

# SEMIFORMAL PATHWAY – CURRICULUM CYCLE



## KEY STAGE 3

Key Stage 3 YEAR A	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> <i>One term per year (to be decided by each class teacher) will include an Enterprise Project - see additional materials. Talentino will account for 1 lesson per week and comes with an extensive resource package</i>	<b>DIGITAL LITERACY</b> <i>With ongoing focus on reviewing, modifying and evaluating work</i>	<b>PHYSICAL DEVELOPMENT</b> <i>A: <u>SLD</u> / B: <u>Sensory</u></i>	<b>PERSONAL DEVELOPMENT</b> <i>Each term some lessons may also be set aside for other cultural festivals and celebrations</i>	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> Room on The Broom <i>Non-Fiction Focus</i> The Story of Inventions  <i>Instructions, labels and captions</i>	Number: quantity & representation  Measure: size & mass	Shopping, Food preparation & Cooking (healthy snacks)  <i>Talentino: Work Related Skills</i> Household Skills	<i>Finding things out -</i> gathering information from a variety of sources  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance  <u>A &amp; B</u> Ride on vehicles	ASDAN: New Horizons P1 / S1 / H1  RE – Christianity (Harvest) / Hinduism (Diwali) / Judaism (Rosh Hashanah)	<b>Inventors &amp; Inventions</b> Sci: Energy, forces & motion  DT: Design, make and evaluate - building stable structures (using a range of construction material and tools)
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>Fiction Focus:</i> Cloudy With a Chance Of Meatballs <i>Non-Fiction Focus:</i> Look Inside: Wild Weather <i>Digital Literacy Focus:</i> David Attenborough: A Life On Our Planet  <i>Presentations &amp; factsheets</i>	Number: Place value  Probability & Statistics	Household Skills: Cleaning inside and outside  <i>Talentino: Work Related Skills</i> Cleaning	<i>Developing ideas and making things happen -</i> using text, tables, images and sound to develop ideas  E-Safety – Education for a Connected World	<u>A</u> Tag Rugby <u>B</u> Playground Games  <u>A &amp; B</u> Gymnastics	ASDAN: New Horizons C1 / R1 / P2  RSE	<b>The World Around Me – Global Awareness</b> Sci: Earth & Atmosphere  Music: Live & Recorded Music (Traditions, Composers & Musicians)
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> Katie Morag delivers the mail <i>Non-Fiction Focus:</i> London (Usborne Beginners) <i>Digital Literacy Focus:</i> Shaun The Sheep (series 3-4)  <i>Descriptive and creative writing</i>  <i>Writing to give information (including letters and addresses)</i>	Number: comparing & ordering  Money	Travelling in the community (on foot / by public transport)  <i>Talentino: Work Experience</i> Window Cleaners (cleaning)	<i>Exchanging and sharing information -</i> sharing ideas by presenting information in a variety of forms  E-Safety – Education for a Connected World	<u>A &amp; B</u> Team Games (Cricket / Rounders)  <u>A &amp; B</u> Individual Athletics	ASDAN: New Horizons S2 / H2 / C2  Bereavement, Loss and Changes – Changes (inc. loss of close family)	<b>Out &amp; About – In The British Isles</b> History: British History  Art: Landscapes (artist focus: Vincent van Gogh)

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Key Stage 3 YEAR B	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> <i>One term per year (to be decided by each class teacher) will include an Enterprise Project - see additional materials. Talentino will account for 1 lesson per week and comes with an extensive resource package</i>	<b>DIGITAL LITERACY</b> <i>With ongoing focus on reviewing, modifying and evaluating work</i>	<b>PHYSICAL DEVELOPMENT</b> <i>A: <u>SLD</u> / B: <u>Sensory</u></i>	<b>PERSONAL DEVELOPMENT</b> <i>Each term some lessons may also be set aside for other cultural festivals and celebrations</i>	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> Green Lizards vs Red Rectangles <i>Non-Fiction Focus:</i> Children in the Holocaust and World War II: Their Secret Diaries  Diary Writing / Story Writing	Number: Calculations  Geometry – properties of shape	Health and Safety – around the home  <u>Talentino: Work Related Skills Office</u>	<i>Finding things out - entering and storing information in a variety of forms</i>  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance  <u>A &amp; B</u> Team Games – ball skills	ASDAN: New Horizons R2 / P3 / S3  British Values	<b>The Wider World – International Relations</b> History: Britain, Europe & The Wider World (WWII)  Art: geometric and abstract art (artist focus: Piet Mondrian)
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>(Author) Roald Dahl</i> <i>Fiction Focus:</i> Charlie & The Chocolate Factory <i>Non-Fiction Focus:</i> Revoluting Recipes  Recipes / Author Biography	Number: Algebra (pattern & sequencing)  Measure: Length & Height	Shopping, Food preparation & Cooking (Delicious Desserts)  <u>Talentino: Work Related Skills Office</u>	<i>Developing ideas and making things happen - selecting from and adding to information for particular purpose</i>  E-Safety – Education for a Connected World	<u>A &amp; B</u> Outdoor Adventurous – Team Building  <u>A &amp; B</u> Fitness	ASDAN: New Horizons H3 / C3 / R3  RE – Baha’i (World Religion Day) / Hinduism (Holi) / Sikhism (Vaisakhi)	<b>Tasty Treats</b> Science: Nutrition & Digestion  Music: composition, playing & performing
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> Shakespeare Can Be Fun: Romeo and Juliet <i>Non-Fiction Focus:</i> Shakespeare (DK Eyewitness) <i>Digital Literacy Focus:</i> Gnomeo & Juliet  Drama & Role Play / Scripts / Invitations	Number: Problem solving  Time & Temperature	Health and Safety – Emergencies & First Aid  <u>Talentino: Work Experience</u> Shredding (office skills)	<i>Exchanging and sharing information – presentation for an audience</i>  E-Safety – Education for a Connected World	<u>A</u> Net/Wall Games: Short Tennis <u>B</u> Sensory Circuits  <u>A &amp; B</u> Athletics	ASDAN: New Horizons P4 / S4 / H4  RSE	<b>Making Connections</b> Science: States of Matter  Geography: Location & Place (countries & cities) / Similarities & Differences

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Key Stage 3 YEAR C	<b>COMMUNICATION</b> <i>Individual targets + use of appropriate personalised communication methods</i>	<b>FUNCTIONAL ENGLISH</b> <i>With ongoing focus on Phonics, Reading, Comprehension, Writing, Spelling, Vocabulary, Grammar and Punctuation at a personalised level using appropriate methods</i>	<b>FUNCTIONAL MATHS</b>	<b>SKILLS FOR LIFE</b> One term per year (to be decided by each class teacher) will include an Enterprise Project – see additional materials. Talentino will account for 1 lesson per week and comes with an extensive resource package	<b>DIGITAL LITERACY</b> With ongoing focus on reviewing, modifying and evaluating work	<b>PHYSICAL DEVELOPMENT</b> <i>A: SLD / B: Sensory</i>	<b>PERSONAL DEVELOPMENT</b> Each term some lessons may also be set aside for other cultural festivals and celebrations	<b>TOPIC THEME – CREATIVITY &amp; THE WORLD</b>
<b>AUTUMN TERM</b>	Expressive  Receptive	<i>Key Texts:</i> <i>Fiction Focus:</i> Blue Frog: The Legend of Chocolate (Traditional/Folktales) <i>Non-Fiction Focus:</i> Aztecs (Explore!) Mayan Civilisation (Explore!) <i>Digital Literacy Focus:</i> Coco  Lists / Identifying fact & fiction	Number: In the environment  Measure - Capacity	Shopping, Food preparation & Cooking (hot and cold healthy lunches)  <u>Talentino: Work Related Skills</u> Gardening	<i>Finding things out</i> - retrieving information that has been stored  E-Safety – Education for a Connected World	<u>A</u> Team Games: Unihoc <u>B</u> Team Games: Ball Skills  <u>A &amp; B</u> Gymnastics	<b>ASDAN:</b> New Horizons C4 / R4 / P5  - Bereavement, Loss and Changes – Changes (inc. ways to support grieving friends and remember our special people)	<b>Explorers – To The Americas and Beyond!</b> History: Mayan Civilization  Art: Mayan & Aztec Art (mosaic, clay & sculpture)
<b>SPRING TERM</b>	Social  Expressive	<i>Key Texts:</i> <i>Fiction Focus:</i> Pirate Poems (Poetry) <i>Non-Fiction Focus:</i> Looking at Countries: Caribbean <i>Digital Literacy Focus:</i> Muppet Treasure Island  Sea Shanties and Poetry / Messages and Newspapers	Number: Ratio and Proportion (correspondence)  Probability & Statistics	Household Skills: Bed making and Laundry  <u>Talentino: Work Related Skills</u> Gardening	<i>Developing ideas and making things happen</i> - planning and giving instructions to make things happen  E-Safety – Education for a Connected World	<u>A &amp; B</u> Dance  <u>A</u> Fitness: Circuits <u>B</u> Sensory Circuits	<b>ASDAN:</b> New Horizons S5 / H5  British Values	<b>Global Awareness – Pirates Of The Caribbean</b> Science: Floating & Sinking / Materials  DT: Design, make and evaluate – Textiles: sewing your own treasure purse
<b>SUMMER TERM</b>	Receptive  Social	<i>Key Texts:</i> <i>Fiction Focus:</i> George & The Dragon <i>Non-Fiction Focus:</i> In The Castle (Usbourne Picture Books) <i>Digital Literacy Focus:</i> How to Train your Dragon  Recounting / Persuasion	Number: Estimation  Geometry: Position & Direction	Health and Safety – outdoors / in the community  <u>Talentino: Work Experience</u> Growing Vegetables (working in the garden)	<i>Exchanging and sharing information</i> – Creative project  E-Safety – Education for a Connected World	<u>A &amp; B</u> Outdoor Adventurous – Orienteering  <u>A &amp; B</u> Team Games – Striking, Hitting & Fielding	<b>ASDAN:</b> New Horizons C5 / R5  RE – Islam (Eid) / Buddhism (Wesak)	<b>In Times Gone By – Castles, Princesses, Knights and Dragons</b> Science: Plants and Animals  Geography: Maps / Physical and human features

# SEMIFORMAL PATHWAY – CURRICULUM CYCLE



## NATIONAL CURRICULUM SUBJECT COVERAGE – KEY STAGE 3

<p><b>ENGLISH</b></p> <p>Spoken Language and communication Listening and responding Reading Writing Fiction Non-Fiction Digital and alternative media Poetry and plays Traditional / Folk tale Shakespeare / pre-1914 literature Modern fiction</p> <p>Writing for a range of purposes – stories / information / poetry / creative writing / lists / presentations / letters / planning / recipes / scripts / instructions / argument / biography / labelling / recording / posters / advertising / factsheets / Newspaper / Persuasion / description / labels / captions / diary / email Drama and role play Adjectives, nouns and verbs Stories from other cultures and traditions</p>	<p><b>MATHEMATICS</b></p> <p>Number: properties / place value / comparing / ordering / ordinal &amp; cardinal / number lines / symbols / addition and subtraction / multiplication and division / doubling and halving / fractions / multiples / calculator use Estimation Measurement</p> <p>Geometry: properties of shapes / fractions / position and direction / grid references / coordinates / angles / construction / area / perimeter / symmetry / translation / rotation Probability Statistics Time Money (Financial Capability) Comparative Language Problem Solving Ratio &amp; Proportion (units of measure / 1:1 correspondence / size / maps / division) Algebra (sequencing, pattern and calculation)</p>	<p><b>SCIENCE</b></p> <p><i>Working scientifically:</i> scientific attitudes / experimental skills and investigations / analysis and evaluation / measurement</p> <p><i>Biology:</i> cells and organisation (plants and animals) / skeleton and muscles / nutrition and digestion / Gas Exchange Systems / Reproduction / Health / Photosynthesis / Ecosystems / Inheritance</p> <p><i>Chemistry:</i> states of matter / chemical reactions / mixtures, dissolving and separating / materials / Earth and Atmosphere</p> <p><i>Physics:</i> fuel uses and costs in the home / Energy changes and transfers / Motion / Forces / Pressure in liquids: floating and sinking / Sound waves / Colour waves / Electricity and electromagnetism / Matter / Space</p>	<p><b>ART AND DESIGN</b></p> <p>(in pupil created sketchbooks)</p> <p>Pupils will be taught to develop techniques, control, creativity, experimentation and awareness through:</p> <p>Recording observations using a range of techniques including photography, drawing and painting Working with clay, pastels, collage, oil painting, water colour painting, pencil, paper</p> <p>Architecture: 1441 Gothic History of Art: Stone Age (30,000 b.c.–2500 b.c.) History of Art: Early and High Renaissance (1400–1550) History of Art: Post Impressionism 1885-1910 History of Art: Cubism (1905-1920) History of Art: Postmodernism (1970-) Designer: Jasper Conran</p>
<p><b>CITIZENSHIP</b></p> <p>Role of citizens, parliament and the monarch Operation of Parliament: voting and election Civil Liberties Law and role of the police Public Institutions and Voluntary Groups Charity and Fundraising Money and Budgeting Financial Capability</p> <p>RSE: see additional matrix for further detail</p> <p>- Bereavement, Loss and Changes – see additional matrix for further detail</p>	<p><b>COMPUTING</b></p> <p>Input and Output (switch control) Simple programming and coding Simple algorithms – sorting &amp; searching Programming languages (block based visual programming) Design and develop modular programs (2DIY3D) Boolean Logic (Scratch) Hardware and software components Representing and manipulating data (text, sounds and pictures) Creative projects Create, re-use and re-purpose digital artefacts E Safety</p>	<p><b>DESIGN AND TECHNOLOGY</b></p> <p><i>Design</i> Widely research and explore ideas Solve design problems Develop, design &amp; create innovative, functional &amp; appealing products Use a range of design approaches (biomimicry / user-centred design) Generate, develop, model and communicate ideas through discussion, presentation, sketches, plans, diagrams, 3D modelling, prototypes, pattern pieces and computer aided design</p> <p><i>Make</i> Using specialist tools, techniques, processes, equipment &amp; machinery Cooking and Nutrition – nutrition &amp; health / savoury dishes / cooking techniques / source, seasonality &amp; characteristics of ingredients Select and use a wider, more complex range of materials and components (construction materials, textiles, ingredients)</p> <p><i>Evaluate</i> Investigate and analyse existing products / past and present professionals / key events in design technology New and emerging technologies Test, evaluate, refine ideas &amp; products based on own &amp; others' views</p> <p><i>Technical Knowledge</i> Properties of materials / Mechanical systems / Electrical systems</p>	<p><b>GEOGRAPHY</b></p> <p><i>Locational</i> Knowledge of other countries/major cities (Africa, Russia, Asia, China, India, Middle East) – maps, environmental regions, physical and human features</p> <p><i>Place</i> Geographical similarities, differences &amp; links – Africa / Asia</p> <p><i>Human and Physical</i> Rocks, weathering and soils, Weather and climate / Climate change, Glaciation, Hydrology and coasts Population and urbanisation, international development, use of natural resources Landscapes, environment and climate – impact of human and physical processes</p> <p><i>Skills and Fieldwork</i> Maps, atlases, globes, digital mapping, aerial and satellite photographs, compass, grid references, symbols and keys Human and physical features in contrasting locations</p>
<p><b>HISTORY</b></p> <p>Non-European society (Mayan civilization) Medieval Britain Britain (1509-1745) Britain (1745-1901) Britain, Europe and the Wider World (1901-present day) – WWII Local History – Cambridgeshire (WWII) British History (pre1066): changing landscape Iron age to present day USA in the 20<sup>th</sup> Century</p>	<p><b>LANGUAGES</b></p> <p>Exposure given through cultural days, topics and themes</p> <p><b>RE</b></p> <p>Taught through festivals and diversity discrete short topics and days</p>	<p><b>MUSIC</b></p> <p>Composition Playing and performing Improvising and composing Digital Music Production Listening and recalling Representing music visually Live &amp; recorded music – traditions/composers/musicians <i>1827-1900: Romantic Period - Chopin, Mendelssohn, Schubert and Schumann</i> History of music Genres and preference Soundtracks</p>	<p><b>PHYSICAL EDUCATION</b></p> <p>Ball games and Boccia Gymnastics Team sports Orienteering Athletics Swimming Dance Team Games Trampolining</p>