## Y9 to Y11 Semi -Formal Curriculum: Annual Plan (Cycle 2)



	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence/ Career
1	Topic: Friendship		Key Texts: How to be a	Lion – Ed Vere	Be a Friend by Sal	ina Yoon		
			Be Kind by Pat Miller					
			How to lose all your frie	ends by Nancy Carls	on			
			Kindness is my super po	wer by Alicia Orte	ZO			
			Blame by Allan Ahlberg	· · · · · · · · · · · · · · · · · · ·				
	Communication:	To understand counting,	Geography	Art:	Using kitchen	Physical:	Sharing games –	Using kitchen
	To take part confidently	simple addition and	Similarities between you	Draw and paint	appliances to	Keeping safe in	link to physical in	appliances to
	and appropriately in	subtraction within a	and others. Similarities	using a range of	make simple	the community –	my health –	make simple
	reciprocal interactions	real-life context and the	and differences among	materials, tools	snacks and	personal safety	sharing ball	snacks and
	during a range of	associated language at a	families, communities	and techniques,	drinks.	ASDAN content	games	drinks.
	everyday situations.	concrete and pictorial	and traditions.	experimenting				
		level. Pupils begin to		with colour,	Use iPad to take	Food: Work with	See weekly	Begin work on
		read, write and	Simple survey – where	design and	photos of friends.	a partner to	Assembly themes	<mark>Personal Safety</mark>
	Reading:	understand abstract	did we all visit in the	texture, form and		make food to		ASDAN (E1 to
	To recognise and derive	calculations for	holidays? Mark on a	function; start to	Use technology	share.	Friendship map	begin with, E2 as
	meaning from a range of	everyday purposes,	map.	respond to and	to make			progression)
	print, signs and symbols,	across all 4 operations	Research the different	imitate other	cards/send a	Name and use a	Personal Safety in	
	processing these with	up to 20. Begin to look	places.	visual artwork.	letter to friends.	range of basic	the community	
	increasing	at Calculation Policy-	What are the similarities	(i.e. an example		tools safely to		
	independence in the	Stages 1-2.	or differences in those	provided or		prepare healthy		
	school setting and in	- To understand	places.	imitating a		dishes and drinks.		
	everyday situations.	maths in everyday life,	Do you have family or	famous art piece in a basic way).		Mental Health:		
	Writing:	including data, time and	friends that live in far	ill a basic way).		Develop toolbox		
	To use letters, words or	money, and begin to	away places?	Using photos of		of resources to		
	symbols to convey	solve problems in	andy places:	friends to make a		support own		
	meaning for a range of	practical situations		photographic		mental health,		
	functional purposes.	including personal		collage.		including sleep		
		experiences and life	History			patterns. (explore		
		skills lessons.	Significant events in	Make paper		different ways to		
			your past – birthday	chains of people		regulate:		

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	Recounts, fables,	Developing a secure and	parties? Holidays?	(representing		mindfulness,		
	booklets and lists,	concrete understanding	Memories? Everyone	their friends/		colouring, calm		
	instructions, poems	of common shapes,	has different	class/group).		music, exercise,		
		measures, direction and	experiences and			sensory breaks,		
		time in everyday	histories.	Draw or paint a		tactile toys)		
		experiences and life		friends portrait.				
		skills lessons. Relating	Make a timeline of the	Focus on features				
		concepts and language	previous holidays and	of the face – eye				
		to everyday life and	the events.	/hair colour.				
				-				
		experiences.	Make a timeline of the	Embellish a				
			next half term and	friends				
			events on it.	photograph with				
				accessories.				
				Friendship circle				
				art.				
				Draw around a				
				whole person –				
				body shape/				
				decorate lifesize				
				outlines.				
2	Topic: Bright Lights, Big	Cities	Key Texts: The Queen's	Knickers (Nicholas	Allan), Paddington	Katie in London, D	ick Whittington	
-			London 2012 by Ciaran					
	Communication:	To understand counting,	Geography:	ART	Searching the	Physical:	Being an active	Safety in the city
	To take part confidently	simple addition and	Countries and capital	Find the Tate	web for	Team games and	citizen	
	and appropriately in	subtraction within a	cities of the UK	Modern building	different cities	co-operation		Stranger Danger
	reciprocal interactions	real-life context and the	(London focus); Using	and other			See weekly	
	during a range of	associated language at a		galleries/	Convingend	Food:	Assembly themes	Road Safety
	everyday situations.	concrete and pictorial	locational language;	museums	Copying and	Develop a range		
		level. Pupils begin to	Using maps;	(MOMA).	pasting digital	of skills e.g.		What to do if you
	Reading:	read, write and	Geographical	Explore the	images to make	peeling, slicing.		get lost
	To recognise and derive	understand abstract	similarities	galleries online.	posters/informa	P. C. C. M. D. S. C. M. D.		000000
	•	calculations for		London born	tion texts.	Explore foods		Careers: Road
	meaning from a range of		The Thames River –	artists?		that have the		workers, traffic
	print, signs and symbols,	everyday purposes,			2D tours and a			
	processing these with	across all 4 operations	Make a class map, put	The fashion	3D tours online	Royal Warrant		police, parking
	increasing	up to 20. Begin to look	the landmarks of	industry in	- London	(For example -		wardens, tourist
	independence in the	at Calculation Policy-	London onto it. How	London. (London	exhibits.	Cadbury, Taylors		information
	school setting and in	Stages 1-2.	is the River used/	fashion week).		and Heinz).		
	everyday situations.		useful?					Relevant ASDAN
1		1				1	1	Modules

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	Writing:	- To understand	The River Boats –	Design a flag for		<mark>Mental Health:</mark>		<ul> <li>PSE1 Personal</li> </ul>
	To use letters, words or	maths in everyday life,	tourism/ cruising/	London		<mark>recognise danger</mark>		<mark>safety in the</mark>
	symbols to convey	including data, time and	parties/ restaurants	UK flags		<mark>and staying safe –</mark>		home and
	meaning for a range of	money, and begin to	etc.	Landmarks in		<mark>link to personal</mark>		<mark>community (2</mark>
	functional purposes.	solve problems in	Millenium Bridge	different cities		<mark>safety ASDAN</mark>		credits)
		practical situations	project.					<ul> <li>PSE2 Personal</li> </ul>
		including personal	Tate Gallery building.	Design: Junk				<mark>safety in the</mark>
		experiences and life	rate Gallery building.	modelling of				home and
		skills lessons.		landmarks - Big				<mark>community (2</mark>
			History: Great Fire of	Ben , Buckingham				<mark>credits)</mark>
		Developing a secure and	London	Palace, The				<ul> <li>PSE3 Personal</li> </ul>
		concrete understanding		Shard.				<mark>safety in the</mark>
		of common shapes,	Science: Everyday					home and
		measures, direction and	materials; Working	Music: National				<mark>community (2</mark>
		time in everyday	scientifically.	anthem (s)				<mark>credits)</mark>
		experiences and life		Londons Burning!				
		skills lessons. Relating	Looking at the	London Calling –				Relevant ASDAN
		concepts and language	materials used to	The Clash				<u>Modules</u>
		to everyday life and	build London: bricks,	Duranta The				<ul> <li>MOME1</li> </ul>
		experiences.	Portland stone,	<b>Drama</b> : The Great fire of				Managing
			asphalt, concrete and	London				own Money
		ASDAN – Managing own		London				(2 credits)
		money	composite materials.					MOME2
								Managing
								own Money
								(2 credits)
								(Money can be
								evidenced
								alongside
-	Tauta Milana Dava Fac				talahan sarah talah di		teres and b	personal safety)
3	Topic: Where Does Foo	d Come From?	Key Texts: The Giant Jar			inchbox? Chris But	terworth	
			Cloudy With a Chance of		Barrett			
	-	ſ	In the Night Kitchen by		1	I	1	
		To understand counting,	Science/Geography:	Art:	Designing a	Physical:	See weekly	Independent
		simple addition and	Food a fact of life	Potato/vegetable	poster,	Keeping fit and	Assembly themes	cooking – to
		subtraction within a	website: Where food	printing	powerpoint to	the effect of		make yourself a
		real-life context and the	comes from		show food and its	activity on body.	Preparing a meal	healthy
	Communication:	associated language at a		Spaghetti/Pasta/	origins.		to share	snack/drink.
	To take part confidently	concrete and pictorial		Lentil art		Food:		
	and appropriately in	level. Pupils begin to						

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reciprocal interactions	read, write and		Food collage	Using technology	Balanced diet and	Healthy living –	Careers: Factory
during a range of	understand abstract	All food comes from	(Magazine	to access	healthy food	exercise, food	workers, farmers,
everyday situations.	calculations for	plants or animals;	photos)	learning.	choices.	choices, lifestyle	shops,
	everyday purposes,	Food has to be grown,				choices, hygiene	restaurants.
Reading:	across all 4 operations	reared or caught;	Music:	Using technology	Mental Health:		
To recognise and derive	up to 20. Begin to look	Food is produced and	Food Glorious	in the kitchen to	How and when to		Relevant ASDAN
meaning from a range of	at Calculation Policy-	processed in different	Food	make healthy	seek help.		<u>Modules</u>
print, signs and symbols,	Stages 1-2.	ways.	Do you like	meals, snacks and	Referencing		<ul> <li>HLE1 Healthy</li> </ul>
processing these with		- / -	Lasagne	drinks.	zones of		Living (2
increasing	- To understand	Food classification –	Milkshakes (&		regulation to		credits)
independence in the	maths in everyday life,	Eatwell Guide (food a	other simple food		rest, slow, or		HLE2 Healthy
school setting and in	including data, time and	fact of life)	songs)		stop.		Living (2
everyday situations.	money, and begin to						credits)
	solve problems in		Drama: Role play				<ul> <li>HLE3 Healthy</li> </ul>
Writing:	practical situations	M/hat algebra a god to	/ act out scenes				Living (2
To use letters, words or	including personal	What plants need to	from our texts.				credits)
symbols to convey	experiences and life	grow.					
meaning for a range of	skills lessons.						(Activities for this
functional purposes.		Food chains – who eats					module may
	Developing a secure and	what?					include cooking
	concrete understanding						healthy food,
	of common shapes,						engaging in
	measures, direction and						exercise/moveme
	time in everyday						nt, developing
	experiences and life						tools for
	skills lessons. Relating						supporting
	concepts and language						mental
	to everyday life and						wellbeing)
	experiences.						5,
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	My Communication	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	My
					Technology		Others	Independence/
								Career
4	Topic: By the Sea		Lighthouse Keepe Katie Morags Isla	A Waste: Rubbish, F er's Lunch Our Ca nd Stories by Tony Mitten (poe	astle by the Sea by	-	he Lighthouse Kee	per, The

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	Communication:	To understand counting,	Science: *Ask &	Music: Under the	Word/	Physical:	See weekly	Careers by the
	To take part confidently	simple addition and	answer scientific	sea (little	PowerPoint to	Team games with	Assembly themes	sea: fisherman,
	and appropriately in	subtraction within a real-life	questions, eg	mermaid)	create safety	sea theme		coastguard
	reciprocal interactions	context and the associated	about how to	Shabang songs by	awareness by the		Environment:	
	during a range of everyday	language at a concrete and	keep themselves	the sea – tropical	sea.	Food:	recycling,	Sea safety (beach
	situations.	pictorial level. Pupils begin	safe & healthy,	island, pulling on		Develop a range	pollution,	flags)
		to read, write and	grow plants, look	the anchor rope,	Accessing	of skills e.g.	keeping	
	Reading:	understand abstract	after animals.	Oh I do like to be	learning	mixing, scooping	community clean	Holiday safety by
	To recognise and derive	calculations for everyday	Simple	beside the	independently.			the sea
	meaning from a range of	purposes, across all 4	experiments with	seaside		Try new foods:	Community litter	
	print, signs and symbols,	operations up to 20. Begin	sea salt.		Logging on	seaweed/seafood	pick	Recognising
	processing these with	to look at Calculation Policy-		Art - Making a	independently			safety signs
	increasing independence in	Stages 1-2.	Geography:	sea collage using				
	the school setting and in		Beaches, seaside	a variety of		Mental Health:		
	everyday situations.	- To understand	towns, coastal	media (shiny		Develop toolbox		
		maths in everyday life,	areas,	textures,		of resources to		
	Writing:	including data, time and	lighthouses.	translucent		support own		
	To use letters, words or	money, and begin to solve	Looking after the	colours)		mental health,		
	symbols to convey	problems in practical	environment:	Paint and sea		including sleep		
	meaning for a range of	situations including personal	plastic pollution I	salt.		patterns.		
	functional purposes.	experiences and life skills	the sea					
		lessons.		Making a				
			Rocks, sand, salty	lighthouse				
		Developing a secure and	seawater,					
		concrete understanding of	floating in salt	Drama – act out				
		common shapes, measures,	water experiment	poems/ texts				
		direction and time in						
		everyday experiences and						
		life skills lessons. Relating						
		concepts and language to						
		everyday life and						
		experiences.						
5	Topic: Our Amazing Bodie	S	Key Texts: Illuma	natomy by Kate Da	vies and Carnovsky	,		
			My head to toe b	ody book (Thames	Hudson)			
			Life on Earth – Hu	iman Body (?)				
				some by Sigmun Da	aniel			
				de by Tish Rabe (Dr				
	Communication:	To understand counting,	Science: Animals	Body prints	Using technology	Physical:	See weekly	Personal hygiene
	To take part confidently	simple addition and	including humans	(hand, foot, draw	to label the body	7 senses	Assembly themes	i ersonar nygrene
	and appropriately in	subtraction within a real-life		around body		7 3011303	Assembly memes	
	reciprocal interactions	context and the associated		parts/people).				
		context and the associated	l	paits/people).	l	L		

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during a range of everyday	language at a concrete and	Digestion		Using technology	Co-operation and	PSHRE: Sex and	Careers: Doctors/
situations.	pictorial level. Pupils begin	experiments	Labelling the	to access learning	team games	relationship	nurses / dentists
	to read, write and		body			education	/ paramedics
Reading:	understand abstract			Data collection	Food:		
To recognise and derive	calculations for everyday		Drama: making	(eye colour etc)	Develop a range	Recognising the	
meaning from a range of	purposes, across all 4	History	shapes with		of skills e.g.	difference	
print, signs and symbols,	operations up to 20. Begin	(your own)	body.		grating,	between private	
processing these with	to look at Calculation Policy-	Human growth			spreading.	and public	
increasing independence in	Stages 1-2.		Movement: what				
the school setting and in			my body can do		Effects of	Pants song	
everyday situations.	- To understand				different foods		
	maths in everyday life,	Geography	Copying/mirrorin		on the body.	Social stories	
Writing:	including data, time and	Human Habitats –	g				
To use letters, words or	money, and begin to solve	extreme homes	-		Tasting tongue		
symbols to convey	problems in practical	(igloos!)	Building a		map.		
meaning for a range of	situations including personal		skeleton				
functional purposes.	experiences and life skills				Mental Health:		
	lessons.				Develop toolbox		
					of resources to		
	Developing a secure and				support own		
	concrete understanding of				mental health:		
	common shapes, measures,				mindfulness		
	direction and time in				activities		
	everyday experiences and						
	life skills lessons. Relating						
	concepts and language to						
	everyday life and						
	experiences.						
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