handling information and data:</p>	<p>E2.14 Use metric measures of length, including millimetres, centimetres, metres and kilometres</p> <p>E2.15 Use measures of weight, including grams and kilograms</p> <p>E2.16 Use measures of capacity, including millilitres and litres</p> <p>E2.17 Read and compare positive temperatures</p> <p>E2.18 Read and use simple scales to the nearest labelled division</p> <p>Handling information and data:</p> <p>E2.22 Extract information from lists, tables, diagrams and bar charts</p> <p>E2.25 Take information from one format and represent the information in another format, including use of bar charts</p>	<p>E2.12 Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)</p> <p>E2.13 Read and record time in common date formats, and</p> <p>E2.14 read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock</p> <p>E2.18 Read and use simple scales to the nearest labelled division</p> <p>Handling information and data:</p> <p>E2.25 Take information from one format and represent the information in another format, including use of bar charts</p>
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	<p>including numbers of sides, corners, edges, faces, angles and base</p> <p>E2.21 Use appropriate positional vocabulary to describe position and direction, including between, inside, outside, middle, below, on top, forwards and backwards</p> <p>Handling information and data:</p> <p>E2.24 Sort and classify objects using two criteria</p>	<p>E2.23 Make numerical comparisons from bar charts</p>			
<p>Home Learning Opportunities</p>	<p>Shopping with parents/carers and questions asked about the prices of products.</p> <p>BBC Bitesize Maths Activities - https://www.bbc.co.uk/bitesize/subjects/z6vg9j6</p>				
<p>Science</p>					
	<p>Know about energy stores and energy transfers.</p>	<p>Know the applications of waves and radiation.</p>	<p>Be able to take measurements in electric circuits.</p>	<p>Know the components of the solar system.</p>	<p>Know the methods used to explore space.</p>
<p>Home Learning Opportunities</p>	<p>Everything Sustainable Energy by National Geographic Kids</p> <p>The Way Things Work by David McCauley</p>		<p>Solar System Reference for Teens: A fascinating Guide to our Planets, Moons, Space Programme and More by Brett Betts</p>		

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ICT						
	<p>AQA Presentation Software</p> <p>Inputting and combining text and other information within presentation slides, use presentation software tools to structure, edit and format slides, preparing slides for a presentation.</p> <p>KS4 AQA Presentation Software 114871</p>		<p>AQA Creating a Basic Webpage (Starting Autumn 2 to be completed in the spring term)</p> <p>Plan and create web pages, use website software tools to structure and format web pages, publish web pages to the internet.</p> <p>KS4 AQA Making a Basic Website</p>		<p>AQA Imaging Software (Starting in spring 2 to be completed in the summer term)</p> <p>Obtain, insert and combine information for designs, use design software tools to create, manipulate and edit designs or images, store and retrieve images, using images from different sources.</p> <p>KS4 AQA Imaging Software</p> <p>Internet Safety</p> <p>Understand how changes in technology affect safety, including new ways to protect online privacy and identity, and how to identify and report a range of concerns.</p>	
Home Learning Opportunities	Presentation software - Software applications - KS3 ICT Revision - BBC Bitesize		What is the World Wide Web? - Internet and communication - KS3 Computer Science Revision - BBC Bitesize		Photo-editing software - Graphics Software - KS3 ICT Revision - BBC Bitesize	
Physical Education						
PE	<p>Competition/team games</p> <p>Teamwork.</p> <p>Leadership, positions, refereeing and coaching</p>	<p>Health related fitness (HRF) and skill related fitness (SRF)</p> <p>Types of fitness</p> <p>How to measure fitness</p> <p>Managing own performance.</p>	<p>Outdoor adventurous activities (O.A.A)</p> <p>PE in the park/community</p> <p>Team games</p>	<p>Creative performance and movement.</p> <p>Parkour - developing fluidity and strength.</p>	<p>Competition games</p> <p>Hand eye coordination/reaction time</p> <p>Striking and Fielding</p> <p>Team tactics</p>	<p>Athletics</p> <p>Technique and performance</p> <p>Analysing performances (Self/peer).</p>

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	<p>Analysing team performances.</p>	<p>Goal setting. Components of fitness. Leadership –Safety and Leading a warm up to a partner.</p>	<p>Working in a group/sharing feedback. Verbal/non verbal communication PE in the park/Community Team games Setting personal goals. Managing own performance. Positive communication in a team.</p>	<p>Evaluating performance. Video analysis - peer review Trampolining Performing moves in isolation/small sequences Yoga and breathwork Holding yoga poses. Relaxation/guided meditation</p>	<p>Sportsmanship Keeping score</p>	<p>Leadership – Positive feedback. Improving performance and personal bests.</p>
<p>Home Learning Opportunities</p>	<p>Practice a warm up https://www.youtube.com/watch?v=aW_JqSK-CgY Learn how to feel your heartbeat (pulse) https://www.youtube.com/watch?v=tF9-jLZNM10 Harry Kane: England's Hero book https://www.amazon.co.uk/Farah-Inspirational-Lives-Simon-Hart/dp/0750283688/ref=sr_1_1?crd=IICXQPEDL5CH&keywords=mo+farahautobiography&qid=1683281381&s_prefix=mo+farahautobiotgraphy%2Caps%2C76&sr=8-1</p>	<p>Yoga at home https://www.youtube.com/watch?v=7kqZnJqzNaU Stretch and move with the strength temple https://www.youtube.com/watch?v=mjau8j2VtLk Plan a home workout to do with your family. Parkour skills book https://www.amazon.co.uk/Parkour-Freerunning-Handbook-Dan-Edwardes/dp/0753519682/ref=sr_1_1?crd=3MD6WS8OKF1C4&keywords=parkour+books&qid=1683281216&s_prefix=parkour+books%2Caps%2C537&sr=8-1</p>	<p>Learn the athletics events https://www.bbc.co.uk/bitesize/guides/zs4r9qt/revision/1 Research rounders rules and create a poster https://www.youtube.com/watch?v=f5Lxiy9_L9Q Ellie Simmonds autobiography https://www.amazon.co.uk/s?k=ellie+simmonds+autobiotgraphy&crd=2KYMMHW7KL9V&s_prefix=ellie+simmonds+autobiotgraphy%2Caps%2C75&ref=nb_sb_noss Mo Farah inspirational lives book</p>			

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			https://www.amazon.co.uk/Farah-Inspirational-Lives-Simon-Hart/dp/0750283688/ref=sr_1_1?crd=IICXQPEDL5CH&keywords=mo+faraha+utobiography&qid=1683281381&srefix=mo+f+arahautobiotgraphy%2Caps%2C76&sr=8-1			
Relationships, Sex and Health Education						
RSE 1 - Yr 1 (All classes)	SA4 Managing Pressure	WILI3 Taking care of the environment	HL5 Body Image	CG4 Intimate relationships, consent and contraception	CG5 Long term relationships and parenthood	SA3 - Prejudice and Discrimination HLI4 - Healthy Eating
	SS5 Emergency situations	SS6 Public and private	HL6 Medicinal Drugs			
	WILI2 Managing online information	SS7 Gambling	HL7 Medicinal drugs, drugs and alcohol			
RSE 1 - Yr 2 (All classes)	Zones of Regulation	SS3 - accidents and risk	HL2 - Mental wellbeing	CG2 - Friendship	SA1 - Personal Strengths	SA2- Skills for Learning
	SS2 - Feeling frightened/worried	SS1 - Feeling unwell	MF 3- Romantic feelings and Sexual attraction	CG3 - Healthy/unhealthy relationship behaviour		
	MF1- Self Esteem and unkind comments		CG1 -Puberty			
	MF2 - Strong Feelings					
PSHE 2 (year 2 only)	AWARENESS OF BRITISH VALUES AND CITIZENSHIP		Introduction to equality and diversity		Internet Safety	
	<ul style="list-style-type: none"> Understanding British values Understanding what Democracy means and how this impacts our country What is a government and what does a government do for the British public Laws, rules and liberty 		<ul style="list-style-type: none"> Exploring different cultures from around the world What is discrimination, prejudice and stereotypical acts? Understand how local communities support people 		<ul style="list-style-type: none"> What does inappropriate behaviour and bullying like look when using social media What are the different types of social media and online communication? How to keep yourself safe when using social media 	

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			<ul style="list-style-type: none"> Strategies to help support everyone that experiences negative online experiences.
Home Learning Opportunities	<p>Be Happy Be You: The Teenage Guide to Boost Happiness and Resilience by Penny Alexander</p> <p>The Accidental Prime Minister by Tom McLaughlin</p>	<p>My Intense Emotions Handbook by Sue Knowles</p> <p>Celebrate Your Body (and it's changes, too!): The Ultimate Puberty Book for Girls by Sonya Renee Taylor</p> <p>Guy Stuff: The Body Book for Boys by Cara Natterson and Mitch Player</p>	<p>The Complete Cook Book for Teen Chef's</p> <p>A Guide to Internet Safety for Children, Teens and Young Adults by Rajesh Laskary</p>
Lifeskills			
Life Skills			
Yr 1	<p>Basic Food Hygiene</p> <ul style="list-style-type: none"> Understanding where different types of food need to be kept in the kitchen How to store cooked and uncooked foods Understanding food packaging 	<p>Personal Hygiene</p> <ul style="list-style-type: none"> How to use a washing machine to clean clothing Understanding when certain items of clothing are dirty. How to use an iron safely and correctly Understanding the different cleaning products that we should use to ensure our bodies are clean 	<p>Health and safety in the workplace</p> <ul style="list-style-type: none"> Understanding health and safety guidelines within different places of work What we should do if there is an accident in the workplace Understanding what COSHH means
Yr 2	<p>Personal Hygiene in the home</p> <ul style="list-style-type: none"> Understanding what cleaning products are needed to clean certain parts of the home Understanding the health and safety aspects when using cleaning products Using the cleaning products 	<p>Money Management</p> <ul style="list-style-type: none"> Good/Bad debt, Household expenses, Aspirations/wants/needs, consequences of debt, Cash/debit cards/credit cards, Essential and non essential items 	<p>Accessing Local Services</p> <ul style="list-style-type: none"> How do we access the emergency services? Why do we need to access emergency services (different scenarios) Do we know who to contact for non emergency situations in our local community?
Home Learning Opportunities	<p>Games and understanding money</p> <p>https://natwest.mymoneysense.com/students/students-8-12/</p>	<p>Fun activities around personal hygiene.</p> <p>https://www.childfun.com/themes/people/health-and-hygiene/</p>	<p>Try cooking together as a family at home. Agreeing on a meal that everyone enjoys and buying the ingredients as a family. Use the website below for meal ideas.</p> <p>https://www.bbcgoodfood.com/recipes/collection/family-meal-recipes</p>

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Achieve						
Achieve	<p>Wellbeing: Healthy Eating</p> <ul style="list-style-type: none"> Understanding what foods are healthy and what are unhealthy Creating, buying ingredients and cooking a healthy meal Taste testing the meal and making suggestions of how to improve it 	<p>Wellbeing: Physical Exercise</p> <ul style="list-style-type: none"> Understanding the different places you can go to in order to exercise Explore how exercise can improve our lives Taking part in different types of exercise 	<p>Project Based Learning</p> <ul style="list-style-type: none"> Identifying a individual or group project which students would like to undertake Planning the project undertaking the project and reflecting on it afterwards 	<p>Customer Experience</p> <ul style="list-style-type: none"> Understanding what good customer service might look like Giving examples of good and bad customer service Observing and commenting on customer service that we experience in real life 	<p>Community Impact</p> <ul style="list-style-type: none"> Understand how certain groups in the local community support others Plan and take part in a community project to support the local community 	<p>Teamwork Skills</p> <ul style="list-style-type: none"> What makes an effective team? Take part in team activities Reflect on team experiences and how they can improve their own team work next time
Home Learning Opportunities	<p>Creating healthy meals at home</p> <p>https://www.bbcgoodfood.com/recipes/collection/quick-and-healthy-recipes</p>	<p>How to exercise at home that is cost effective</p> <p>https://www.everyoneactive.com/content-hub/home-worksheets/home-workout-ideas/</p>	<p>Home projects for teenages</p> <p>https://diyprojectsforteens.com/</p>	<p>Visit shops with parents or carers to identify good customer service skills that students have learnt about during lessons.</p>	<p>Support groups and activities in the Basildon and Wickford area</p> <p>https://www.basildon.gov.uk/article/9481/Activities-and-places-to-go</p>	<p>Team building activities that can be done at home with your children</p> <p>https://www.signupgeenius.com/home/team-building-activities-teams-families-couples-ctm</p>
VOCATIONAL						

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Bike/Car Maintenance	Introduction to a Push Bike Riding a bike safely		Introduction to cars: road worthiness		Bike ability Understanding Road safety	
Home Learning Opportunities	Family bike rides, safety checks on bikes - https://www.youtube.com/watch?v=B6CFPFdVz5E		Washing family members' cars for a better understanding of the process. https://www.youtube.com/watch?v=PugdSwF9d9w		Research around Bike ability using website - https://www.bikeability.org.uk/ Family bike rides.	
Cooking Basic Cooking Skills Y/502/4808 Food Hygiene and Safety Y/504/8039 Basic Food Preparation J/600/0711	Vegetarian options, soups. Healthy eating looking at balanced meals and how meals are balanced. <ul style="list-style-type: none"> - Looking at the eat well plate. - Discussing guidance on food packaging. - Cooking foods such as stir fries and vegetables curries. Linking in to basic cooking skills module focusing on 1.1 -1.5	Breads, pastries and baking cakes. Locating recipes, weighing out ingredients, looking at amounts eg grams rather than kg. Continuing Basic cooking skills 1.1-1.5 making sure that this information is mastered.	Meat, pasta and a variety of rice dishes including biryani	Meat, deboning and rice dishes including working with spices.	Vegetarian options, meat including deboning and spices to add flavour dishes, pastries, bread, soups, desserts.	Vegetarian options, meat dishes, pastries, bread, soups, desserts.
Home Learning Opportunities	Take recipes home and cook for friends and family Take food home for parents/carers to try		Take recipes home and cook for friends and family Take food home for parents/carers to try		Take recipes home and cook for friends and family Take food home for parents/carers to try	

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<p>Sport</p>	<p>Improving own Fitness</p> <p>1) Know about different exercise and fitness activities;</p> <p>Identify different exercise and fitness activities - research provision in local area (leisure centres / gyms / swimming pools/sports clubs etc)</p> <p>2) Be able to participate in exercise and fitness activities</p> <p>How to warm up and cool down safely.</p> <p>Participate in a variety of exercise and fitness activities (Outdoor gym/ park run/ interval training/fartlek/circuit training)</p> <p>Name muscles in the body / components of fitness</p> <p>Following instructions and health and safety guidelines</p> <p>Taking Part in Sport</p> <p>Be able to take part in Individual sports (introduction to badminton singles /table tennis singles) and Team sports (introduction to badminton doubles)</p> <p>Dressing appropriately for sports</p> <p>Following the rules</p> <p>Using skills and techniques using sports equipment</p> <p>demonstrating safe practice</p>	<p>Taking Part in Sport</p> <p>Badminton singles and doubles - learning of key techniques and skills/ rules and scoring system.</p> <p>Use of badminton courts at Basildon Sporting Village. (3 x 1 hr sessions)</p> <p>Review own performance</p> <p>identify strengths and areas for improvement in own performance</p> <p>Basketball</p> <p>Dressing appropriately for basketball</p> <p>Being a team player in basketball</p> <p>Following the rules of basketball</p> <p>Using basketball skills and techniques</p> <p>Using basketball equipment</p> <p>Improving own fitness</p> <p>Outdoor circuit training - 3 sessions</p> <p>Review of own performance</p> <p>Identify strengths and areas for improvement</p>	<p>Improving own fitness</p> <p>Participate/b in different exercise and fitness activities</p> <p>Interval / Fartlek training</p> <p>Speed training</p> <p>Endurance walks/runs</p> <p>Warming up and cooling down / following instructions and health and safety guidelines</p> <p>Review of own performance</p> <p>Identify strengths and areas for improvement</p> <p>Taking Part in Sport</p> <p>Rounders</p> <p>Dressing appropriately for rounders</p> <p>Being a team player in rounders</p> <p>Following the rules of rounders</p> <p>Using basketball skills and techniques of rounders</p> <p>Using rounders equipment</p> <p>Review own performance</p> <p>identify strengths and areas for improvement in own performance</p>
<p>Home Learning Opportunities</p>	<p>components of fitness</p> <p>https://www.youtube.com/watch?v=NhpJiU9EUJA -</p> <p>Muscles of the human body</p> <p>https://www.youtube.com/watch?v=UGSi_HwgX0k -</p>	<p>Badminton rules and regulations quiz</p> <p>https://www.funtrivia.com/trivia-quiz/Sports/Badminton-Rules-and-Regulations-181075.html</p> <p>Create a poster showing the main rules and regulations of badminton</p>	<p>Usain Bolt autobiography</p> <p>https://www.amazon.co.uk/Faster-than-Lightning-My-story/dp/000737142X</p>

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	<p>Visit local leisure centres / swimming pools/ parks</p> <p>Join a local gym</p> <p>Family bike rides or bike rides with friends</p>	<p>Book a badminton court at a local leisure centre - play with family or friends.</p> <p>Basketball rules quiz https://www.zoo.com/quiz/how-well-do-you-know-the-rules-of-basketball</p> <p>Create a poster showing the main rules and regulations of basketball</p>	
Animal Care	<p>Caring for Animals - Feeding and Grooming</p> <p>Moving, handling, catching and restraining small animals</p>	<p>Health and Safety in land based sector</p> <p>Cleaning and maintaining animal accommodation</p>	<p>health and safety in land based sector</p> <p>Understanding Animals</p>
Home Learning Opportunities	<p>Home reading about how we can keep our pets safe and what we can do if we think an animal is being mistreated.</p> <p>https://www.rspca.org.uk</p>	<p>Home research task - Use the website to list ways in which birds can be kept safe from different diseases.</p> <p>https://www.gov.uk/government/news/poultry-keepers-act-now-to-reduce-your-risk-from-bird-flu-this-winter</p>	<p>Home research task - Using the Colchester Zoo website, try and find your favorite zoo animal. Where do they normally live? What do they eat? Are they endangered? What are some interesting facts about them?</p> <p>https://www.colchester-zoo.com/discover/our-animals/</p>

CREATIVE TOPICS

Music	<p>Introduction to the pulse, beat and rhythm.</p> <p>To keep a steady beat when changing tempos. Repeating simple rhythm patterns by clapping or plying on untuned instruments. Playing on untuned instruments.</p>	Pitch	<p>voice warm-up , good posture and breathing exercise.</p> <p>Finding a singing voice. To listen and imitate song phrases.</p> <p>Pitch-match the teacher, another individual ,or the class.</p> <p>Showing a low and high notes with a hand movement (introduction to Kodaly hand movement)</p>	<p>Composing using music technology</p> <p>Compose song accompaniments on untuned percussion or found sounds and create a tune based on Doctor Who theme on music software.</p> <p>Keywords:ostinato, bass line, melody.</p>	<p>Exploring pitch and melody.</p> <p>Looking at the hand movement and using a simple graphic dot notation to show a pitch.</p> <p>Dynamics and articulation in movement and using untuned and tuned instruments.</p>	<p>Structure and form</p> <p>Call and response; question phrase, answer phrase, echo, ostinato ,rounds and partner songs, repetition, contrast</p>	<p>introducing a simple rhythms using ta/ti ti</p> <p>Exploring crotchets and quavers in movement. Looking at simple notation to make a rhythm. Introduction to rests. Time signature in 4/4.</p>
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KS4 SOW (2 year programme)

		Glockenspiels: Jingle bells Boomwhackers: Christmas songs				
Home Learning Opportunities	What are pulse and rhythm? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z2mqw6f Creative dance based on “The Nutcracker” by Tchaikovsky https://www.bbc.co.uk/teach/live-lessons/ten-pieces-and-the-nutcracker-live-lesson/znhyct		How does music make you feel? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3 What are melody and pitch? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zp99cj6		What are duration and tempo? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3yfng8 What is structure? https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3x6msg	
	Drama year 1	Individual/ pair work Introduction to Drama Individual Work focus Genre: Bank Heist Acting skills - body language, voice, facial expression, mime Technical/ production skills - what do we mean by and how does it affect final performance. Analyse their fav. TV programme/ film. Use ‘Cool Runnings’ to break down lighting, sound, props, scenery, costume, lighting Bank heist - consider the genre - lots of individuals coming together to rob a bank. Analyse ‘The Vault’ setting, music, costume,	Individual/ pair work/ Small group Genre: Sci-fi Pair work / small group work How do the skills learnt have to be adapted for pair work? Short performance. Acting skills - body language, voice, facial expression, mime Science Fiction Small group work Explore typical characters/ stereotypes. Create an alien Apply technical knowledge to short performance - support another pair with lighting, sound, props, scenery, costume, lighting Explore typical storylines Using Dr Who explore the	Small group work Genre: Comedy/ slapstick Pair work / small group work How do the skills learnt have to be adapted for pair work? Short performance. Acting skills - body language, voice, facial expression, mime Technical/ production skills - what do we mean by and how does it affect final performance. Apply technical knowledge to short performance - support another pair with lighting, sound, props, scenery, costume, lighting	Small group work Superheroes Small group work / individual work Explore typical characters - concentrate on the actor sustaining transformation from ordinary to extraordinary. Explore superheroes costumes - design new costume for existing superhero. Create costume/ setting/ props for own superhero.	Whole class work - taking responsibility for creating plot Genre: Soaps Students create own character (back story, family age ...) and map into joint project. Teen rebellion - Whole class/ individual/ small group Students create adult/ teen characters. Students decide if it’s adults v students or students v students. Class create storyline. Watch ‘The Outsiders’ analyse lighting, sound,

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<p align="center">Drama - year 2</p>	<p>props</p> <p>The topics change for year 2 but the skills will slowly build following the same progression</p> <p>Genre- Teen Drama Under control</p> <p>Acting skills - body language, voice, facial expression, mime</p>	<p>creation of aliens - costume, props, Tardis, music etc.</p> <p>Technical/ production skills - what do we mean by and how does it affect final performance.</p> <p>Genre - Sci- Fi Space travel</p> <p>Pair work / small group work</p> <p>How do the skills learnt have to be adapted for pair work? Short performance.</p>	<p>Analyse their fav. TV programme/ film. Use 'Cool Runnings' to break down lighting, sound, props, scenery, costume, lighting</p> <p>Genre - Murder Mystery Murder of Sir Henry</p> <p>Acting skills - body language, voice, facial expression, mime</p>	<p>Genre- SitCom Students' choice</p> <p>Acting skills - body language, voice, facial expression, mime</p>	<p>props, scenery, costume, lighting</p> <p>Genre: Teenage drama - Fight at the Rave</p> <p>Acting skills - body language, voice, facial expression, mime</p>	<p>Whole class work - taking responsibility for creating plot</p> <p>Students create own character (back story, family age ...) and map into joint project</p> <p>Acting skills - body language, voice, facial expression, mime</p>
<p align="center">Home Learning Opportunities</p>	<p>Watch topic related films/ TV shows. eg Dr Who for Sci-fi work, The Vault for Bank raid.</p> <p>Write your own script for short scenes within the topic related drama.</p> <p>Design set/ costume for drama we are working on eg the alien spaceship/ the alien costume.</p>		<p>Watch topic related films/ TV shows. eg Superhero / comedy films.</p> <p>Write your own script for short scenes within the topic related drama.</p> <p>Design set/ costume for drama we are working on eg superhero costume/ setting for comedy drama.</p>		<p>Watch topic related films/ TV shows. The Outsiders/ cbbc dramas</p> <p>Write your own script for short scenes within the topic related drama.</p> <p>Design set/ costume for drama we are working on eg youth club.</p>	
<p align="center">Humanities</p> <p align="center">Yr1</p>	<p>History - Prehistoric era</p> <p>Geography - Dinosaurs and Fossils</p>	<p>History - Prehistoric Era</p> <p>Geography - Dinosaurs and Fossils</p>	<p>History - Prehistoric era</p> <p>Geography - The World - Introduction to the UK</p>	<p>History - The Middle Ages</p> <p>Geography - Introduction to a Foreign Country</p>	<p>History - The Middle Ages</p> <p>Geography - The Weather</p>	

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<p>Humanities Yr2</p>	<p>History - WW1 Geography - Continents/Countries / Oceans</p>	<p>History - WW1 - Life for British Soldiers (Ref - 4984) Label and explain the equipment used by WW1 soldier Geography - Reading a map of the British Isles (Ref 1614) The countries of the British Isles Islands and seas around the British isles Rivers of the British Isles</p>	<p>History - WW1 - Life for British Soldiers Identify and explain aspects of life in the trenches and how it impacted life as a soldier Geography - Reading a map of the British Isles Mountain ranges of the British Isles Motorways of the British Isles Counties of the British Isles</p>	<p>History - Research a Famous Historical Figure (Ref -1776) Identification of famous historical person Information sources Achievements and wrongdoings</p>	<p>History - Visiting a Famous Historical Building (ref - 1083) Learning about castles - features Identification of historical building of interest/ visit to this building Significant features of the building Facts about this building Presentation of findings</p>	
<p>Home Learning Opportunities</p>	<p>Walking with Dinosaurs Activities - https://www.bbc.co.uk/bitesize/search?q=dinosaurs Continents and oceans quiz https://www.proprofs.com/quiz-school/quizshow.php?title=continents-oceans_2&q=1 What was life like on the frontline ? https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/znpm7y Watch relevant films about WW1 - 1917 / All quiet on The Western Front</p>		<p>The Middle Ages online games and learning https://medievaleurope.mrdonn.org/games.html Famous people from history https://www.bbc.co.uk/teach/famous-people/zdgdscw</p>		<p>Weather and climate resources and games https://www.bbc.co.uk/bitesize/topics/zx38q6f Creating a rain gauge https://www.youtube.com/watch?v=QOzdcM-YZ2U Features of a castle https://history.howstuffworks.com/historical-figures/castle2.htm</p>	
<p>Art</p>	<p>Explore 2 Dimensions Formal Elements - focusing on Line, tone, texture and pattern.</p>	<p>Explore 2 Dimensions</p>	<p>Explore 2 Dimensions Identify risks and Hazards in the art room when printing.</p>	<p>Explore 3 Dimensions Formal Elements - focusing on Line,</p>	<p>Explore 3 Dimensions</p>	<p>Explore 3 Dimensions</p>

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	<p>Creating a range of tonal ladders and experimenting with creating patterns using lines.</p> <p>Observational drawings of natural objects. Exploring a range of materials such as B and 2B pencils, water based pens, graphite and biros.</p> <p>William de Morgan tile study using watercolours paints.</p>	<p>Research and have an understanding of the designer William de Morgan. Understand how to repeat a design using rotation.</p> <p>Present an aim for chosen 2 dimensional work: Create a tile design using primary and secondary sources. To transfer part of the tile onto press print using tracing paper.</p> <p>Group work - Contribute to discussions about individual ideas.</p>	<p>Plan and have an understanding of how to print using rotation.</p> <p>Experiment with colour combinations. Research colours used in William de Morgan's tiles design.</p> <p>Produce 2 dimensional work: a black and white print and a two colour print.</p>	<p>tone, texture, shape, colour, and pattern.</p> <p>Plan ideas: Explore a range of 3D artists and respond to their work</p> <p>Present aims for a chosen 3 dimensional piece of work: Watercolour and pencil studies of Insects.</p> <p>Explore modelling materials.</p>	<p>Group work - Contribute to discussions about individual ideas.</p> <p>Plan and have an understanding of how to create a model of a Insect.</p> <p>Identify risks and Hazards in the art room when modelling.</p> <p>Produce 3 dimensional work of a Insect - Start to create models of Insects</p>	<p>Complete models of Insects using a range of materials such as: wire, paper mache, masking tape, wood, card....</p> <p>Decorate designs.</p> <p>Group work - group Crit. Responding appropriately to other people's points of views about their work.</p>
<p>Home Learning Opportunities</p>	<p><i>Look where patterns have been used in the home, on textiles and wallpaper.</i></p> <p><i>Practice observational drawing at home.</i></p> <p><i>Research the Arts and Crafts Movement</i></p> <p>https://www.youtube.com/watch?v=CBq73yxha0o</p>	<p><i>Study the different types of garden insects you can see in your garden. Practise drawing them.</i></p> <p>https://www.youtube.com/watch?v=PMzxlV59mSE</p> <p>https://www.youtube.com/watch?v=BidHWkx7F2Q</p>	<p><i>Research artists that work using in 3 dimensional form. What materials do they use?</i></p> <p>https://www.youtube.com/watch?v=oW804tcwm4</p> <p><i>Create your own insects out of plants.</i></p>			