



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

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

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|   | <p>Writing:<br/>To use letters, words or symbols to convey meaning for a range of functional purposes.</p> | <p>- To understand maths in everyday life, including data, time and money, and begin to solve problems in practical situations including personal experiences and life skills lessons.</p> <p>Developing a secure and concrete understanding of common shapes, measures, direction and time in everyday experiences and life skills lessons. Relating concepts and language to everyday life and experiences.</p> <p><b>ASDAN – Managing own money</b></p> | <p>The River Boats – tourism/ cruising/ parties/ restaurants etc.<br/>Millenium Bridge project.<br/>Tate Gallery building.</p> <p><b>History:</b> Great Fire of London</p> <p><b>Science:</b> Everyday materials; Working scientifically.</p> <p>Looking at the materials used to build London: bricks, Portland stone, asphalt, concrete and composite materials.</p> | <p>Design a flag for London<br/>UK flags<br/>Landmarks in different cities</p> <p><b>Design:</b> Junk modelling of landmarks - Big Ben , Buckingham Palace, The Shard.</p> <p><b>Music:</b> National anthem (s)<br/>Londons Burning!<br/>London Calling – The Clash</p> <p><b>Drama:</b> The Great fire of London</p> |   | <p><b>Mental Health:</b><br/>recognise danger and staying safe – link to personal safety ASDAN</p> |  | <ul style="list-style-type: none"> <li>• PSE1 Personal safety in the home and community (2 credits)</li> <li>• PSE2 Personal safety in the home and community (2 credits)</li> <li>• PSE3 Personal safety in the home and community (2 credits)</li> </ul> <p><b>Relevant ASDAN Modules</b></p> <ul style="list-style-type: none"> <li>• MOME1 Managing own Money (2 credits)</li> <li>• MOME2 Managing own Money (2 credits)</li> </ul> <p>(Money can be evidenced alongside personal safety)</p> |
| 3 | <p><b>Topic: Where Does Food Come From?</b></p>  |  | <p><b>Key Texts:</b> The Giant Jam Sandwich, How did that get in my lunchbox? Chris Butterworth<br/>Cloudy With a Chance of Meatballs by Judi Barrett<br/>In the Night Kitchen by Maurice Sendak</p>   |   |   |  |  |  |
|   | <p>Communication:<br/>To take part confidently and appropriately in</p>                                    | <p>To understand counting, simple addition and subtraction within a real-life context and the associated language at a concrete and pictorial level. Pupils begin to</p>   | <p><b>Science/Geography:</b><br/>Food a fact of life<br/>website: Where food comes from</p>  | <p><b>Art:</b><br/>Potato/vegetable printing<br/><br/>Spaghetti/Pasta/<br/>Lentil art</p>   | <p>Designing a poster, powerpoint to show food and its origins.</p> | <p><b>Physical:</b><br/>Keeping fit and the effect of activity on body.</p> <p><b>Food:</b></p>    | <p>See weekly Assembly themes<br/><br/>Preparing a meal to share</p> | <p>Independent cooking – to make yourself a healthy snack/drink.</p>   |

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|  | <p>reciprocal interactions during a range of everyday situations.</p> <p><b>Reading:</b><br/>To recognise and derive meaning from a range of print, signs and symbols, processing these with increasing independence in the school setting and in everyday situations.</p> <p><b>Writing:</b><br/>To use letters, words or symbols to convey meaning for a range of functional purposes.</p> | <p>read, write and understand abstract calculations for everyday purposes, across all 4 operations up to 20. Begin to look at Calculation Policy- Stages 1-2.</p> <p>- To understand maths in everyday life, including data, time and money, and begin to solve problems in practical situations including personal experiences and life skills lessons.</p> <p>Developing a secure and concrete understanding of common shapes, measures, direction and time in everyday experiences and life skills lessons. Relating concepts and language to everyday life and experiences.</p> | <p>All food comes from plants or animals; Food has to be grown, reared or caught; Food is produced and processed in different ways.</p> <p>Food classification – Eatwell Guide (food a fact of life)</p> <p>What plants need to grow.</p> <p>Food chains – who eats what?</p> | <p>Food collage (Magazine photos)</p> <p><b>Music:</b><br/>Food Glorious Food<br/>Do you like Lasagne<br/>Milkshakes (&amp; other simple food songs)</p> <p><b>Drama:</b> Role play / act out scenes from our texts.</p> | <p>Using technology to access learning.</p> <p>Using technology in the kitchen to make healthy meals, snacks and drinks.</p> | <p>Balanced diet and healthy food choices.</p> <p><b>Mental Health:</b><br/>How and when to seek help.<br/>Referencing zones of regulation to rest, slow, or stop.</p> | <p>Healthy living – exercise, food choices, lifestyle choices, hygiene</p> | <p><b>Careers:</b> Factory workers, farmers, shops, restaurants.</p> <p><b>Relevant ASDAN Modules</b></p> <ul style="list-style-type: none"> <li>• HLE1 Healthy Living (2 credits)</li> <li>• HLE2 Healthy Living (2 credits)</li> <li>• HLE3 Healthy Living (2 credits)</li> </ul> <p>(Activities for this module may include cooking healthy food, engaging in exercise/movement, developing tools for supporting mental wellbeing)</p> |
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| 4 | <p><b>Topic: By the Sea</b></p> |                    |          | <p>Key Texts: <a href="#">What A Waste: Rubbish, Recycling, and Protecting our Planet</a>, <a href="#">The Lighthouse Keeper</a>, <a href="#">The Lighthouse Keeper’s Lunch</a> Our Castle by the Sea by Lucy Strange<br/> <a href="#">Katie Morags Island Stories</a><br/> <a href="#">Voices of Water by Tony Mitten (poem)</a></p> |                  |           |                 |                         |

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

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