



Y9 to Y11 Semi -Formal 4 Curriculum: Annual Plan (Cycle 3)

	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence/ Career
1	Topic: The Enchanted Woodland		<p>Key Texts: The Enchanted Wood & The Faraway Tree by Enid Blyton. The Wild Woods by Simon James Once Upon a Wild wood by Chris Riddel. The Wish Tree (?) Through the Forest by Catherine Bidet Deep in the Woods by Christopher Corr</p>					
	<p>Communication: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations.</p> <p>Reading: 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>Writing: 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>Geography: Looking at forested areas of the world and nationally. What makes a forest/ woodland area? Recognising forest areas on a map.</p> <p>Science: Experiments with leaves and light. Growing seeds/ plants. Tree recognition. Which animals and insects live in the Woods? Mini projects on each. Mushroom life – safety.</p> <p>History: Deforestation – Changes over time.</p>	<p>Art: Printing with leaves. Drawing in textures with twigs/ leaves. Wax resist patterns using bark/ leaves. Impressions into clay/ dough with natural objects. Collage with leaves, dried moss, twigs. Creating magical woodland characters. Creatures who live in trees/ underground.</p>	<p>Retrieving images, photography, using presentation software Online safety Use a range of media to explore and create images related to woodland</p>	<p>Physical – walk in a local park (link to Forest bathing!)</p> <p>Food – Healthy snacks for a packed lunch (snacks you can take out on a walk). Safe food you can eat that grows outside such as wild berries/ mushrooms (!)</p> <p>Mental Health: Develop toolbox of resources to support own mental health, including sleep patterns. (explore</p>	<p>Sharing games – link to physical in my health – sharing ball games See weekly Assembly themes Personal Safety in the community</p>	<p>What would you need to wear/ pack for a holiday in the forest? Safety whilst out walking. Careers and jobs such as Forest Warden, ‘Environmental Officer’, Park Ranger.</p>

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	<p>Labelling trees, woodland areas. Writing letters to characters in the books</p> <p>Senses/acrostic poems- imagine you are walking through a woodland- I can hear, I can see, I can feel etc.</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>Still life drawings of woodland animals. Model making of animals.</p> <p>Music: Enchanted forest music for relaxation. The Cure- A Forest.</p> <p>Drama: Miming actions related to being outside.</p>		<p>different ways to regulate: mindfulness, colouring, calm music, exercise, sensory breaks, tactile toys). Nature walks/ forest bathing/ tree hugging.</p>		
2	<p>Topic: Transport and Machines</p>		<p>Key Texts: Subway Ride by Heather Miller. Underground by Ui Jung Kim Who's driving by Leo Timmers (?) Mrs. Armitage On wheels by Quinten Blake Mrs. Lather Laundry(scanned story) The Bean Machine and The Lighthouse keepers lunch (scanned stories on server) The Airport book by Lisa Brown Robot Rumpus by Sean Taylor(scanned story) This Is the Van That Dad Cleaned by Lisa Campbell Ernst</p>					
	<p>Communication: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations.</p> <p>Reading: 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>Geography - Farming machinery and where in the world. Unusual transport around the world- for example the tuc-tuc, the rickshaw.</p> <p>Science – How does this machine work? Electricity? Gas? Water Power?</p> <p>History – The history of the motorcar/ bicycle/ aeroplane/ tractor/</p>	<p>Music: Madness – Driving in my car Those Magnificent men in their flying machines The Runaway Train Robot songs/ dancing</p> <p>Art: Printing with nuts and bolts/ chains/ tyres Design a vehicle.</p>	<p>Retrieving images, photography, using presentation software</p> <p>Online safety</p> <p>Use a range of media to explore and create images related to transport/ machinery</p>	<p>Physical – Team games and co-operation Using timers. Filming exercises.</p> <p>Food – making snacks and meals using kitchen appliances</p> <p>Mental Health: Develop toolbox of resources to support own mental health, including sleep</p>	<p>Movement games – link to physical in my health – sharing snap/matching games</p> <p>See weekly Assembly themes</p> <p>Personal Safety in the community.</p> <p>Personal safety using appliances/ in the home.</p>	<p>What would you need to wear/ pack for a holiday on a boat? A cycling holiday?</p> <p>Safety whilst driving a car? Being a passenger?</p> <p>Road safety.</p> <p>Safety whilst using kitchen appliances/</p>

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	<p>Writing: To use letters, words or symbols to convey meaning for a range of functional purposes.</p> <p>Instructions for how to use machines in the home</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>washing machine/ television/ mobile phone. Transport Bingo (Twinkle resource)</p>	<p>Decorate a vehicle. Model robots (junk) Make a mini lighthouse.</p> <p>Drama: Movement linked to driving. Robots.</p>	<p>Using IT for a range of purposes – Google images to find a range of cars/ aeroplanes etc.</p>	<p>patterns. (explore different ways to regulate: mindfulness, colouring, calm music, exercise, sensory breaks, tactile toys). Games involving matching cards using current topic.</p>	<p>Road safety.</p>	<p>electricals in the home.</p> <p>Careers and jobs such as Farmer/ Pilot/ racing driver/ Mechanic/ Lighthouse Keeper/ Air Steward.</p>
<p>3</p>	<p>Topic: Patterns in the World</p> <p>Key Texts: A Bad case of stripes by David Shannon The Rainbow Bear by Michael Morpurgo Annas Amazing Multicoloured Glasses by Wendy Body (scanned story on server) Esther's Rainbow by Kim Kane & Sara Acton Pitter Pattern by Jocye Hesselberth (?)</p>							
<p>Communication: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations.</p> <p>Reading: 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>Geography - Patterns in birds flying/ mermmeration (?) Tulip field patterns Farmers fields and how they grow (!!) Seasonal patterns in gardening.</p> <p>Science – Ice forming Rainbows and how they are made Flower patterns/ germination</p>	<p>Art: Art and design techniques that focus on colour, and pattern – wallpapers/ carpet. Look at spots/ stripes/ zig-zag/ checked/ tartan/ paisley. Firework patterns. Mosaic pattern. Islamic art / Rangoli / Mehndi.</p>	<p>Retrieving images, photography, using presentation software</p> <p>Online safety</p> <p>Use a range of media to explore and create images related to patterns from around the</p>	<p>Physical – Keeping fit and the effect of activity on body. Patterns we notice?</p> <p>Food – Balanced diet and healthy food choices.</p> <p>Mental Health: Develop toolbox of resources to support own mental health,</p>	<p>Movement games – link to physical in my health – sharing snap/matching games</p> <p>See weekly Assembly themes</p> <p>Personal Safety in the home.</p>	<p>What would you need to wear for a variety of jobs?</p> <p>Personal safety.</p> <p>Careers and jobs such as Fashion designer, Gardener, Farmer, painter and decorator.</p>	

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	<p>Writing: 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>History – 1960’s fashion – the patterns and design of Biba. The history of wallpaper design.</p>	<p>Music: Listen to, copy and remember beats and rhythms/ simple patterns Patterns in music.</p> <p>Drama: Build confidence in performance skills e.g. synchronised movements with a partner/ mirror imaging</p>	<p>world/ wallpaper design.</p> <p>Using IT for a range of purposes – Google images to find examples of wallpaers/ 1960’s fashion and BIBA. Crop circle patterns.</p>	<p>including sleep patterns. (explore different ways to regulate: mindfulness, colouring, calm music, exercise, sensory breaks, tactile toys). Games involving matching cards using current topic.</p>		
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	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence/ Career
4	<p>Topic: My Local Area</p>		<p>Key Texts: The Airport Book by Lisa Brown I like where I am by Jessica Harper Superworm (?!) Looking at local shop logos – can you read these? Small Town by Phillip Gwynne (set in a small town but includes refugee topic) Errols Garden by Gillian Hibb (A beautifully simple introduction to community activism and the possibilities of creative gardening in urban spaces.)</p>					
<p>Communication: To take part confidently and appropriately in reciprocal interactions during a range of 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</p>	<p>Geography - Local maps of west Yorkshire – Huddersfield – Almondbury – school map.</p>	<p>Art : Research local artists such as Ashley Jackson, L.S. Lowry David Hockney (From Bradford)</p>	<p>Retrieving images, photography, using presentation software</p>	<p>Physical – keeping fit (Local classes we could access?) Local online yoga/ keep fit classes?</p>	<p>Sharing games – link to physical in my health – sharing ball games</p>	<p>What would you need to wear/ pack for a walk in the local park/ a trip to the museum/ shopping in</p>	

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	<p>Reading: 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>Writing: To use letters, words or symbols to convey meaning for a range of functional purposes.</p> <p>Write a letter to your local MP – who is this?</p>	<p>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>What is in our locality? Local farms</p> <p>Science – Local science museums – Tolson. Colne Valley museum</p> <p>Local History – Tolson Museum and the Colne Valley museum.</p>	<p>Visit the Huddersfield Local Art Gallery</p> <p>Drama: The Dark Horse Theatre company (based in Huddersfield) have short films on You tube to watch – copy?! OR Shabang!</p> <p>Music: Shabang music – they are local. (Claire has the music and books in class).</p>	<p>Online safety</p> <p>Use a range of media to explore and create images related to local landmarks/ shops/ places of interest</p> <p>Using IT for a range of purposes – Google images to find a range of places within Huddersfield Find out about local celebrities/ famous people</p>	<p>Food- Food from Yorkshire (Yorkshire puddings) Family recipes. Local farms</p> <p>Mental Health: Develop toolbox of resources to support own mental health. (explore different ways to regulate: mindfulness, colouring, calm music, exercise, sensory breaks, tactile toys). Games involving matching cards using current topic.</p>	<p>See weekly Assembly themes</p> <p>Personal Safety in the community</p>	<p>town? The Leisure centre</p> <p>Safety whilst walking in the local area? Safety in school Road safety.</p> <p>Safety whilst using kitchen appliances/ electricals in the home.</p> <p>Careers and jobs such as within school/ people who help us/ local MP's / park warden/ local shop keeper etc.</p>
<p>5 / 6</p>	<p>Topic: Magic, Myths and Scary Stories</p> <p>Key Texts: The magic Hat by Mem Fox Roald Dahl – The Magic Finger Strega Nonas Magic Lessons by Tomie De Paolo Harry Potter. Dracula. Frankenstein. Dr Jeckyll and Mr. Hyde Little Miss Scary (Roger Hargreaves) Rowley Jefferson's Awesome Friendly Spooky Stories: Jeff Kinney</p>							
	<p>Communication: To take part confidently and appropriately in reciprocal interactions during a range of everyday situations.</p> <p>Reading: To recognise and derive meaning from a range of print, signs and symbols,</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</p>	<p>Geography - Where do Witches live? Finding castles and haunted houses. Where does Count Dracula live?</p>	<p>Art : Wax resist and paints for 'Magic letters'. Magic paper towel art! Create a broomstick or a magic wand. Make a cauldron – fill with items</p>	<p>Retrieving images, photography, using presentation software</p> <p>Online safety</p> <p>Use a range of media to explore</p>	<p>Physical - Team games and co-operation</p> <p>Food – One pot recipes (liken to a witches cauldron!)</p> <p>Mental Health:</p>	<p>Sharing games – link to physical in my health – sharing ball games</p> <p>See weekly Assembly themes</p>	<p>What would you need to wear to be a Magician?</p> <p>Safety whilst carrying out dry ice experiments in science.</p> <p>Road safety.</p>

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	<p>processing these with increasing independence in the school setting and in everyday situations.</p> <p>Writing: To use letters, words or symbols to convey meaning for a range of functional purposes.</p> <p>Writing magic spells. Creating potions</p> <p>Once upon a time.... Scaffolded stories.</p>	<p>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>Science – How does dry ice work? How can you make smoke for special effects? How do bats fly? The life cycle of spiders and other scary creatures!</p> <p>History – The History of Witches. The History of Vampires! Roald Dahls life.</p>	<p>and make a potion!</p> <p>Drama: Acting out short parts from the texts such as Dracula/ Frankenstein. Being a witch/ wizard/ Harry Potter</p> <p>Music: Ethereal music. The Harry Potter theme tune. Music from Dracula etc/ The Addams Family</p>	<p>and create images related to Magic, myths and scary stories</p> <p>Using IT for a range of purposes – Google images and research surrounding texts from this topic/ character research</p>	<p>Develop toolbox of resources to support own mental health. (explore different ways to regulate: mindfulness, colouring, calm music, exercise, sensory breaks, tactile toys). Games involving matching cards using current topic. Magic!</p>	<p>Personal Safety in the community</p>	<p>Safety whilst using kitchen appliances/ electricals in the home.</p> <p>Careers and jobs such as a magician/ writer/ entertainer/ witch!</p>
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