**KS4 2 Academic Curriculum Map**

All lessons are taught based on the needs of the pupils in the group. There is an emphasis on engaging prior knowledge, learning through concrete methods before moving onto more abstract concepts. All learning is delivered through visuals and multisensory opportunities to support language needs and working memory. Within streamed academic lessons there is further differentiation to support and challenge pupils.

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| **Subject** | **Term** | | | | | | | |
| **Autumn Half Term 1** | **Autumn Half Term 2** | **Spring Half Term**  **1** | **Spring Half Term**  **2** | **Summer Half Term 1** | **Summer Half Term 2** | |
| **English** | Pupils are preparing for their **Functional Skills English qualification**.  Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess students’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help pupils to develop skills for everyday life.  There are three components: **component 1: Speaking and Listening** students practise different types of speaking, listening and communicating activities. This includes simple narratives, information and instructions; and short statements, explanations, discussions, questions and exchanges. **Component 2: Reading Texts** students practise reading different types of text. This includes short, simple texts that inform, describe and narrate. **Component 3: Writing Texts** students practise writing different types of text. This includes short, simple texts such as messages and notes.  The pupils will also have **one group reading lesson a week**.  The group reading books selected throughout the term will provide opportunities for the pupils to develop their knowledge of sight words, decoding and phonological awareness.  Through this session, they will develop their use of other reading strategies such as grammatical awareness, meaning, context as well as develop their comprehension of stories. | | | | | |
| **Maths** | **NUMBER**  Studying a range of LEVEL 1, Level 2 and Level 3 targets and activities from the following ELC components:   * Component 1 = Properties of number * Component 2 = The four operations * Component 3 = Ratio   \*Pupils who consolidate ELC mathematical concepts with ease are to be engaging with the more complex targets from Level 3.  **MONEY AND TIME**  Studying a range of LEVEL 1, Level 2 and Level 3 targets from the following ELC components:   * Component 4 = Money * Component 5 = Calendar and Time   \*Pupils who consolidate ELC mathematical concepts with ease are to be engaging with the more complex targets from Level 3.  **AUTUMN**  **COMPONENT 6 = MEASURE**  Pupils to engage with activities and ELC targets in regards to units of length, capacity and mass.  Cross-curricular links with IT when using the Maths interactive learning tools.  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary.  Examples:   * Describe capacity in fractions. * Select a possible length, capacity or weight for a given item. * Read values from an appropriate scale.   **SPRING**  **COMPONENT 7 = GEOMETRY**  Pupils to engage with activities and ELC targets in regards to 2D and 3D shapes, symmetry, position, direction and movement.  Cross-curricular links with IT when using the Maths interactive learning tools.  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary.  Examples:   * Compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes. * Describe the properties of 2D   shapes, including straight and curved edges.   * Draw lines of symmetry on shapes or pictures.   **SUMMER**  **COMPONENT 8 = STATISTICS**  Pupils to engage with activities and ELC targets in regards to tally carts, bar charts, pictograms, simple graphs and diagrams.  Cross-curricular links with IT when using the Maths interactive learning tools.  Cross-curricular links with SLT when introducing, presenting and describing Mathematical vocabulary.  Examples:   * Construct and interpret simple line graphs. * Collect information by survey. * Compare two or more diagrams. | | | | | | |
| **Option 1:**  Performing Arts - Acting | The **Pearson BTEC Level 1/Level 2 First Award in Performing Arts** is a vocational qualification where students develop knowledge and understanding by applying their learning and skills in a work-related context. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.  BTEC First Award in Performing Arts is a Level 2 qualification with Pass, Merit and Distinction grades. If learners do not achieve a Pass at Level 2, there is an opportunity to gain a Level 1 qualification. The qualification is based on 120 hours of guided learning and has core and optional units. 25 per cent of the qualification is externally assessed. Person sets and marks these assessments. Two compulsory units total 60 GLH. One unit is internally assessed and the other unit is externally assessed.  In year 10, students will be working on **Unit 3 – *Acting skills***. This unit focuses on two separate assignments: **First – in autumn term - students will explore and develop their acting skills** through a series of practical workshops: vocal, physical, imaginative and interpretive skills and techniques used by professional actors. Students will review their own practice, develop their ability to analyse and evaluate their own work; identify their strengths and areas for development, set targets and log their progress. **Second** – **in Spring term - students** **wil**l **use a range of skills and workshop techniques** (developed in previous term) to **prepare and rehearse a performance,** and then put on in front of a small, invited audience.  During summer term, students will be practising **Unit 2 - *Preparation, Performance and Production*** as a “mock”. This unit focuses on one assignment: ***Theatre in Education (Performance Roles)***. Students will be taken part in the preparations for a live performance to a target audience chosen. Students will develop skills in group work, research and negotiation, while also developing creativity and performance. Students will consider the impact that they can make on an audience, as they develop the ideas that they want to communicate. | | | | | | | |
| **Home Cooking Skills** | Students will work through a range of recipes to develop their independence and cooking skills in preparation for the BTEC Level 1 Home Cooking Skills Award which will be assessed in the Spring Term. Practical work will cover preparing and handling food safety and hygienically. Theoretical topics to be studied will include eggs, bread, pasta and rice. | | Students will plan, practice and cook a healthy nutritious main course dish for their BTEC Level 1 Home Cooking Skills Award. They will describe reasons for their menu choice, show an understanding for storing food ingredients safely and demonstrate cooking skills with health, safety and hygiene related to their menu choice. Food presentation techniques will also be explored. They will need to evidence how they have passed on information about the benefits of home cooking. | | Through weekly practical cooking lessons students will further develop their cooking skills and understanding for food safety and hygiene throughout the preparation and cooking process. Theoretical topics to be studied will include nutrition, vitamins and minerals along with micro nutrients. Chefs and food from other cultures will also be explored. | | |
| **Option 3:**  **Science** | Students will study for a **level 1, 2 or 3** in **AQA ELC Science**. **Level 3** being the **highest** level they can achieve.  **Students will complete exams and assignments during year 10 for:**   * Component 1 – The Human Body (Biology) * Component 3 – Elements, Mixtures and Compounds (Chemistry)   **Component 1: The Human Body**   * To be able to recognize cells and how specialised cells are adapted for their function. * Recognise the position of the major organs * Recall the parts of the human digestive system and the circulatory system. * Understand that breathing and respiration are not the same * Describe the right balance of energy and different foods required for good health. * To look at how the human body fights diseases   **Component 3: Elements, Mixtures and Compounds**   * To be able to remember the three states of matter and how changes happen within the three states. * Recall that a mixture contains two or more substances which are not chemically combined. * Describe how to separate mixtures by chromatography. * Recall that metals are: * good conductors of electricity * good conductors of thermal energy | | | | | | |
| **PSHE** | **Being Me in My World**   * Human rights and societal freedoms * Online and offline behaviour – positive and negative * Staying safe online and managing risks | **Celebrating Difference**   * Equality Act * Vulnerable and marginalised groups * Balance of power and impact on individuals and/or groups * Impact of discrimination on physical and mental well-being | **Dreams and Goals**   * Different lifestyle choices (e.g. health, altruism) * Positive and negative implications of different lifestyle choices * Importance of balance in goals (e.g. work-life balance) * Understanding how support from others can positively impact on achieving personal goals | **Healthy Me**   * Impact of physical health on wider well-being * Planning ahead and making positive long-term choices | **Relationships**   * Sustaining positive long-term relationships * Healthy vs unhealthy relationships * Managing the breakdown of a relationships (friendship or romantic relationship) | **Changing Me**   * Impact of societal change on self * Sexuality and gender * Strategies for managing change, including reflecting on how changes have been managed so far | |
| **PE** | **Athletics**   * Throwing * Javelin * Shot put * Jumping * Long jump * High jump * Sprinting 100m | Students will study four activities, one team, one individual and then two others of their choice.  Students will be required to perform effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities. In addition, learners will be required to analyse a performance in order to determine its strengths and weaknesses, and suggest simple ways of improving the quality and effectiveness of the performance.  As part of the course content learners will be taught to:  • develop and apply a range of basic skills and techniques in their chosen activities  • select and apply the skills, tactics/compositional ideas and team skills in their chosen activities.  Learners will also be taught how to:  • analyse their own or another’s performance, identifying strengths and weaknesses and suggesting how performance may be improved.  In addition, learners will be expected to:  • observe and implement the rules, conventions and safety requirements of the activity  **To promote physical activity learners will be taught:**  • the importance of being physically active  • to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance  • the need for personal hygiene in relation to physical activity.  **To develop positive attitudes, learners will be taught:**  • to observe the conventions of fair play, honest competition and good sporting  behaviour as individual participants, team members and spectators  • the various roles within an activity  • they may be given the opportunity to lead within a practical activity, providing opportunities for others to participate  • to understand different roles with physical activities.  **3 To ensure safe practice, learners should be taught**:  • to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions  • why particular clothing, footwear and protection are worn for different activities  • to warm up for and cool down from exercise. | | | | | |
| **ICT** | **Identify the ICT requirements of a straightforward task**   * *Use ICT to plan and organise work.*   **Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context**   * *Select and use software applications to meet needs and solve straightforward problems* * *Select and use interface features effectively to meet needs* * *Adjust system settings as appropriate to individual needs.* | **Manage information storage**   * *Work with files, folders and other media to access, organise, store, label and retrieve information* * *Follow and demonstrate understanding of the need for safety and security practices* * *Demonstrate how to create, use and maintain secure passwords* * *Demonstrate how to minimise the risk of computer viruses.*   **Search techniques to locate and select relevant information**   * *Search engines, queries.* | **Select information from a variety of ICT sources for a straightforward task**   * *Recognise and take account of currency, relevance, bias and copyright when selecting and using information* * *Developing, presenting and communicating information.* | **Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks**   * *Apply editing, formatting and layout techniques to meet needs, including text, tables, graphics, records, numbers, charts, graphs or other digital content* * *Use appropriate software to meet requirements of straightforward data-handling task.* | **Use communications software to meet requirements of a straightforward task**   * *Read, send and receive electronic messages with attachments* * *Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication.* | **Combine information within a publication for a familiar audience and purpose**  **For print and for viewing on screen**   * *Check for accuracy and meaning.*   **Evaluate own use of ICT tools**   * At each stage of a task and at the task’s completion. | |
| **Option 2:**  **Home Cooking Skills** | Students will work through a range of recipes to develop their independence and cooking skills in preparation for the BTEC Level 1 Home Cooking Skills Award which will be assessed in the Spring Term. Practical work will cover preparing and handling food safety and hygienically. Theoretical topics to be studied will include Eggs. | * Practical work will continue to cover preparing and handling food safety and hygienically. * Theoretical topics to be covered this half term: * Bread, * Pasta and * Rice. | * Students will plan, practice and cook a healthy nutritious main course dish for their BTEC Level 1 Home Cooking Skills Award. They will describe reasons for their menu choice, show an understanding for storing food ingredients safely and demonstrate cooking skills with health, safety and hygiene related to their menu choice. | * Food presentation techniques will also be explored. They will need to evidence how they have passed on information about the benefits of home cooking. | * Students will continue to practice their cooking with weekly practical cooking lessons. * They will further develop their cooking skills and understanding for food safety and hygiene throughout the preparation and cooking process. | * Alongside the weekly practical sessions, students will cover theoretical topics, which include nutrition, vitamins and minerals along with micro nutrients. Chefs and food from other cultures will also be explored. | |
| **Life Skills**  **ASDAN PDP Silver Award** | **Traditional meal and International celebration**  Students will explore and research a range of traditional British and International meals. Working as a group to choose a selected meal. They will purchase items from the local community and work together to make the meal. | **Enterprise Projects**  Students will work within their Life Skills group to choose an enterprise project based on shared or common interests. The range of activities will be dependent on the enterprise project and most projects will result in a trip within the community. | **Current Events or Charity research**  Students can choose wether to explore current events within the news or conduct research into a relevant charity (such as iCAN). They will report their findings using written and spoken information. | **Needs-led therapy**  Life Skills groups will focus on relevant skills that require additional support, e.g. social skills, executive function skills. | **Work related learning and Enterprise**  Students will develop their understanding of work and employability, such as knowing what to wear and problem-solving work-related issues.  Support for Duke of Edinburgh can also be offered during Life Skills if pupils are accessing the award. | **Needs-led Therapy**  Life Skills groups will focus on relevant skills that require additional support, e.g. social skills, executive function skills. | |