



HEARTSPACE CURRICULUM MAP

Penistone Grammar School's HeartSpace Curriculum offers a bespoke pathway tailored to the needs of each individual student. Each student's timetable offers a different amount of time in both HeartSpace and Mainstream school dependent upon the student's academic ability and other needs. In HeartSpace we offer a range of activities and lessons that cater to developing social, communication and resilience skills which are based around their EHCP outcomes such as Life Skills, PSHE and Outdoors. We believe that providing students with these lessons alongside academic learning will give our students the best chance to leave Penistone Grammar School as a well-rounded citizen ready to begin the next chapter. We ensure all students who are placed in HeartSpace have access to tailored interventions that help them achieve their academic and personal goals. This is done by liaising with Mainstream teachers to identify gaps as misconceptions arise. All HeartSpace students are given the opportunity to partake in experiential learning activities which include climbing, caving, canoeing, swimming lessons and trips and visits in the local community. As HeartSpace provides a bespoke and individualised educational journey for its students we believe our curriculum gives each student the chance to succeed and become an independent learner.

PATHWAY 1 – Specialist Provision			
Y7/8	Y9	Y10/11	INTERVENTIONS
<p>Students access all Heartspace lessons for all subjects both core and foundation.</p> <p>Students will follow a thematic, primary model approach, which will cover entry level skills.</p> <p>VTH will liaise with mainstream staff to coordinate planning to mainstream schemes of work and differentiate accordingly to match need.</p>	<p>Students access all Heartspace lessons for all subjects both core and foundation.</p> <p>Students will follow a thematic, primary model approach, which will cover entry level skills.</p> <p>VTH will liaise with mainstream staff to coordinate planning to mainstream schemes of work and differentiate accordingly to match need.</p> <p>Start to introduce Entry Level Maths and English into curriculum.</p>	<p>Entry Level / Functional skills Maths, English and Science</p> <p>Sports leaders level 1</p> <p>Asdan PSD</p> <p>Arts Award Bronze</p> <p>NCFE Food and Cookery Skills Level 1</p> <p>Swimming lessons fortnightly</p>	<p>Access to mainstream specialist areas for lessons eg. Science, VPA, Cooking etc. supported by Heartspace staff.</p> <p>Twice daily Zones of Regulation.</p> <p>Academic and therapeutic interventions.</p> <p>Weekly outdoor learning.</p> <p>Access to supportive sensory equipment as required.</p>

PATHWAY 2 – Resource Provision

Y7/8	Y9	Y10/11	INTERVENTIONS
<p>Students access a combination of specific mainstream and specific Heartspace lessons.</p> <p>Students will follow a thematic, primary model when in Heartspace.</p> <p>HeartSpace staff will liaise with mainstream staff to coordinate planning to mainstream schemes of work and differentiate accordingly to match need.</p> <p>Start to introduce Entry Level 1 and 2/Functional Skills Maths and English into curriculum.</p>	<p>Students access a combination of specific mainstream and specific Heartspace lessons.</p> <p>Students will follow a thematic, primary model when in Heartspace.</p> <p>HeartSpace staff will liaise with mainstream staff to coordinate planning to mainstream schemes of work and differentiate accordingly to match need.</p> <p>Entry Level 3 Functional Skills Maths and English into curriculum.</p>	<p>GCSEs where accessible</p> <p>Entry Level / Functional skills Maths, English and Science</p> <p>Functional Skills ICT</p> <p>Arts Award Bronze</p> <p>2 x mainstream options</p> <p>Level 1 and 2 Functional Skills Maths and English into curriculum.</p>	<p>Access to mainstream specialist areas for lessons eg. Science, VPA, Cooking etc. supported by Heartspace staff.</p> <p>Encourage to check in to develop emotional resilience using Zones of Regulation.</p> <p>Academic and therapeutic interventions as needed.</p> <p>Weekly experiential learning.</p> <p>Access to supportive sensory equipment as required.</p>

PATHWAY 3 – Resource Provision

Y7/8	Y9	Y10/11	INTERVENTIONS
<p>Students access all mainstream lessons and access Heartspace for SEMH support. This support will be received during Resilience and RCS timetables lessons.</p>	<p>Students access all mainstream lessons and access Heartspace for SEMH support. This support will be received during Resilience and RCS timetables lessons.</p>	<p>Students access all mainstream lessons to complete GCSEs and access Heartspace for SEMH support dependent upon option choices.</p> <p>Students will access mainstream options predominantly unless another qualification is necessary.</p>	<p>Use of Zones of Regulation for emotional support.</p> <p>Access to supportive sensory equipment and movement breaks as required.</p>

TOPIC CYCLE AND PROGRAMMES OF STUDY

Term 2023-24							
Year	Subject	A1	A2	Sp1	Sp2	Su1	Su2
7	M/S Eng.	Modern Drama <i>Dracula (play)</i> HSP to use simplified prose text	19th Century Fiction <i>A Christmas Carol</i>	19th Century Fiction <i>A Christmas Carol</i> ?	Myths and Legends <i>Who let the Gods out?</i>	Shakespeare <i>Midsummer Night's Dream</i>	Poetry Past and Present <i>Conflict</i>
	Topic	Migration 1066 Windrush		Empire Tudor to Victorian expansion		Trade and Industry Why did rural life change after 1700? Agricultural Revolution – transport changes Industrial Revolution	
	English <i>Teaching in line with Entry Level 1 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate</i>	<ul style="list-style-type: none"> • Alphabet • Read words correctly (EL1) • Read simple sentences (1 clause) • Follow single-step instruction • Capital letters & full stops • Capitals for proper nouns and 'I' • Upper and lower case letters • M/S: use extracts from text to explore gothic setting 	Iterative: all previous and: <ul style="list-style-type: none"> • Identify & extract main info • Understand short text on simple subject • Ask and respond to questions appropriately • EL1 spellings • M/S ASSESSMENT: description of gothic setting • M/S: use extracts to track Scrooge from selfish to generous / miserable to happy 	Iterative: all previous and: <ul style="list-style-type: none"> • Communicate feelings and opinions on straightforward topics • Participate in discussion about straightforward topic • M/S ASSESSMENT: how does Dickens present Scrooge? 	Iterative: all previous and: <ul style="list-style-type: none"> • M/S read variety of myth and legends with focus on narrative (story mountain/arc) • M/S ASSESSMENT: write a story using an opening sentence as stimulus 	CROSS CURRICULAR LINK WITH DRAMA Iterative: all previous and: <ul style="list-style-type: none"> • Use this unit to embed reading aloud with emotion and emphasis • The Globe and introduction to Shakespeare, understanding non-fiction texts • Writing as a character using full stops and capitals in simple sentences 	Iterative: all previous and: <ul style="list-style-type: none"> • M/S explore selection of poems from past and present • M/S look at conflict, but HSP to look at a genre of choice
	Vocabulary and subject terminology	gothic, sinister, ancient, lightning Simile, onomatopoeia	All previous and: selfish, generous, miserable simile, noun, adjective	All previous	All previous and: linear narrative, first person, third person	All previous and: Shakespeare, theatre, drama, character	All previous and: Poem/poetry, stanza, rhyme
	Maths <i>Teaching in line with Entry Level 1 qualification or higher dependent on the cohort and</i>	EL1 – using numbers and the number system <ul style="list-style-type: none"> • Read/write/order numbers to 20 (higher numbers if accessing easily) • Counting different objects within 20 (higher numbers if accessing easily) • Add and subtract numbers in 20 – focusing heavily on quick recall rather than using fingers – quick number bonds 		EL1 – using common measures, shape, and space <ul style="list-style-type: none"> • Recognises coins and notes with correct symbols up to £20 • Read 12-hour clock in digital and analogue • Days of a week, months, seasons – name and sequence • Make comparisons between measures of items (size, length, width, height, weight and capacity) 		EL1 – handling data and problem solving <ul style="list-style-type: none"> • Read numerical information from lists • Classify objects using a single criterion • Read and draw simple charts and diagrams (tally chart, block diagram/graph) <p style="text-align: center;">RECAP PREVIOUS TOPICS IN PROBLEM SOLVING ENSURING STUDENTS ARE -</p>	

	<p><i>academic ability – higher levels can be worked through if appropriate.</i></p>	<ul style="list-style-type: none"> Recognise and interpret + - = signs – using these in a variety of contexts and be able to use inverse to check answer (fact families) <p style="text-align: center;">RESOURCES WEBSITE Functional Skills Resources Helping your students achieve</p> <p>Pass Functional Skills Ofqual Regulated Exams & Courses</p>		<ul style="list-style-type: none"> Identify and recognise common 2D and 3D shapes (circle, cube, rectangle, square, triangle) Use positional vocabulary to describe position and direction (left, right, front, back, behind, under, above) 		<ul style="list-style-type: none"> Using simple mathematical terms appropriate to EL1 Use methods taught to produce, check and present results Provide a simple explanation for those results 	
	RCS	<p><i>Introduction to religious studies. Cover Christianity and Islam.</i></p>	<p><i>Personal hygiene and my body.</i></p>	<p><i>Islam and the prophets.</i></p>	<p><i>Introduction to Hinduism.</i></p>	<p><i>Further into Hinduism.</i></p>	<p><i>Mental health and disability awareness.</i></p>
	Science	<p>Cells (B1)</p> <p>Particles (C1)</p>	<p>Particles (C1)</p> <p>Energy (P1)</p>	<p>Variation & Reproduction (B2)</p> <p>Acids & Alkalis (C2)</p>	<p>Acids & Alkalis (C2)</p> <p>Electricity (P2)</p>	<p>Environmental Biology (B3)</p> <p>Chemical Reactions (C3)</p>	<p>Chemical Reactions (C3)</p> <p>Forces and Space (P3)</p>

M/S Eng.	Dystopian Fiction <i>Hunger Games</i>	Dystopian Fiction <i>Hunger Games /</i> Seminal World Literature <i>Lord of the Flies</i>	Seminal World Literature <i>Lord of the Flies /</i> Texts from Other Cultures <i>Diverse Texts</i>	Texts from Other Cultures <i>Diverse Texts /</i> Non-Fiction <i>Female Voices</i>	Non-Fiction <i>Female Voices</i>	Shakespeare <i>Romeo and Juliet</i>
Topic	Power English Kings and Queen			Protest Suffragette movements Jacobites and Luddites Black Death and Peasants Revolts Modern Protest		
English <i>Teaching in line with Entry Level 2 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.</i>	<ul style="list-style-type: none"> Use capital letters correctly Read words correctly (EL2) Begin to use the first and second letters of a word to sequence into alphabetical order Read sentences with more than one clause Write descriptively using compound sentences, focusing on dystopian settings Include ambitious adjectives in writing Make straightforward contributions about the text 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Use illustrations, images and captions to locate information (opportunity to analyse propaganda posters) Use information retrieval skills Express feelings and opinions during group discussions Include basic punctuation in writing. Use effective strategies to find the meaning of words Write functionally and for purpose M/S ASSESSMENT: write a description 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> EL2 spellings To understand the main purpose of a text Ask questions about texts Be able to follow a discussion based on a particular topic or theme Use appropriate words and phrases for the purpose of the writing M/S ASSESSMENT: how does William Golding present civilisation vs savagery in Lord of the flies? 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Tender Earth, The Colour of Humanity, Terror Kid, Welcome to Nature, Refugee Boy and Loose Change to be amongst main texts studied Write for purpose Include a range of ambitious verbs and adjectives in descriptive writing Use a variety of sentence openers Begin to punctuate speech M/S ASSESSMENT: write a story in response to a stimulus 	<p>CROSS CURRICULAR LINK WITH HISTORY?</p> <p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Be able to contribute independent ideas during class discussions Consider other people's viewpoints and respond appropriately M/S ASSESSMENT S&L: 'Women are represented positively in the 21st Century' Write a speech for a school assembly explaining your opinion on the statement 	<p>CROSS CURRICULAR LINK WITH DRAMA</p> <p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Follow the order of the play Communicate feelings and opinions about certain characters and parts of the play Attempt to convert Shakespearean language to the modern day (short extracts and phrases only) Use images and video clips to comprehend a sequence of events Use correct plural form Use appropriate conjunctions to give extended reasoning when focusing on plot M/S ASSESSMENT: analysis of how the relationship between Juliet and Lord Capulet is presented. (Extract and play as a whole) but HSP to be given specific events to refer to

		suggested by the image				
Vocabulary and subject terminology	Dystopia, utopia, treason, oppression, power, inequality, metaphor, simile	All previous and: civilisation, democracy, savagery, dictatorship, masculinity, mankind, fear, symbolism, foreshadowing	All previous and: diversity, identity, tolerance, justice, equality, responsibility, tentative, critical thinking	All previous and: Suffragettes, media, gender stereotypes, influence, anecdote, connotations,	All previous	All previous and: patriarchy, Elizabethan, conflict, resolution, conspire, civil unrest, prologue, suspense, sonnet
Maths <i>Teaching in line with Entry Level 2 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.</i>	<i>EL2 – using numbers and the number system (whole numbers, fractions and decimals)</i> <ul style="list-style-type: none"> Count to 100 Read, write, order and compare numbers to 200 Recognise and sequence odd and even numbers to 100 <ul style="list-style-type: none"> Recognise and interpret + - x = ÷ symbols <ul style="list-style-type: none"> Add and subtract two-digit numbers Multiply whole numbers in the range of 0x0 to 12x12 Know numbers of hours in a day and weeks in a year <ul style="list-style-type: none"> Divide a two digit by one digit number with remainders <ul style="list-style-type: none"> Round to the nearest 10 Recognise simple fractions (halves, quarters and tenths) of whole numbers and shape <ul style="list-style-type: none"> Read, write and use decimals to one decimal place 		<i>EL2 – using common measures, shape and space</i> <ul style="list-style-type: none"> Calculate money with pence up to one pound and in whole pounds of multiple items write with the correct symbol Read time in hours, half hours and quarter hours and understand 24hr digital clock Measure in millimetres, centimetres, metres and kilometres <ul style="list-style-type: none"> Read and compare positive temperatures Read and use scales to nearest labelled division Recognise 2D shapes (pentagons, hexagons, cylinders, cuboids, pyramids and spheres) Describe properties of common 2D and 3D shapes including sides, corners, edges, faces, angles and base <ul style="list-style-type: none"> Use positional language (inside, outside, middle, below, on top, forwards and backwards 		<i>EL2 – handling information and problem-solving problems</i> <ul style="list-style-type: none"> Extract information from lists, tables, diagrams and bar charts <ul style="list-style-type: none"> Make numerical comparisons from bar charts Sort and classify objects using two criteria Take information from one format and represent the information in another format including bar charts <p><i>RECAP PREVIOUS TOPICS IN PROBLEM SOLVING ENSURING STUDENTS ARE -</i></p> <ul style="list-style-type: none"> Use mathematical information given including numbers, symbols, simple diagrams and charts <ul style="list-style-type: none"> Use mathematical terms from EL2 Use methods taught to produce, check and present results <ul style="list-style-type: none"> Present appropriate explanations 	
RCS	<i>Religion in society</i>	<i>Healthy Relationships and influence of the media</i>	<i>LGBTQ+ introduction and the problem of good and evil</i>	<i>Comparison between Judaism and Hinduism</i>	<i>Crime associated with young people</i>	<i>Crime associated with young people</i>
Science	Food and Digestion (B1) Atoms and Elements (C1)	Atoms and Elements (C1) Heat transfer (P1)	Fit and Healthy (B2) Compounds and Mixtures (C2)	Compounds and Mixtures (C2) Waves and Light (P2)	Microbes and Disease (B3) Chemical Reaction and Rate(C3)	Chemical Reaction and Rate(C3) Magnetism and Sound (P3)

M/S Eng.	Modern Fiction <i>Animal Farm</i> (HSP to use graphic novel)	Modern Fiction <i>Animal Farm /</i> Modern Drama <i>Blood Brothers</i>	Modern Drama <i>Blood Brothers</i>	Poetry Past and Present <i>Unseen Poetry</i>	Science Fiction <i>Short Stories</i>	19th Century Fiction <i>Gothic Fiction</i>
Topic	Causes of WW1		During WW1 Trench Life Home Front Diseases during the war		Start of WW2 Life in Nazi Germany Sheffield Blitz Children's experiences of evacuation	
English <i>Teaching in line with Entry Level 3 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.</i>	<ul style="list-style-type: none"> Punctuation: full stops, capitals, question marks, exclamation marks, commas Regular and irregular plurals – use animals and nouns from text Identify relevant information/details from text Read and spell words correctly (EL3) Use illustrations, images and captions to locate information M/S explore how characters are created and presented 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Respond appropriately to questions on a range of topics Subject-verb agreement and consistent tense Write in compound sentences Use appropriate language for purpose and audience M/S explore how the context (poverty/wealth) affects the events of the play 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Use 1st 2nd and 3rd letter to alphabetise Use dictionary and strategies to find meanings and spellings, such as reading around word 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Ask appropriate questions concisely using appropriate language, in different contexts communicate information and opinions on a range of topics Follow and understand the main points of discussions, make relevant contributions to group discussions Listen and respond appropriately to others, respecting turn-taking M/S ASSESSMENT analysis of a poem 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Identify different purposes of texts Understand organisational features and use them to locate information, such as contents and index Use appropriate structure, such as headings M/S read selection of Sci Fi texts from different times M/S ASSESSMENT: descriptive writing of the genre 	<p>Iterative: all previous and:</p> <ul style="list-style-type: none"> Communicate ideas and opinions in logical sequence (eg chronologically) Write text of appropriate length with appropriate detail Write in paragraphs M/S explore genre, setting, characterisation M/S ASSESSMENT: analyse extract on setting/characterisation
Vocabulary and subject terminology	propaganda, revolution	All previous and: context, poverty, wealth	All previous and: flashback, dialogue	All previous and: imagery	All previous and: pathetic fallacy personification	All previous and: Gothic genre vocabulary
Maths	<i>EL3 - using numbers and the number system (whole numbers, fractions and decimals)</i>		<i>EL3 – using common measures, shape and space</i>		<i>EL3 – handling information and problem-solving problems</i>	

English

Teaching in line with Level 1 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.

Reading for pleasure: An Inspector Calls

Wk 1:

- Identify main points of a text
- Comprehension

Wk 2:

- Features of a text
- Recognise features in a text
- Explain the impact of features in a text

Wk 3:

- Write in the style of a text already analysed as a class
- Teacher to PARC and student to respond to marking (praise, action, response and check)

Wk 4, 5 & 6:

- Repetition of objectives above using different texts and writing style

Wk 7:

- Assess all taught skills

Reading for pleasure: An Inspector Calls

Wk 1:

- Identifying the difference between a fact and opinion
- Create own facts and opinions based on a particular topic
- Identify facts and opinions in a piece of text.

Wk 2:

- Introduction to inference – what does it mean?
- Use match up activities to match inferences to quotes
- Compare viewpoints of texts
- Focus on words and phrases that tell us something, show us something or make us infer something.

Wk 3:

- Introduction to audience and purpose – what do these words mean?
- How does audience and purpose affect

Reading for pleasure: Frankenstein

Focus on completion of Functional 1 Speaking & Listening Assessments for each student

Wk 1:

- Teacher to introduce a real-life issue, such as global warming. Teacher to facilitate discussion and debates around what can be done to improve these global issues
- Teacher to introduce students to others' opinions on chosen topic, such as celebrities

Wk 2:

- Students to discuss what might make a good speaking and listening presentation.
- Teacher to show students video clips of what a good/bad speaking and listening presentation might look like

Wk 3:

Reading for pleasure: Frankenstein

Wk 1:

- Discussion around formal/informal writing
- When might we need to use formal/informal writing?
- Identification of techniques in formal/informal writing
- Analysis and modelling of WAGOLL and WABOLL

Wk 2:

- Students to write independent formal pieces, such as: emails, letters, complaints and formal articles
- Teacher to PARC students' work and give opportunities to improve

Wk 3:

- Students to write independent formal pieces, such as: emails, letters, complaints and formal articles
- Teacher to PARC students' work and give opportunities to improve

Wk 4:

Reading for pleasure: power and conflict poetry

Exam period – so lessons and revision should be based on individual students and their needs at that time

Reading for pleasure: power and conflict poetry

Introduction to Functional English L2

		<p>word choice/writing style?</p> <p>Wk 4, 5 & 6:</p> <ul style="list-style-type: none"> • Repetition of objectives above using different texts and writing style <p>Wk 7:</p> <ul style="list-style-type: none"> • Assess all taught skills 	<ul style="list-style-type: none"> • Students to plan their speaking and listening assessment based on a chosen topic as dictated by the teacher • Teacher to PARC the write up and give students the chance to practise and improve <p>Wk 4 & 5:</p> <ul style="list-style-type: none"> • Students to deliver speaking and listening presentations, whilst being recorded. 	<ul style="list-style-type: none"> • Students to write independent informal pieces, such as: email to a friend, a blog post and articles about celebrities etc. • Teacher to PARC students' work and give opportunities to improve <p>Wk 5:</p> <ul style="list-style-type: none"> • Students to write independent informal pieces, such as: email to a friend, a blog post and articles about celebrities etc. • Teacher to PARC students' work and give opportunities to improve 		
<p>Maths</p> <p><i>Teaching in line with Level 1 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.</i></p>	<p>Using numbers and the number system – whole numbers, fractions, decimals and percentages (L1)</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Read, write, order and compare large numbers (up to one million) • Recognise and use positive and negative numbers <p>Wk 2:</p> <ul style="list-style-type: none"> • Multiply and divide whole numbers and decimals by 10, 100, 1000 	<p>Using numbers and the number system – whole numbers, fractions, decimals and percentages (L1) & using common measures, shape and space (L1)</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Percentages of amounts • Recognise and calculate equivalences between common fractions, percentages and decimals 	<p>Using common measures, shape and space (L1) & handling information and data</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Interpret plans, elevations and nets of simple 3-D shapes <p>Wk 2:</p> <ul style="list-style-type: none"> • Use angles when describing position and direction, and measure angles in degrees <p>Wk 3:</p>	<p>Handling information data (L1) and mock period</p> <p>WK 1:</p> <ul style="list-style-type: none"> • Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events <p>Wk 2:</p> <ul style="list-style-type: none"> • Use equally likely outcomes to find the probabilities of simple events 	<p>Exam period – so lessons and revision should be based on individual students and their needs at that time.</p>	<p>Introduction to Functional Maths L2</p> <p>Revision for all topics.</p>

		<ul style="list-style-type: none"> Use multiplication facts and make connections with division facts <p>Wk 3:</p> <ul style="list-style-type: none"> Use simple formulae expressed in words for one or two-step operations Calculate the squares of one-digit and two-digit numbers <p>Wk 4:</p> <ul style="list-style-type: none"> Follow BIDMAS <p>Wk 5:</p> <ul style="list-style-type: none"> Read, write, order and compare common fractions and mixed numbers Find fractions of whole number quantities or measurements <p>Wk 6:</p> <ul style="list-style-type: none"> Read, write, order and compare decimals up to three decimal places Add, subtract, multiply and divide decimals up to two decimal places <p>Wk 7:</p> <ul style="list-style-type: none"> Approximate by rounding to a whole number or to one or two decimal places Read, write, order and compare percentages in whole numbers 	<p>Wk 2:</p> <ul style="list-style-type: none"> Work with simple ratio and direct proportions <p>Wk 3: (Using common measures, shape and space)</p> <ul style="list-style-type: none"> Calculate simple interest in multiples of 5% on amounts of money Calculate discounts in multiples of 5% on amounts of money <p>Wk 4:</p> <ul style="list-style-type: none"> Convert between units of length, weight, capacity, money and time, in the same system <p>Wk 5:</p> <ul style="list-style-type: none"> Recognise and make use of simple scales on maps and drawings <p>Wk 6:</p> <ul style="list-style-type: none"> Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles Calculate the volumes of 	<ul style="list-style-type: none"> Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs <p>Wk 4:</p> <ul style="list-style-type: none"> Group discrete data and represent grouped data graphically <p>Wk 5:</p> <ul style="list-style-type: none"> Find the mean and range of a set of quantities 	<p>and express them as fractions</p> <p>Wk 3, 4 & 5:</p> <ul style="list-style-type: none"> Mock papers and revision to be completed Recap and revision of previous skills 		
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		<p>cubes and cuboids</p> <p>WK 7:</p> <ul style="list-style-type: none"> Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles 				
RCS	Human rights		Equality		Managing Money	
Science	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>
NCFE Food and Cookery Skills L1	Health and safety relating to food, nutrition, and the cooking environment		Food legislation and food provenance		Food groups, key nutrients and a balance diet	
Functional Skills ICT ELC3	Using devices and handling information		Communicating		Being safe and responsible online	
	Creating and editing		Transacting			
Arts Award Bronze	Art form knowledge and understanding		Creativity		Communication	
	<i>Following Arts Award Bronze assessment criteria</i>		<i>Following Arts Award Bronze assessment criteria</i>		<i>Following Arts Award Bronze assessment criteria</i>	

English

Teaching in line with Level 2 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.

Reading for pleasure: Macbeth

Wk 1:

- Identify main points of a text
- Complete independent comprehension
- Confidently analyse and summarise a text
- Know the difference between sufficient information and insufficient

Wk 2:

- Features of a text
- Recognise features in a text
- Explain the impact of features in a text
- How do features of a text impact purpose and audience?

Wk 3:

- Write in the style of a text already analysed as a class
- Teacher to PARC and student to respond to marking (praise, action, response and check)

Wk 4, 5 & 6:

- Repetition of objectives above using different texts and writing style

Wk 7:

- Assess all taught skills

Reading for pleasure: Macbeth

Wk 1:

- Be able to identify the main point of view from a text
- Identify simple ideas and opinions
- Be able to compare ideas and opinions from a text
- Recap of explicit/implicit ideas in a text

Wk 2:

- Understand the importance of word choice in a text
- Confidently use glossaries and dictionaries to locate the meaning of words
- Be able to use organisational features to locate information in a text

Wk 3:

- Introduction to formality and bias – what do these words mean?
- Students to identify how/why a

Reading for pleasure: Unseen poetry

Focus on completion of Functional 2 Speaking & Listening Assessments for each student

Wk 1:

- Teacher to introduce a real-life issue, such as global warming. Teacher to facilitate discussion and debates around what can be done to improve these global issues
- Teacher to introduce students to others' opinions on chosen topic, such as celebrities

Wk 2:

- Students to discuss what might make a good speaking and listening presentation.
- Teacher to show students video clips of what a good/bad speaking and listening presentation might look like

Wk 3:

Reading for pleasure: Recap power and conflict poetry

Wk 1:

- Revision of basic punctuation
- Students to begin using more ambitious choices of punctuation: colons, apostrophes, quotation marks etc.)
- Consistent use of tense

Wk 2:

- Teaching of paragraphs and organisational techniques in both formal and informal writing
- Construct complex sentences, using paragraphs where appropriate
- Be able to adopt register and tone in writing to fit a purpose

Wk 3:

- Students to write independent formal pieces, such as: emails, letters, complaints and formal articles
- Teacher to PARC students' work and give opportunities to improve

Reading for pleasure: based upon teacher's discretion of current students and need

Exam period – so lessons and revision should be based on individual students and their needs at that time

Transition - Y11 will have left

		<p>text might be bias</p> <ul style="list-style-type: none"> • Students to be able to produce their own piece of bias writing • Recap of fact and opinion – why are these effective features in a piece of writing? <p>Wk 4, 5 & 6:</p> <ul style="list-style-type: none"> • Repetition of objectives above using difference texts and writing styles <p>Wk 7:</p> <ul style="list-style-type: none"> • Assess all taught skills 	<ul style="list-style-type: none"> • Students to plan their speaking and listening assessment based on a chosen topic as dictated by the teacher • Teacher to PARC the write up and give students the chance to practise and improve <p>Wk 4 & 5:</p> <ul style="list-style-type: none"> • Students to deliver speaking and listening presentations and group discussions whilst being recorded. 	<p>Wk 4:</p> <ul style="list-style-type: none"> • Students to write independent informal pieces, such as: email to a friend, a blog post and articles about celebrities etc. • Teacher to PARC students' work and give opportunities to improve <p>Wk 5:</p> <ul style="list-style-type: none"> • Assess and revise all taught skills, in preparation for exam period 		
<p>Maths</p> <p><i>Teaching in line with Level 2 qualification or higher dependent on the cohort and academic ability – higher levels can be worked through if appropriate.</i></p>	<p>Using numbers and the number system – whole numbers, fractions, decimals and percentages (L2)</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Read, write, order and compare positive and negative numbers of any size • Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation <p>Wk 2:</p>	<p>Using numbers and the number system – whole numbers, fractions, decimals and percentages (L2) & measure, shape and space (L2)</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Follow the order of precedence of operators, including indices <p>Wk 2:</p> <ul style="list-style-type: none"> • Calculate amounts of money, compound interest, 	<p>Measures, shape and space (L2) & handling information and data</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Use coordinates in 2-D, positive and negative, to specify the positions of points <p>Wk 2:</p> <ul style="list-style-type: none"> • Understand and use common 2-D representations of 3-D objects • Draw 3-D shapes to 	<p>Handling information and data & mock period</p> <p>Wk 1:</p> <ul style="list-style-type: none"> • Work out the probability of combined events including the use of diagrams and tables, including two-way tables • Express probabilities as fractions, decimals and percentages <p>Wk 2:</p> <ul style="list-style-type: none"> • Draw and interpret scatter diagrams and recognise positive 	<p>Exam period – so lessons and revision should be based on individual students and their needs at that time.</p>	<p>Y11 to have left</p>

	<ul style="list-style-type: none"> Evaluate expressions and make substitutions in given formulae in words and symbols <p>Wk 3:</p> <ul style="list-style-type: none"> Identify and know the equivalence between fractions, decimals and percentages <p>Wk 4:</p> <ul style="list-style-type: none"> Work out percentages of amounts and express one amount as a percentage of another Calculate percentage change (any size increase and decrease), and original value after percentage change <p>Wk 5:</p> <ul style="list-style-type: none"> Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers Express one number as a fraction of another <p>Wk 6:</p> <ul style="list-style-type: none"> Order, approximate and compare decimals Add, subtract, multiply and divide decimals up to three decimal places <p>Wk 7:</p> <ul style="list-style-type: none"> Understand and calculate using ratios, direct 	<p>percentage increases, decreases and discounts including tax and simple budgeting</p> <p>Wk 3:</p> <ul style="list-style-type: none"> Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph <p>Wk 4:</p> <ul style="list-style-type: none"> Calculate using compound measures including speed, density and rates of pay <p>Wk 5:</p> <ul style="list-style-type: none"> Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) <p>Wk 6:</p>	<p>include plans and elevations</p> <p>Wk 3:</p> <ul style="list-style-type: none"> Calculate values of angles and/or coordinates with 2-D and 3-D shapes <p>Wk 4:</p> <ul style="list-style-type: none"> Calculate the median and mode of a set of quantities <p>Wk 5:</p> <ul style="list-style-type: none"> Estimate the mean of a grouped frequency distribution from discrete data Use the mean, median, mode and range to compare two sets of data 	<p>and negative correlation</p> <p>Wk 3, 4 & 5:</p> <ul style="list-style-type: none"> Mock papers and revision to be completed Recap and revision of previous skills 		
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	proportion and inverse proportion	<ul style="list-style-type: none"> Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) <p>Wk 7:</p> <ul style="list-style-type: none"> Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements 				
RCS	Advanced Healthy Relationships		Eating and Body image		Retrieval of all learnt	
Science	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>	<i>In mainstream nurture lessons with science teacher</i>
NCFE Food and Cookery Skills L2	Factors affecting food choice Food preparation, cooking skills and techniques		Recipe amendment, development, and evaluation		Menu and action planning for completed dishes	
Functional Skills ICT L1	Using devices and handling information Creating and editing		Communicating Transacting		Being safe and responsible online	
Arts Award Silver	Art form knowledge and understanding <i>Following Arts Award Silver assessment criteria</i>		Creativity <i>Following Arts Award Silver assessment criteria</i>		Planning and Reviewing <i>Following Arts Award Silver assessment criteria</i>	