



Forest Way School
KS4 Wider Curriculum Map 2025 – 26 Cycle 2 of 2

KS4 2025-26	Autumn 1 – BOOM! (7 weeks)	Autumn 2 – Transport (8 weeks)	Spring – Conservation & Environment (6 weeks, 5 weeks)	Summer – Healthy Lifestyles (6 weeks, 6 weeks)
Science	<u>Cars and moving things</u> Life skills, preparation for adulthood - To explore road safety and various types of transport. - To explore push and pull toys and objects in their environment. - To experience and practice crossing a road safely. - To understand how to be a safe passenger eg wearing a seatbelt, knowing the driver, sitting safely. - To explain how to cross a road safely. - To begin to understand how to run a car eg its need for petrol, basic car parts, checking the oil ect. - For HA pupils, look at Theory Driving test and how we can support with this. KS3 objective recap - Explore forces associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. - Practice undoing the tops of different shaped bottles including child safe tops, jars, tin openers ect. - Forces as pushes and pulls arising from the interaction between 2 objects. - Use force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces	<u>Road Safety and Forces</u> Life skills, preparation for adulthood - Explore different types of transport. - Name, sort and categorise different types of transport. - Practice and role play how to catch a bus - Research costs associated with catching buses, trains and taxis - Investigate bus routes and train lines. - Explain to a friend how to catch a bus, taxi or train to a chosen destination. - Plan and execute a journey to a chosen location using public transport. For those for whom it is appropriate: KS3 objectives - Explore forces measured in Newtons, measurements of stretch or compression as force is changing - Investigate non-contact forces: gravity forces acting at a distance on Earth, and in space, forces between magnets, and forces due to static electricity.	<u>Household management and domestic energy</u> Life skills, preparation for adulthood - To experience and explore different cleaning products and utensils and begin to know what they are used for. - To begin to understand what recycling is and how they can do this in a domestic context. Sort and classify materials that can and can't be recycled. - Recognise and understand warning symbols on cleaning products and why this is important. - To understand what cleaning products are used for which tasks, and how to be safe around these products. - How to clean a kitchen/ bathroom and why this is important. - Practicalities of accommodation- eg keep the windows shut when the heating is on. Link this to cost implications. - Research fuel costs for your household (eg gas, electricity, water). KS3 recap To learn about domestic fuel bills and costs in a domestic context To understand how to be safe around chemicals and learn about the effects of some chemicals on others.	<u>Impact of Healthy Lifestyles on the Human Body– Cross curricular link with PSHE</u> Life skills, preparation for adulthood - Explore the human skeleton using the life sized model and discuss functions of different bones. - Skeleton and muscles – how a healthy/unhealthy lifestyle effects our bodies. Respiration, nutrition. Exercise and healthy eating. Cooking, Hot/cold – safety in the kitchen. - Investigate the structure and functions of the human skeleton, including support, protection, movement and making blood cells. - Classify food into different groups. - Sort healthy and unhealthy foods. - To compare energy values of different foods (from labels) - Compare energy values of different foods - The consequences of an imbalanced diet including obesity, starvation and deficiency diseases. - Explore different types of exercise, express preferences and look at the physiological impact of exercise. - Consider the importance of regular exercise to sustain a healthy lifestyle. Cross curricular PE 2nd Half term - To investigate how to tell when different foods are cooked, and the consequences of eating uncooked or inappropriately reheated food (eg rice, chicken). - Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. (Yr11 secondary) the benefits of regular self-examination and screening. - The facts and science relating to immunisation and vaccination. •The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. - Research and plan a diet plan for a week. Recap – how a baby is conceived and born, taking into account family planning and contraception.



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Food Technology

Food Technology
Fruits, vegetables, and salad.

To become competent in a range of cooking techniques, in special reference to selecting and preparing ingredients and using utensils relevant to the preparation of fruit and vegetable dishes.

- Students will explore a wide range of ingredients in different recipes in both practical and theory lessons.
- Students to be given opportunities for ICT extension work, to develop and add to their recipes.

To understand the source, seasonality, and characteristics of a broad range of ingredients, in special reference to the production of fruit and vegetables.

- To use ICT to share findings with the class regarding the characteristics of ingredients which are to be used for future practical lessons.
- To practise budgeting ingredients, based on their characteristics and price.

To apply the principles of nutrition and health in everyday life and to practise these skills outside of the classroom.

- Homework opportunities to practise and develop a fruit salad recipe.

ICT opportunities in theory-based lessons to explore the health benefits of fruit and vegetables.

Life Skills and Skills Builder
Rotate with Cooking
Duke of Edinburgh
We discover (Oaks8)

Creative Arts
Art – Autumn
DT – Spring
Music – Summer

Photography – Topic links to Boom
Focus on photographer Robert Frank
Intent
To explore the theme of "Boom" through the art of capturing movement, inspired by a photographer who focuses on the dynamic motion of transport. Pupils will develop their creative and observational skills by

Life Skills
Household Care – Daily routines, cooking, preparing for work

Skills Builder
Problem Solving & Creativity

Transport
Intent
To explore the theme of Transport through painting, textile art, and drawing, allowing pupils to develop their technical and creative skills. The goal is for pupils to experiment with different media to represent movement, structure, and the

Simple meals
To become competent in creating a range of simple meals, whereby selecting, and preparing skills are transferable from meal to meal.

- Students will be given the opportunities to discuss and share their experiences of simple meals and their likes and dislikes.
- Students will practise a range of transferable skills required for creating simple meals. Such as using the toaster, microwave, and hob safely. As well as basic chopping and cutting skills if appropriate.

To plan, prepare and budget simple meals which can be made and eaten at home.

- Students to use ICT and other appropriate resources to plan and budget for meals. Such as BBC good food and online food shopping websites.
- Students to create and plan their own simple meals, which are to be followed up by completing within school or at home.

Students to be given the opportunity to explore new and different simple meals.

- Students to be given the communication and/or behaviour support of trying different flavours and textures.

Students to have the opportunity to create, taste and give their opinions on new simple meals.

Life Skills
Keeping Safe – Community Signs and Safe Strangers

Skills Builder
Adapting & Planning

Spring 1 – Enterprise
Conservation & Environment
Planning and designing
Intent
Identify, plan, and start designing an enterprise idea.
Implementation:

Healthy Lunches
To understand the importance of a healthy lunch and the components of a healthy lunch.

- To develop an understanding of carbohydrates, fats, proteins etc and how these can be met through a variety of diets, such as: gluten free, vegan, and low-fat meals.
- To explore the health benefits of eating healthy lunches and the negative effects of an unhealthy diet.

To create classic and simple lunch dishes to taste and to discuss opinion and preferences.

- To follow instructions or symbolised instructions to follow a simple recipe.
- To explore and discuss the preferences of both hot and cold lunch recipes, such as: sandwiches; wraps; pittas; sausage and mash; jacket potatoes and pasta dishes.

To plan and prepare a lunch meal plan, which could be implemented at ether school or home.

- To use ICT or other appropriate resources to create a lunch meal plan, which meets the learning objectives.

To reflect and give opinions on the school lunch menu and discuss nutritional benefits.

Life Skills
Personal Care and First Aid

Skills Builder
Teamwork. Leadership

Summer 1
Unit 1- Developing Pulse & Groove Through Improvisation

Intent: To establish a rock-solid rhythmic foundation where students don't just count the beat but "feel" it. The goal is to move beyond rigid imitation toward



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experimenting with techniques to represent speed, energy, and motion in their artwork.

Implementation

Lessons will focus on individual creativity and skills: pupils will observe photographs of moving transport, then experiment with capturing movement through photography, drawing, or painting. Techniques may include blurred lines, dynamic angles, and use of colour to evoke a sense of speed. Pupils will have the opportunity to use digital tools or traditional materials based on their abilities and preferences, guided by their individual artistic targets.

Impact

Pupils will develop their ability to observe and represent movement, enhancing their technical skills in capturing energy and motion. They will gain confidence in expressing themselves artistically and improve their ability to communicate visually, fostering both creativity and attention to detail.

various elements of transport, enhancing both their understanding and artistic expression. Students will research and draw inspiration from artists known for capturing motion and dynamic scenes, including Umberto Boccioni (futurist motion), Giacomo Balla (speed and movement in transport), and Edward Hopper (urban scenes with transport).

Implementation

Lessons will guide pupils in using different techniques:

- **Painting:** Pupils will explore how to depict transport in motion, focusing on colours, texture, and brushwork to represent vehicles, speed, and direction.
- **Textile:** Pupils will experiment with fabrics, stitches, and patterns to create textured representations of transport, such as the shape of vehicles or movement patterns.
- **Drawing:** Pupils will develop their drawing skills by sketching transport, focusing on perspective, shape, and the dynamic nature of movement. Activities will be individualized based on each pupil’s artistic strengths and EHCP targets.

Impact

Pupils will improve their technical ability in painting, drawing, and textile art while gaining a deeper understanding of how to convey the concept of movement and structure in transport. They will gain confidence in their creative expression and enhance their ability to communicate visually through various mediums.

Pupils will use the Enterprise Booklet to set up their chosen enterprise activity.

Will need to complete tasks that involve

- Planning
- Research
- Creative design
- Discussions
- Teamwork
- Setting objectives

Final Outcomes:

Intent

To design and make an enterprise product to sell to your target audience.

Implementation:

Pupils will

Use the Enterprise Booklet to set up their chosen enterprise activity.

Will need to complete tasks that involve

- Product Design
- Material research
- Costing and pricing
- Target Market

Marketing Plan

Will make and sell their final outcomes to their target audience.

Spring 2 - Intent:

Engage pupils in exploring how design and technology can support caring for the environment through hands-on projects using recycled and sustainable materials. Develop environmental awareness, practical skills, and pride in creating useful or decorative items.

Implementation:

Pupils complete weekly mini-projects combining sensory exploration, practical making, and creative design at differentiated levels. Engagement learners focus on exploring textures and materials, while higher-ability pupils plan, make, and evaluate simple recycled products. Lessons use visual supports, step-by-step guidance, and encourage collaboration and communication.

Impact:

Pupils develop awareness of recycling and environmental care, improve fine motor and practical skills, engage with the design process at their level, and take pride in creating sustainable items. Confidence, independence, and safe use of tools and materials are strengthened.

creative freedom, allowing students to use improvisation as a tool to explore syncopation and rhythmic "groove" within a steady pulse.

Implementation: Students engage in call-and-response games and rhythmic circles. Lessons focus on internalizing a 4/4 beat through body percussion and movement before layering in improvised patterns. Teachers provide "groove tracks" or live backing to help students experiment with rhythmic variations in a supportive environment.

Impact: Students demonstrate high levels of rhythmic accuracy and the ability to maintain a steady pulse even when playing complex or off-beat rhythms. They show increased confidence in their own creative choices, moving away from "correct" answers toward musical expression.

Unit 2- Creating Simple melodies together

Intent: To transition students from rhythm to pitch by exploring how notes combine to form phrases. This unit focuses on the social aspect of music-making, teaching students how to listen to one another and negotiate creative ideas to build a cohesive musical "conversation."

Implementation: Working in small groups or pairs, students use voices or classroom instruments to experiment with limited note sets (such as pentatonic scales). They follow a structured process of "question and answer" phrasing, learning how to start, develop, and resolve a musical idea as a collective.

Impact: The result is a classroom of students who can compose short, logical melodic phrases. They show improved ensemble skills, such as active listening and spatial awareness, and can explain why certain note combinations feel more "finished" than others.

Enrichment opportunity- Learn to play the Glockenspiel

Intent: To provide a tangible, instrumental application for the rhythmic and melodic concepts learned in the previous units. The aim is to introduce students to the mechanics of tuned percussion, basic notation, and the physical coordination required for instrumental performance.

Implementation: Students are introduced to the Glockenspiel through technical exercises focusing on grip, posture, and striking technique. They apply their knowledge of pulse (Unit 1) and melody (Unit 2) to read simple scores or lead-sheets, performing both solo and as a class orchestra.

Impact: Students gain a sense of achievement through mastering a physical instrument. This enrichment bridges the gap between abstract music theory and practical performance, leaving students with the foundational skills necessary to progress to more complex melodic instruments in the future.



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Careers Rotate with Computing Duke of Edinburgh Oaks 8 – We Discover	(See computing)	Topic - Career research and planning Intent: To develop pupils’ awareness of post-16 and post-19 pathways, helping them recognise their strengths and interests while gaining confidence in planning for future education, training, or employment. Implementation: Pupils explore local further education and training options, develop practical employability skills through CV writing and job research, and experience real or simulated work environments. Impact: Pupils gain a clearer understanding of their future options, demonstrate employability skills, and can articulate personal aspirations linked to realistic next steps in their transition plans.	(See computing) Spring 1 Topic – work experience preparation Intent: To prepare pupils for future work experience placements by developing confidence, communication, and understanding of workplace expectations and safety. Implementation: Through workshops, mock interviews, customer service role-play, and employer Q&A sessions, pupils practise real-world employability skills and receive personalised 1:1 Level 7 careers guidance. Impact: Pupils demonstrate increased confidence in interview and workplace situations, understand key aspects of health and safety, and are more prepared for successful transitions into work experience and adulthood.	(See computing) Summer 1 Topic work experience placement Intent: To provide pupils with meaningful work experience opportunities that develop independence, confidence, and practical employability skills in real or simulated workplace settings. Implementation: Pupils take part in internal or external placements such as the school café, gardening, or library, complete weekly reflections, and engage in group discussions to share progress and achievements. Impact: Pupils gain hands-on experience of working life, demonstrate improved independence and teamwork, and can reflect on their skills and next steps for future education, employment, or volunteering.
	Theme: Moving Things Subject: History Intent: To develop pupils’ understanding of how transport has progressed through history—from early human-powered methods and water-based travel, through the invention of the wheel, to modern motorised and airborne vehicles. Pupils will begin to explore how different forms of transport have shaped and impacted society, both positively and negatively. Implementation: Pupils will: - Be introduced to a range of transport methods, including global variations. - Learn that transport has evolved over time and can be placed on a historical timeline. - Discover the importance of sea travel in the past, with a focus on iconic events such as the journey of the Titanic—its date, route, and significance. - Explore how rail travel has changed, comparing steam and diesel engines. - Sequence key developments in motorised vehicles on a timeline. - Investigate the history of aviation, learning about pioneers like the Wright brothers and Amelia Earhart. Impact: Pupils will develop a foundational awareness	Theme: The Americans Intent: Geography -Airways and air Intent Pupils will find out about the continents of North and South America and the countries that form them. The will find out about the landscape and climate and make comparisons between America and England. Implementation. Pupils will; - explore ways to travel to America - identify the countries of North and South America. - Use geographical terminology to describe the location and characteristics of a range of places across the Americas - Identify physical and human geographical features of my local area - Identify similarities and differences in the human and physical geography of my local area and a region of North America. - Describe the climates and biomes of different regions across the Americas - Tell you the names and locations of the ancient and new wonders of the world. Impact Pupils will be able to name the continents of Noth and South Americas and name some of the	Theme: Conservation and the environment Intent To begin to understand what Columbus accomplished and the new lands he discovered. What impact did this have on maps? Life? Charles Darwin: Children are able to identify different types of conservation, and the importance of them. Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims Identify reasons why the Holy Qur’an is important to Muslims, and how it makes a difference to how they live Spring 1 History: Colombus and Darwin -1. To know the story of Christopher Colombus and his exploration. 2. To know the work of Charles Darwin and his findings. Spring 2 Geography – Conservation in Europe 3.To know what Eco-systems are and how important it is to protect them. 4.To know that there are endangered animals and what their habitats are.	R.E – Summer term 1 Key Question: What matters most to Christians and Humanists? Do rules matter? Why? What is a code for living? Who is a humanist? What codes for living do non–religious people use? What can we learn from discussion and drama about good & bad, right & wrong? What codes for living do Christians try to follow? What can we learn from a Values Game? Peace: is it more valuable than any money? Can we create a code for living that would help the world? R.E – Summer term 2 Key Question: What difference does it make? What can we learn from the game ‘Everyone’s Committed’? What does it mean for Hindus, Muslims and Christians to commit to key beliefs? <i>How do Muslim people build their community, the Ummah, by following their Prophet?</i> What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments? How do Hindus show their commitment through acts of service? What did Jesus teach about God’s grace and forgiveness? Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace? How can the life of a great Christian person show us the meaning of grace? What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different? RE Celebrations throughout the year - Harvest festival activities (as decided by class) - EID workshops -activities to be decided by class. - Christmas workshops



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PSHE
(See RSE and RHE sections below)

of how transport has changed over time and why. They will begin to recognise the role transport plays in connecting people, shaping communities, and influencing global development. This historical knowledge fosters curiosity, context, and appreciation for the innovations that impact daily life.

countries that make it. They will name some of the geographical features of the Americas and be able to talk about how it is different to where they live.

Autumn 1
Emotions (anxiety, sadness, depression)
Mental wellbeing: Emotions (anxiety, sadness, depression)

- Intent:
- Pupils will learn more about recognising symptoms of anxiety, anger and depression.
- Implementation:
- Pupils will be taught how to recognise the early signs of mental wellbeing concerns. They will learn common types of mental ill health (e.g. anxiety and depression). They will be taught ow to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.

Impact:
Pupils know more about mental health issues and may be able to identify if they need help with their own mental health

Autumn 2
A Healthy Diet
Intent
Pupils will understand the importance of balancing healthy foods for a healthy lifestyle as well as being aware of the importance of water.
Implementation

- Identify Nutrient-Rich
- Explore Portion Control
- Understand Food Labels
- Discuss Hydration Importance
- Explore Food Allergies and Intolerances
- Promote Healthy Snacking
- Discuss Cultural and Dietary Diversity

Impact
Pupils will be able to make informed choices about their food consumption to protect their health.

Spring 1
Elements of a healthy lifestyle
See SEND Framework Healthy Lifestyles – HL1 – Elements of healthy lifestyles
Intent
Pupils will recap on what constitutes a healthy lifestyle
Implementation

- Pupils will learn
- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
 - the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
 - about the science relating to blood, organ and stem cell donation.
- Impact
Pupils will understand ways to implement healthy habits and lifestyle choices.

Spring 2
Managing Finances -
4 weeks – covered in maths Autumn

- PSHE = Manging finances

The intent of this PSHE topic is to equip pupils with essential financial literacy skills. By understanding the concepts of earning, spending, saving, and managing money, pupils will be better prepared to make informed financial decisions. This topic aims to foster independence, enhance self-confidence, and promote responsible financial behavior.
Implementation

- Recognise that money we get from cash machines or through ‘cashback’ in the supermarket etc. is our money
- Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can’t make ourselves or provide us with services that we can’t do for ourselves
- Explain what is meant by earning, spending, and saving money. Identify some ways in which we are encouraged to spend money, including online. Describe the consequences of losing money or spending more than we have
- Explain what is meant by the terms ‘afford’, ‘borrow’ and ‘lend’ (in the context of money). Explain the difference between essential and luxury purchases. Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.

Impact
By engaging in these activities, pupils will develop a foundational understanding of financial concepts. They will learn to recognize personal money, understand different ways to acquire and keep money safe, and grasp the importance of earning, spending, and saving. Pupils will also become aware of the consequences of financial decisions, understand key terms related to money, and differentiate between essential and luxury purchases. Ultimately, these skills will empower pupils to manage their finances independently, make informed decisions, and build confidence in their ability to handle money responsibly

- Diwali workshop
- Easter/ Spring Workshop activities to be decided per class.
- Chinese New Year Workshop -activities to be decided per class.

Summer 1
Dentists and Doctors and Medicinal Drugs

Health and prevention: Dentists and doctors

Intent Pupils will learn about personal health including the importance of dental hygiene and preventative measure to stay healthy.
Implementation Pupils will learn about viruses and how they are spread and prevention of infections and the use of antibiotics. They will learn about the importance of dental health and good oral hygiene including flossing, healthy eating and getting regular check-ups.
Impact Pupils will know more about their health and prevention measures and understanding how doctors and dentists can help with health issues. Recognise what is meant by a ‘medicine’ Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some substances people might swallow, drink or inhale that could be harmful to their health. Describe what alcohol is and how alcoholic drinks are different to nonalcoholic drinks

Summer 2
Mindfulness
Intent Pupils will learn how mindfulness can positively impact on health and well being
Implementation pupils will be taught about the positive associations between mental well-being and physical health. They will be taught about ways to combat stress using mindfulness methods.
Impact Pupils will understand the is a link with emotional and physical health and know ways to promote mental well-being including mindfulness.



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RSE
Relationships and sex education

Autumn 1
1: Families and People who care for me: Different relationships
Intent
This unit aims to help pupils understand the wide range of relationships they may encounter, including family, friendships, peer groups, professional and romantic connections. Pupils will explore how these relationships differ in nature, purpose, and expectations, and learn to navigate them with empathy, respect, and confidence. The unit promotes inclusivity by recognising diverse family structures and romantic identities, while equipping pupils to identify healthy and unhealthy dynamics.

Implementation
Pupils will:

- Identify and categorise different types of relationships.
- Understand respect, tolerance, consent, and personal boundaries.
- Recognise characteristics of healthy and unhealthy relationships.
- Learn how to seek help and support.
- Explore love and the diversity of family and romantic relationships.

Impact
By the end of the unit, pupils will:

- Understand and respect diverse relationships and family structures.
- Demonstrate what makes a relationship healthy, safe, and supportive.
- Identify signs of harmful relationships and know how to seek help.
- Show increased empathy, tolerance, and respect for others.

This learning supports personal development, emotional wellbeing, and social awareness, preparing pupils for positive interactions in and beyond school.

Autumn 2
Taking care of the environment - -covered in Spring topic unit
DofE volunteering unit groups 1 & 2
Intent
Pupils will understand that everyone impacts the environment and shares a responsibility to protect it.

Implementation
Pupils will:

- Identify living things people care for (plants, pets, gardens).
- Show compassion for living things.
- Understand shared responsibilities for people, objects, and the environment.
- Learn the value of recycling and sustainability.
- Explore our role in climate change.
- Understand how transport affects the environment and how changes in transport can help.

Impact
Pupils will make informed choices that protect and benefit the environment.

Spring 1
Puberty
5 weeks

- Identify some of the different ways we have changed as we have grown older
- Describe some of the new opportunities and responsibilities we have experienced as we have grown older.
- Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens
- Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.

Identify the functions of the reproductive organs, including how conception occurs. Describe the different stages of reproduction, pregnancy and birth. Evaluate how emotions may change as we get older and are no longer children. Recognise that fertility changes over time and in response to some lifestyle factors

Spring 2
Reproduction in Humans (Menstrual Cycle) – covered with spring 1

Intent Pupils will learn more about the menstrual cycle and changes in the female body

Implementation Pupils will learn about changing bodies during puberty and will gain a deep understanding of the female reproductive system and its purpose and how the menstrual cycle works. They will learn about menstrual well being and how menstrual cycles are managed and what products are available to assist. They will also learn about the emotional changes that can be experienced around menstrual cycles.

Impact Pupils will know more about the changing adolescent body and how to manage menstrual cycles.

Summer 1
My Feeling towards others

Intent: Pupils will learn how to be safer in their community whether that is home, school or online.

Implementation:
Pupils will learn about what risks and dangers they might face in their communities - whether it is home school or online. They will learnt that as they get older and become more independent socially, they will become more responsible for keeping themselves safe, recognising dangers signs and reporting them or seeking help with any potential risks to themselves. They will reflect on strategies for keeping themselves safe when out in different communities and think about their own conduct and responsibilities towards others also. They will reflect on what forms of abuse they could encounter in these different environments

Impact:
Pupils will understand the potential risks encountered in different communities and how to keep

Summer 2
Online Gaming and Social Networking

Intent Pupils will learn more about the risks associated with internet safety and potential harm.

Implementation Pupils will learn that there are similarities and differences between the online world and the physical world. They will learn about the risks of making unhealthy comparisons with those online in terms of body image or setting unrealistic expectations. They will be taught about the risks of over reliance on online relationships including social media and how advertising can pose a risk to getting into debt.

Impact Pupils will understand and manage their online behaviours from a position of understanding there are risks they face online.



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P.E.

Invasion games(Lacrosse)

- To play a variety of games/sports whilst directing the ball to a targeted area and getting their body into a good position.
- To use the support of visuals and visual learning objectives, to achieve individual progress and an understanding of games sense awareness.
 - To use drip feeding in adaptable warm – up activities, which focus and lead onto the learning objective. Such as line ball, bulldog, and treasure island.

- To perform with basic skills needed for the games with control and consistency.
- To be provided with opportunities, such as extra – curricular clubs at school and external providers, to improve consistency and skill.
 - To reflect and recap on previous skills, during an introductory visual learning objective and to participate in different plenary activities: such as traffic lights, self, and peer assessment.

- To understand, plan and combine skills to play 1v1 net games co-operatively with a partner.
- To practise setting up the layout of net games and using the equipment safely.
 - To participate in a range of warm – up and main body activities with incorporate the skills to develop net games: such as hoop accuracy and round robin tournaments.

Net Games (Badminton)

- To transfer attacking skills into positioning and spatial awareness of a range of net games courts.
- To transfer attacking skills into a range of different serves, in sport specific contents.
- To transfer movement skills into attacking and/or defending techniques, by forcing errors.
- To have the opportunity to apply rule knowledge into basic referee led activities.
- To consolidate fundamental movement skills, into specific net game specific practise.

Spring 1 - Mindfulness walking

- To explore different walking environments around the local community and school.
- To practise maintaining awareness of each movement.
- To explore different sensory aspects of the environment (smell, sight, and sounds).
- To work towards achieving a set distance.

Spring 2 – Invasion Games (Kinball)

- To begin to apply a range of tactics and strategies into different contents of gameplay.
- To have the opportunity to apply rule knowledge into basic referee led activities.
- To begin to apply a range of tactics and strategies into different contents of gameplay.
- To consolidate fundamental movement skills, into specific invasion game practise.
- To begin to use basic video analysis tools, to improve individual and peer performance

Summer 1 - Athletics

- To confidently apply fundamental movement skills, into a range of athletic based activities.
- To confidently practise and apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc).
- To confidently practise and apply a variety of running techniques for a range of short and long distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration (sprint hurdles, 100m and long distance etc).
- To confidently practise and apply a variety of techniques in a range of jumping events, including, take off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump)
- To evaluate and analyse individual performance to improve athletic ability and personal bests.
- To begin to use basic video analysis tools, to improve individual and peer performance.

Summer 2 - Orienteering

- To consolidate understanding of using a range of orienteering-based practises (compass reading, map reading and teambuilding skills).
- To consolidate understanding of navigation using a variety of methods, including compass points and orientation, map keys and identifying key landmarks
- To experience outdoor activities in a range of different settings, including the local community.
- To extended awareness of and apply boundary setting and measured risk taking in a range of outdoor familiar and unfamiliar settings.

Sports Leader Awards
(Maisie)

- SLQ Level 1 Qualification in Sports Leadership
Unit 1 – Developing leadership skills
- Know the skills and behaviours needed to lead others.
 - Know how leadership skills and behaviours can be used in a range of situations.

- SLQ Level 1 Qualification in Sports Leadership
Unit 1 – Developing leadership skills
- Be able to develop own leadership skills.
 - Understand the roles and responsibilities of a Sports Leader.
 -

- SLQ Level 1 Qualification in Sports Leadership
Unit 2 – Plan, assist in leading and review a sport/physical activity session
- Know how to plan appropriate sport/physical activity.
 - Be able to plan appropriate sport/physical activity.

- SLQ Level 1 Qualification in Sports Leadership
Unit 2 – Plan, assist in leading and review a sport/physical activity session
- Be able to assist in leading appropriate sport/physical activity.
 - Be able to review their role in the leading of sport/physical activity.
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Computing
((Split with careers))

Autumn – *Multimedia – Art and Presentation and Handling Data*

- Select basic options in a familiar application to change appearance of media, e.g., font size, pen style.
- Use various tools, such as brushes, pens, eraser, stamps, and shapes, and set the size, colour and shape.
- Present information using appropriate software with support.
- Combine media with support to present information, e.g., text and images.
- Talk about what makes digital content good or bad.
- Choose a digital device from a selection to complete a specific task.
- Select basic options to change the appearance of digital content.

Online Safety: Online Relationships & Online Bullying

Spring 1 - *Programming and Algorithms*

- Understand that computers have no intelligence, and we program them to do things.
- Recognise that we control computers by giving them instructions.
- Follow a series of simple instructions to control a digital device.
- Input a short sequence of instructions to control a device e.g. Bee-Bot.
- Try alternative approaches to achieve a goal when using technology.
- I can predict the outcome of a sequence involving up to four commands.

Online Safety: Reliability of Information and Online Reputation

Summer – Technology in our lives

Save, retrieve and share files (including the management of files and the different ways data can be stored and shared).

Pupils will learn to:

- **Understand that information and media can be stored on a digital device.**
This helps students realise that their work and photos are saved on the computer so they can be looked at or used again later.
- **Know where to save and open work.**
Knowing exactly where to find their work helps students feel more confident and allows them to work more independently.
- **Open and save a file to a suitable folder.**
Learning to put files in the right place teaches students how to stay organised, which is a useful skill for both school and daily life.
- **Use suitable file names when saving work.**
Giving work a clear name makes it much faster for students to find what they need without having to open every single file to check.
- **Delete, move and copy files.**
These skills give students the tools to keep their digital workspace tidy and make sure they can keep their important work safe.
- **Understand you can organise files using folders.**
Using folders helps students see how to group related things together, making a large amount of information much easier to manage.
- **Know how to copy text and images into another document.**
Being able to move content between documents helps students combine different ideas and present their work in a way that makes sense to them.
- **Recognise common file types and extensions.**
Recognising different file types helps students understand which app or programme they need to use to open a specific piece of work.



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Forest School

Forest School	Know how to attach a document to an email. Learning to attach files allows students to send their work, photos, or application forms to teachers and employers, which is a vital skill for communicating and working with others in the real world. Online Safety: Privacy and Security / Health and Wellbeing			
	BOOM	Transport	Conservation and environment	Healthy lifestyles
	<u>To understand the overall rules of Forest schools, boundaries, safety, listening and following instructions.</u> - Play 1, 2, 3 where are you? Sardines and Vanish Etc as a starter to Forest Schools sessions. Until they feel comfortable that the group can work well as a team.	<u>To understand the overall rules of Forest schools, boundaries, safety, listening and following instructions.</u> - Play 1, 2, 3 where are you? Sardines and Vanish Etc as a starter to Forest Schools sessions. Until they feel comfortable that the group can work well as a team.	<u>To understand the overall rules of Forest schools, boundaries, safety, listening and following instructions.</u> - Play 1, 2, 3 where are you? Sardines and Vanish Etc as a starter to Forest Schools sessions. Until they feel comfortable that the group can work well as a team.	<u>To understand the overall rules of Forest schools, boundaries, safety, listening and following instructions.</u> - Play 1, 2, 3 where are you? Sardines and Vanish Etc as a starter to Forest Schools sessions. Until they feel comfortable that the group can work well as a team.
	SPICES	SPICES	SPICES	SPICES
	<u>Spiritual</u> - To feel comfortable and relaxed in the safe space of the woods. Knowledge <u>Environmental awareness</u> – clearing up after having a fire, extinguish really well prevent an unplanned fire. Fire safety. Clearing up litter and keeping the woodlands a safe environment for all wildlife. Skills <u>Fire lighting</u> - flint and sticks setting light to cotton pads in a secure area – boom! <u>Cooking</u> - Build on the skills of firelighting, and then have a fire as a team and build a fire, toast marshmallows and cooking simple things. - Extinguishing fires, clearing litter and leaving the woodlands as we found them. - Sparklers! Safety behind them and then using AND HAVING FUN!	<u>Communication</u> - To communicate well with team members. Knowledge <u>Flora and fauna</u> – knowing what trees and plants we can use to tie ropes too – not touching stingers/ using thick stables trees etc. Skills <u>Ropes</u> - Circle of trust - Blindfold lead around the woodlands - How to tie simple knots - Tying knots to make ladders/assault courses. <u>Shelters</u> - Using knots to tie and secure tarp to make them stable and good quality shelter that will last the session.	<u>Intellectual</u> – To have an understanding and be able to recall the names and identifying features of flora and fauna in the woodland. Knowledge <u>Flora and Fauna</u> – identifying plants and trees around the woodlands, check list, identifying features leaves/bark/flowers. In particular willow. <u>Woodland management and sustainability</u> – Maintaining willow structure. Chopping and weaving the branches into the structure. Skills <u>Tools</u> – Chop willow structure using willow to maintain the shape and encourage growth in the summer term. Weave the willow in where possible and not chop. - Using tools safely – tool talk. - Making things out of the excess willow that has been chopped down.	<u>Emotional Intelligence</u> – To recognise the woodlands as a safe and relaxed space where we can share about our emotions and <u>Physical</u> – Working on fitness, and being physically active throughout the session. Knowledge <u>Environmental awareness and sustainability</u> – The impact we have on the woodlands. Doing things like litter picking to improve it. Life cycles of animals in the woods. How our improvements will help the woodlands thrive next year. Skills <u>Recap their favourites of the year.</u>