

Forest Way School
KS4 Wider Curriculum Map 2023-24



KS4 2023-24	Autumn 1 – BOOM! (7 weeks)	Autumn 2 – Transport (6 weeks)	Spring – Conservation & Environment (5 weeks, 4 weeks)	Summer – Healthy Lifestyles (7 weeks, 5 weeks)
Science	<p style="text-align: center;"><u>Cars and moving things</u></p> <p>Life skills, preparation for adulthood</p> <ul style="list-style-type: none"> 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. <p>KS3 objective recap</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;"><u>Road Safety and Forces</u></p> <p>Life skills, preparation for adulthood</p> <ul style="list-style-type: none"> 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. <p>For those for whom it is appropriate: KS3 objectives</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;"><u>Household management and domestic energy.</u></p> <p>Life skills, preparation for adulthood</p> <ul style="list-style-type: none"> 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) <p>KS3 recap</p> <p>To learn about domestic fuel bills and costs in a domestic context</p> <p>To understand how to be safe around chemicals and learn about the effects of some chemicals on others.</p>	<p style="text-align: center;"><u>Healthy Lifestyles</u></p> <p>Life skills, preparation for adulthood</p> <ul style="list-style-type: none"> Explore different food groups. Explore the human skeleton using the life sized model and discuss functions of different bones. Classify food into different groups. Sort healthy and unhealthy foods. To compare energy values of different foods (from labels) To investigate how to tell when different foods are cooked, and the consequences of eating uncooked or inappropriately reheated food (eg rice, chicken) Compare energy values of different foods Research and plan a diet plan for a week The consequences of an imbalanced diet including obesity, starvation and deficiency diseases. <p>2nd Half term</p> <ul style="list-style-type: none"> 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 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. Consequences of a poor diet/ no exercise. <p>Recap – how a baby is conceived and born, taking into account family planning and contraception.</p>
Food Technology	<p style="text-align: center;"><u>Simple meals</u></p> <p>To become competent in creating a range of simple meals, whereby selecting, and preparing skills are transferable from meal to meal.</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;"><u>Lunches</u></p> <p>To understand the importance of a healthy lunch and the components of a healthy lunch.</p> <ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none">



Forest Way School
KS4 Wider Curriculum Map 2023-24

	<p>To plan, prepare and budget simple meals which can be made and eaten at home.</p> <ul style="list-style-type: none"> 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. <p>Students to be given the opportunity to explore new and different simple meals.</p> <ul style="list-style-type: none"> Students to be given the communication and/or behaviour support of trying different flavours and textures. <p>Students to have the opportunity to create, taste and give their opinions on new simple meals.</p>	<p>To create classic and simple lunch dishes to taste and to discuss opinion and preferences.</p> <ul style="list-style-type: none"> 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. <p>To plan and prepare a lunch meal plan, which could be implemented at ether school or home.</p> <ul style="list-style-type: none"> To use ICT or other appropriate resources to create a lunch meal plan, which meets the learning objectives. <p>To reflect and give opinions on the school lunch menu and discuss nutritional benefits.</p>		
<p style="text-align: center;">Creative Arts Art Rotation</p>	<p style="text-align: center;">Introduction to arts awards Intent</p> <p>To reflect on forms of arts and identify what might interest them as a career pathways. To make artistic choices in artforms linked to the topic and discussing those links as careers options.</p> <p>To understand there are different forms of art and reflect on which may interest them. To activity engage in artforms linked to the topic and to reflect on their work.</p> <p>To be introduced to different forms of art and engage with discovering these. To experience different art forms linked to the topic and observe their own creations.</p> <ul style="list-style-type: none"> 1.What are the arts? – To know that the arts involve a range of different form. 2.Where are the arts accessed locally? To know where to access different art forms in their community. 3.What arts interest me? To reflect and list different art form that interest them 4 & 5 .Exploring some art forms – pupil led – to discover and engage in different art forms 	<p style="text-align: center;">Topic links to transport Intent</p> <p>To reflect on forms of arts and identify what might interest them as a career pathways. To make artistic choices in artforms linked to the topic and discussing those links as careers options.</p> <p>To understand there are different forms of art and reflect on which may interest them. To activity engage in artforms linked to the topic and to reflect on their work.</p> <p>To be introduced to different forms of art and engage with discovering these. To experience different art forms linked to the topic and observe their own creations.</p> <ul style="list-style-type: none"> 1.Art – to sketch a car using a folded paper technique. 2 to use watercolor paints to create transport paintings 3.To create artwork linked to the style represented in canal boats. 		



Forest Way School
KS4 Wider Curriculum Map 2023-24

<p style="text-align: center;">Mini-Enterprise (Design Technology) (each class has 1 term each) Caroline</p>	<p>1st half term – Planning and designing Intent Identify, plan, and start designing an enterprise idea.</p> <p>Implementation: Pupils will</p> <ul style="list-style-type: none"> Use the Enterprise Booklet to set up their chosen enterprise activity. Will need to complete tasks that involve <p>Planning</p> <p>Research</p> <p>Creative design</p> <p>Discussions</p> <p>Teamwork</p> <p>Setting objectives</p>	<p>2nd half term – Final Outcomes: Intent To design and make an enterprise product to sell to your target audience.</p> <p>Implementation: Pupils will</p> <ul style="list-style-type: none"> Use the Enterprise Booklet to set up their chosen enterprise activity. Will need to complete tasks that involve <p>Product Design</p> <p>Material research</p> <p>Costing and pricing</p> <p>Target Market</p> <p>Marketing Plan</p> <ul style="list-style-type: none"> Will make and sell their final outcomes to their target audience. 		
<p style="text-align: center;">Humanities - Geography and History (to rotate every half term)</p>	<p>Theme: Moving Things Intent: To begin to understand the progression of transport throughout the years, starting with transport on water and animals, manpower, through to the wheel and motorised vehicles. Look at different international modes of transport. To identify different forms of travel, the benefits and detriments of their use on society.</p> <p>Geography -Airways and air transport</p> <ul style="list-style-type: none"> 1.To know there are different types of transport 2. To know there are different types of transport globally and locating those countries <p>History - Transport</p> <ul style="list-style-type: none"> 4 To understand there’s a timeline of transport use 	<p>Theme: Moving things (transport) Intent: To begin to understand the progression of transport throughout the years, starting with transport on water and animals, manpower, through to the wheel and motorised vehicles. Look at different international modes of transport. To identify different forms of travel, the benefits and detriments of their use on society</p> <p>History</p> <ul style="list-style-type: none"> 1. To understand how transport has changes over time -trains – steam to diesel 2 To order the changes in motorised vehicles on a timeline. 3.To understand how aviation has changed over time – Emilia Earheart and the Wright brothers <p>Geography – Canals</p>	<p>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</p> <p>History: Colombus and Darwin</p> <ul style="list-style-type: none"> -1. To know the story of Christopher Colombus and his exploration. 2. To know the work of Charles Darwin and his findings. <p>Geography – Conservation in Europe</p> <ul style="list-style-type: none"> 3.To know what Eco-systems are and how important it is to protect them. 	<p>R.E – Summer term 1 RE – What does it mean to be a Muslim today? To know what helps Muslims through the journey of life. To know what the key belief is of Muslims. How does this affect their life? To know why does prayer and the Qur’an matter to Muslims?</p> <p>R.E – Summer term 2 RE – What difference does it make? To understand why charity is important to Muslims. How is charity important to you? To understand why do Muslims fast. To understand why Muslims, want to go on pilgrimage?</p> <p>RE Celebrations throughout the year</p> <ul style="list-style-type: none"> Harvest festival activities (as decided by class) EID workshops -activities to be decided by class.

Forest Way School
KS4 Wider Curriculum Map 2023-24



	<ul style="list-style-type: none"> 5. To understand that sea travel was a major form of transport in the past - 6. The Titanic -The journey – To know where and when the Titanic journey took place. 	<ul style="list-style-type: none"> 4. Canals - and canal boats – To understand canal networks and how canal boats function and navigate them – using locks. 5. Canals – To know and map out canal networks within the UK. 	<ul style="list-style-type: none"> 4.To know that there are endangered animals and what their habitats are. 	<ul style="list-style-type: none"> Easter/ Spring Workshop activities to be decided per class. Chinese New Year Workshop -activities to be decided per class.
<p style="text-align: center;">Creative Arts Music Rotation</p> <p style="text-align: center;">Stacey</p>			<p>Unit 1 How Does Music Bring Us Together? <u>Intent</u> Unit 1 Social Theme: In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friend maker’. <u>Implementation</u> Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.</p> <ul style="list-style-type: none"> The ancient origins of music having arisen in ceremonies and stories (compare to its role in today’s films and shows!), meaning it is intimately linked to how humans build community, friendship, kinship and peace, and to how we learn about and understand each other. The central role of listening in music (even when performing) also being a key skill in paying attention to others, which leads to caring and aiding the development of empathy. How music can bring people closer together by sharing what we like and listen to. How the measurable physical and emotional effects of music can bring us into closer coordination with other people. How the purpose and content of some music can explicitly encourage or reflect upon themes such as friendship, sharing, peace, love, forgiveness or other such topics. 	<p>Unit 2 ‘How Does Music Connect Us with Our Past?’ <u>Intent</u> Unit 2 How Does Music Connect Us with Our Past? Combining Elements to Make Music Theme of ‘Music Is a Storyteller and Time Traveller’. <u>Implementation</u> Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.</p> <ul style="list-style-type: none"> How music has always helped us tell stories and still does today, in many ways! ● How music often IS the story or carries the story within it. The role of music and musicians as ‘history book’ guardians of historical and cultural heritage. How music is a kind of time travel, often reanimating long ‘dead’ notes with the click of a finger (or the pluck of a string!). How music can be both a teacher and a tool for improving our lives and societies. It is only by sharing and listening to each other’s stories and histories that we can come to a better understanding of each other. How whenever we create something new in music, we do so by building on all the music that has come before it.
<p style="text-align: center;">PSHE (See RSE and RHE sections below)</p>	<p>Autumn – Relationships (Heathy and functional)</p> <ul style="list-style-type: none"> Identify things that we or others may say or do which might affect how we or others feel about us. Give examples of when strong emotions can cause people to feel happy or unhappy. Describe some simple strategies we can use to feel and stay happy; identify how we can help friends who may be feeling unhappy. Explain how part of changing and growing can be to sometimes have strong feelings about people we like or fancy. Identify how we expect people to behave towards us in friendships and relationships. 	<p>Autumn –</p> <p>Mental wellbeing: Emotions (anxiety, sadness, depression)</p> <p>Intent:</p> <ul style="list-style-type: none"> Pupils will learn more about recognising symptoms of anxiety, anger and depression. <p>Implementation:</p> <ul style="list-style-type: none"> 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. <p>Impact:</p>	<p>Spring -</p> <p>Health and prevention: Dentists and doctors</p> <p>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.</p> <p>Physical Health and Fitness: Mindfulness</p> <p>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.</p>	<p>Summer - Managing feelings</p> <ul style="list-style-type: none"> Explain what unwanted physical contact means. Saying ‘No’ is always ok. Identify trusted adults who might be good to ask for help; explain why these might be good choices. Talk about choices and their effects. Explain that no-one has the right to make us share a photo of ourselves or give information about ourselves or others online. Describe how following simple and safe routines can reduce the spread of germs (bacteria/viruses). Highlight the importance of the safe preparation of food and identification of health food groups. Describe different ways we might be ‘emotionally unwell’, e.g. unhappy, depressed, not wanting to eat/over-eating etc. and some of the ‘terms’ that are used to describe when someone is emotionally/mentally unwell.

Forest Way School
KS4 Wider Curriculum Map 2023-24



	<ul style="list-style-type: none"> Demonstrate ways of asking for help from a range of trustworthy sources when we are unhappy, worried, or scared. Identify some of the characteristics or behaviours other people might display in a healthy relationship. 	<ul style="list-style-type: none"> Pupils know more about mental health issues and may be able to identify if they need help with their own mental health. 	<p>They will be taught about ways to combat stress using mindfulness methods.</p> <p>Impact Pupils will understand there is a link with emotional and physical health and know ways to promote mental well-being including mindfulness.</p>	<p>Understanding the importance of sleep and exercise on emotional and physical wellbeing.</p> <ul style="list-style-type: none"> Identify some familiar social media sites and explain what people can do on them, i.e. send pictures, take photos, send messages, etc. Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online
<p>RSE Relationships and sex education</p>	<p>1: Families and People who care for me: Different relationships</p> <p>Intent: For students to recognise the types of different relationships they may have in their lives, e.g. family, friends, peers, colleagues, community, employer, romantic relationships etc.</p> <p>Implementation: Pupils will learn about the different types of relationships we have in our life and how we relate to different people depending on their role in our lives.</p> <p>The ideas of tolerance and respect will be reinforced. Boundaries will be explored. Consent could be touched upon. Where to go and what to do if they are unhappy within their relationships (abuse, bullying etc.)</p> <p>Explore the idea of sexuality and how healthy and successful relationships are defined by love and respect.</p> <p>Impact:</p> <p>Pupils will have a clearer idea about different types of relationship. They will begin to understand how to identify characteristics of healthy and happy relationships and also negative relationships and learn more about how to improve the situation. Pupils will have respect for different types of family units, emotional and romantic relationships (sexuality). that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children.</p>	<p>2: Caring Friendships: What makes a good friend</p> <p><u>Feelings and emotions</u></p> <p>Intent Pupils will recognise what makes positive relationships and how they impact on feelings and emotions</p> <p>Implementation Pupils will learn the characteristics of positive and healthy friendships and relationships. They will learn about how respect should be expected in school and the wider society, but also that it should be given. They will look at the impact of different types of bullying including cyberbullying and also how stereotypes and prejudices can be damaging, in particular those linked to sex, race, religion, sexual orientation or disability.</p> <p>Impact Pupils will understand what constitutes a positive relationship and how positive negative relationships impact on feelings and emotions.</p>	<p>3: Reproduction</p> <p>Reproduction in Humans (Menstrual cycle)</p> <p>Intent Pupils will learn more about the menstrual cycle and changes in the female body</p> <p>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.</p> <p>Impact Pupils will know more about the changing adolescent body and how to manage menstrual cycles.</p> <p>Second half term 4. Online Relationships: Online Gaming</p> <p>Online gaming and social networking</p> <p>Intent Pupils will learn more about the risks associated with internet safety and potential harm.</p> <p>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.</p> <p>Impact Pupils will understand and manage their online behaviours from a position of understanding there are risks they face online.</p>	<p>Being Safe : My Community</p> <p>My feeling towards others</p> <p>Intent: Pupils will learn how to be safer in their community whether that is home, school or online.</p> <p>Implementation:</p> <p>Pupils will learn about what risks and dangers they might face in their communities - whether it is home school or online. They will learn 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</p> <p>Impact:</p> <p>Pupils will understand the potential risks encountered in different communities and how to keep</p> <p>Second half term Intimate and Sexual Relationships, including sexual health</p> <p>Contraception</p> <p>Intent Pupils will recognise the purpose of contraception and how it is used.</p> <p>Implementation Pupils will be taught the facts about the full range of contraceptive choices, efficacy and options available to them. They will be taught where to seek guidance and support with choosing and using contraception.</p> <p>Impact Pupils will know what methods of contraception are available and where to access them and seek advice with their use.</p> <p>Celebrating PRIDE</p>
<p>Life Skills/Skills Builder</p>	<p>Skills builder: Speaking</p> <ul style="list-style-type: none"> 1. Skills Builder -speaking step 0 – Learners speak clearly to someone they know. 	<p>Skill builder: Staying Positive</p> <ul style="list-style-type: none"> 3 staying positive step 0 – Learners can tell when they feel positive or negative. 4 Staying positive step 1 - Learners can tell when others feel positive or negative. 	<p>Skills builder: Problem solving</p> <ul style="list-style-type: none"> 3 Problem solving Step 0 – Learners complete tasks by following instructions. 4 Problem solving step 1 - Learners complete tasks by finding someone to help if they need them. 	<p>Skills builder: Teamwork</p> <ul style="list-style-type: none"> 3 Teamwork Step 0 – Learners work with others in a positive way. 4 Team work step 1 - Learners work well with others by behaving appropriately.

Forest Way School
KS4 Wider Curriculum Map 2023-24



	<ul style="list-style-type: none"> 2. Skills builder speaking step 1 – Learners speak clearly to small groups of people they know. Skills builder speaking step 2 – Learners speak clearly to individuals and small groups they don't know. Skills builder speaking step 3 – Learners speak effectively by making points in a logical order. <p>Listening</p> <ul style="list-style-type: none"> 1. Skills Builder -listening step 0 – Learners listen to others without interrupting. 2. Skills builder listening step 1 – Learners listen to others and can remember short instructions. Skills builder listening step 2 – Learners can listen to others and ask questions if they don't understand. Skills builder listening step 3 – Learners can listen to others and ask questions if they don't understand <p>Additional Life skills -</p> <ul style="list-style-type: none"> To know how to stay safe in autumn – Halloween and bonfire night, darker nights, dressing for colder weather fire safety – To know the dangers of fires and risks in the home To look = at fire safety measures around school and workplaces To identify hazards around hot equipment <p>Careers Students to explore the labour and work experience either real or virtual Workshops with DWP</p> <p>Produce a career road map</p>	<ul style="list-style-type: none"> 5 Staying positive step 2 – Learners keep trying when something goes wrong. <p>Aiming High</p> <ul style="list-style-type: none"> 3 aiming high step 0 – Learners know when they are finding something too difficult. 4 Aiming high step 1 – Learners know what doing well looks like for them. <p>Additional life skills</p> <ul style="list-style-type: none"> To understand some of the steps using public transport To know how to keep a car clean and looked after To understand the processes in buying public transport tickets To know the appropriate behaviour when using public transport To be able to ask for help when using transport <p>Careers introduce CV Work with DWP to produce CV outline</p>	<ul style="list-style-type: none"> 5 problem solving step 2 - Learners complete tasks by explaining problems to someone for advice if they need them. 6 Problem solving revisit or step 3 - Learners complete tasks by finding information they need themselves <p>Additional Life skills</p> <ul style="list-style-type: none"> Going for walks in the countryside -To know how to stay safe – (flora and fauna dangers) To understand the countryside code To be able to plan and pack a bag for a walk / picnic To know how to care for our countryside To know was we can care for our environment <p>Careers careers advice Students to look at local labour market</p>	<ul style="list-style-type: none"> 5 Team work step 2 - Learners work well with others by being on time and reliable. 6 Teamwork revisit steps 0-2 or move onto 3/4 7 Teamwork revisit steps 0-2 or move onto 3/4 <p>Leadership</p> <ul style="list-style-type: none"> 1 Leadership step 0 – Learners know how they are feeling about something. 2 Leadership step 1 – Learners know how to explain their feelings about something to their team. 3 Leadership step 2 - Learners know how to recognise others feelings about something. 4 Leadership step 3 – Learners manage dividing up tasks between others in a fair way. 5. To engage in team games – demonstrating the teamwork skills covered in previous lessons. <p>Additional Life skills</p> <ul style="list-style-type: none"> To be able to work in teams, leading others To know how to clean homes for healthy living. To know how to clean clothes. To understand the importance of hygiene <p>Careers To take part in a mini enterprise</p>
<p style="text-align: center;">P.E.</p>	<p style="text-align: center;"><u>Athletics</u></p> <p>To develop and improve a range of strategies and tactics in individual sport/activities, such as: javelin, hurdles, and shot putting.</p> <ul style="list-style-type: none"> Small-based games and activities, to drip feed fundamental skill technique: such as, relays, treasure island and hoop accuracy games. Improving strategy and tactics through individual, pair, and small group competitive concluding games each lesson. <p>To develop and improve a range of strategies and tactics in team sports/activities, such as: relays and sprinting.</p>	<p style="text-align: center;"><u>Swimming</u></p> <p>To swim a minimum of 25 meters in front and back stroke.</p> <ul style="list-style-type: none"> The support of visuals and videos, to improve individual technique and to promote success for all. To use a variety of equipment (if appropriate) to support the progression of the front and back stroke, such as swimming floats and noodles. <p>To develop breaststroke technique.</p> <ul style="list-style-type: none"> The support of visuals and videos, to improve individual technique and to promote success for all. 	<p style="text-align: center;"><u>Invasion games/Net and wall games</u></p> <p>To play a variety of games/sports whilst directing the ball to a targeted area and getting their body into a good position_</p> <ul style="list-style-type: none"> 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. <p>To perform with basic skills needed for the games with control and consistency.</p>	<p style="text-align: center;"><u>Striking games</u></p> <p>To learn and develop hitting, striking, batting, and bowling skills.</p> <ul style="list-style-type: none"> To practise these skills in isolation with warm – up and main body activities, such as: fill the bucket, through the gates and relay target practise. To be provided with opportunities in concluding games to incorporate skills in game situations. <p>To develop an understanding of the different roles needed within the game and to work well within a team unit.</p>

Forest Way School
KS4 Wider Curriculum Map 2023-24



	<ul style="list-style-type: none"> • Small-based games and activities to drip feed fundamental skill technique: student/coach leader warmups, traffic lights and hoop jumping. • Improving strategy and tactics through individual, pair, and small group competitive concluding games each lesson. <p>To use both peer assessment and video analysis techniques to demonstrate improvement and achieve personal progress.</p> <ul style="list-style-type: none"> • Within concluding games, students to work on individual personal progress. Two weeks of each activity, to support progression. • Peer – assessment checklist to be completed, with students focusing on peer’s fundamental skill technique and to provide suggestions. • Higher ability students to use class I – Pads, to participate in video analysis on individual and peer performance. 	<ul style="list-style-type: none"> • To use a variety of equipment and support (if appropriate) to support the progression of the breaststroke technique. <p>To develop the ability to tread water.</p> <ul style="list-style-type: none"> • To play a variety of games and activities to aid the ability to tread water. Such as water aerobics and water polo. • To use a variety of equipment and support to increase the confidence in water. 	<ul style="list-style-type: none"> • 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. <p>To understand, plan and combine skills to play 1v1 net games co-operatively with a partner.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To practise specific skills related to both bating, bowling, and fielding and transferring these skills into different activities. • To practise and develop communication skills and key phrases needed in striking games. Such as “pass over here” “pass to third base!”. <p>To be able to participate in a team sport confidentially.</p> <ul style="list-style-type: none"> • Students to have the support and resources required to support any communication barriers. • Students to be given different team roles and responsibilities, such as team captain and warm – up leader.
<p>Sports Leader Awards</p>	<p>SLQ Level 1 Qualification in Sports Leadership Unit 1 – Developing leadership skills</p> <ul style="list-style-type: none"> • Know the skills and behaviours needed to lead others. • Know how leadership skills and behaviours can be used in a range of situations. 	<p>SLQ Level 1 Qualification in Sports Leadership Unit 1 – Developing leadership skills</p> <ul style="list-style-type: none"> - Be able to develop own leadership skills. - Understand the roles and responsibilities of a Sports Leader. 	<p>SLQ Level 1 Qualification in Sports Leadership Unit 2 – Plan, assist in leading and review a sport/physical activity session</p> <ul style="list-style-type: none"> - Know how to plan appropriate sport/physical activity. - Be able to plan appropriate sport/physical activity. 	<p>SLQ Level 1 Qualification in Sports Leadership Unit 2 – Plan, assist in leading and review a sport/physical activity session</p> <ul style="list-style-type: none"> - Be able to assist in leading appropriate sport/physical activity. - Be able to review their role in the leading of sport/physical activity.
<p>Computing</p>	<p>Autumn – Using Technology/Using data <i>Suggested Pathway - Multimedia</i></p> <ul style="list-style-type: none"> • 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. 	<p>Autumn – Using the Internet Communicating and Collaborating <i>Suggested Pathway - Handling Data</i></p> <ul style="list-style-type: none"> • Identify an object by asking yes/no questions. • I can group objects in more than one way and count how many objects share a property. • Explain information shown in a simple chart, pictogram, infographic or database. • Collect simple data (e.g. likes/dislikes) on a topic. • Understand the benefits of using a computer to create charts and databases. • Create a simple database in spreadsheet form. • Search a ready-made database to answer questions. 	<p>Spring - Digital Media & Programming and Control <i>Suggested Pathway - Programming and Algorithms</i></p> <ul style="list-style-type: none"> • 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 	<p>Summer - Modelling simulations & Creating and Publishing <i>Suggested Pathway - Technology in our Lives</i></p> <ul style="list-style-type: none"> • Name, recognise and use a range of digital devices for a range of purposes. • Recognise ways that technology is used in the home and community, e.g., taking photos, blogs, shopping. • Know that you can access the same content on different devices. • Explain what the basic parts of a computer are used for, e.g., mouse, screen, keyboard. • Recognise and use a range of output devices, e.g., printer, speakers, monitor/screen. • Recognise and use a range of input devices, e.g., mouse, keyboard, microphone, touchscreen. • Understand that information and media can be stored on a digital device., e.g. they ask to view a photo that has been taken on a tablet.



Forest Way School
KS4 Wider Curriculum Map 2023-24

		<ul style="list-style-type: none"> Use filters in a database to find out specific information e.g., online shopping. 		
Forest School	<p>BOOM</p> <ul style="list-style-type: none"> <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. <p>SPICES</p> <ul style="list-style-type: none"> Spiritual - To feel comfortable and relaxed in the safe space of the woods. <p>Knowledge</p> <ul style="list-style-type: none"> Environmental awareness – 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. <p>Skills</p> <ul style="list-style-type: none"> Fire lighting - flint and sticks setting light to cotton pads in a secure area – boom! Cooking - 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! 	<p>Transport</p> <ul style="list-style-type: none"> <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. <p>SPICES</p> <ul style="list-style-type: none"> Communication - To communicate well with team members. <p>Knowledge</p> <ul style="list-style-type: none"> Flora and fauna – knowing what trees and plants we can use to tie ropes too – not touching stingers/ using thick stables trees etc. <p>Skills</p> <ul style="list-style-type: none"> Ropes Circle of trust Blindfold lead around the woodlands How to tie simple knots Tying knots to make ladders/assault courses. Shelters Using knots to tie and secure tarp to make them stable and good quality shelter that will last the session. 	<p>Conservation and environment</p> <ul style="list-style-type: none"> <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. <p>SPICES</p> <ul style="list-style-type: none"> Intellectual – To have an understanding and be able to recall the names and identifying features of flora and fauna in the woodland. <p>Knowledge</p> <ul style="list-style-type: none"> Flora and Fauna – identifying plants and trees around the woodlands, check list, identifying features leaves/bark/flowers. In particular willow. Woodland management and sustainability – Maintaining willow structure. Chopping and weaving the branches into the structure. <p>Skills</p> <ul style="list-style-type: none"> Tools – 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. 	<p>Healthy lifestyles</p> <ul style="list-style-type: none"> <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. <p>SPICES</p> <ul style="list-style-type: none"> Emotional Intelligence – To recognise the woodlands as a safe and relaxed space where we can share about our emotions and Physical – Working on fitness, and being physically active throughout the session. <p>Knowledge</p> <ul style="list-style-type: none"> Environmental awareness and sustainability – 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. <p>Skills</p> <ul style="list-style-type: none"> Recap their favourites of the year.
Trips <i>Currently unavailable due to covid restrictions</i>	Trip to foxton locks to visit canals	- Trip to Grand Central Railway in Loughborough		