



Forest Way School
KS4 Wider Curriculum Map 2022-23 – YEAR 10 ROTATION

KS4 2022-23	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring (7 weeks & 5 weeks)	Summer (6 weeks & 6 weeks)
	Main topic: Colour and Texture	Main topic: Exploration	Main topic: Rivers and Seas	Main topic: Myths and Legends
<p style="text-align: center;">Music (teach for 1 term - autumn) Caroline</p>	<p style="text-align: center;"><u>Music</u> <u>How does music bring us together?</u></p> <p><u>Intent:</u> Pupils learning will develop through a range of songs. This unit will look at all key musical areas which, over time, all contribute towards the steadily increasing development of musicianship skills: 1 Listening and appraising 2 Singing 3 Playing instruments 4 Improvising and Composing 5 Performing</p> <p><u>Implementation:</u> Pupils will</p> <ul style="list-style-type: none"> • Explore different genres and styles of music • Discuss their preferences giving reasons • Develop an understanding the historical, cultural and global context of music • Develop their musical vocabulary • Play a widening range of tuned percussion • Rehearse and perform their part/s • Listen to a follow musical instructions • Learn to treat instruments carefully and with respect. • Use the pentatonic scale to create melodies • Internalise a steady beat • Use a metre of their choice • Notate simple rhythmic and melodic patterns • Use a key signature of their choice • Use three or five notes <p><u>Impact</u> All pupils will develop their knowledge of a wider range of music; listen to genres they may never otherwise experience. Pupils will be exploring 'Interesting Time Signatures' and continuing to learn about and embed all the Foundational Elements of Music with a focus on time signatures, while working implicitly with all the other elements of music.</p> <p>The theme of peace and friendship, is theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy</p>	<p style="text-align: center;"><u>Music</u> <u>'How Does Music Connect Us with Our Past?'</u></p> <p><u>Intent:</u> Pupils learning will develop through a range of songs. This unit will look at all key musical areas which, over time, all contribute towards the steadily increasing development of musicianship skills:</p> <p>There will be a focus on the foundational music elements:</p> <ol style="list-style-type: none"> 1. Pulse – the regular heartbeat of the music; the steady beat. 2. Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat Pitch – high and low sounds. 3. Tempo – the speed of the music – fast, slow or in-between. 4. Dynamics – how loud or quiet music is. 5. Timbre – all instruments including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. 6. Texture – layers of sound working together make music very interesting to listen to. 7. Structure/Form – every piece of music has a structure, eg introduction, verse, chorus, ending. <p><u>Implementation:</u> Pupils will</p> <ul style="list-style-type: none"> • Explore different genres and styles of music • Discuss their preferences giving reasons • Develop an understanding the historical, cultural and global context of music • Develop their musical vocabulary • Play a widening range of tuned percussion • Rehearse and perform their part/s • Listen to a follow musical instructions • Learn to treat instruments carefully and with respect. • Use the pentatonic scale to create melodies • Internalise a steady beat • Use a metre of their choice • Notate simple rhythmic and melodic patterns • Use a key signature of their choice • Use three or five notes <p><u>Impact</u> All pupils will develop their knowledge of a wider range of music; listen to genres they may never otherwise experience.</p>		
<p style="text-align: center;">Art/Arts Award (spring/summer) Caroline</p>			<p style="text-align: center;"><u>Art</u> <u>Topic Rivers and Seas</u></p> <p><u>Intent:</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 3. to know about great artists, architects, and designers in history. <p><u>Implementation:</u> Pupils will</p>	<p style="text-align: center;"><u>Art</u> <u>Topic: Myths and Legends:</u></p> <p><u>Intent:</u> Clay project, pupils learn how to make shapes out of clay that can be displayed in a tessellated pattern either as a tiled wall or floor panel. Lessons include mark making and observational drawing as well as looking at patterns. These elements can be expanded when other curriculum subjects overlap or be revisited when they do. It is suitable for all abilities and can be adapted accordingly.</p> <p><u>Implementation:</u> <u>Pupils will:</u></p> <ul style="list-style-type: none"> • Learn about the nature of tessellations and why they work helps develop visual, geometric, spatial, artistic, and mathematical skills as well as having ancient origins in many cultures. .



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			<ul style="list-style-type: none"> • explore how artists combine media and use them in unusual ways to make art. • use my sketchbook to make visual notes capturing ideas that interest me. • use my sketchbook to test ideas and explore colour and mark making. • use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. • with help use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect their response to the landscape. • H/A share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard. • appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work. • take photographs of my work, thinking about lighting and focus. <p>Impact Pupils will develop their techniques, control, and use of materials, with creativity, experimentation, and an increasing awareness of diverse kinds of art, craft, and design.</p>	<ul style="list-style-type: none"> • actively participate and contribute to the making of a clay wall panel using observational drawings to create a design and learnt how to create pattern. • learn how to work with clay, how to join, how to make and add sprigs and how to take impressions from textured objects. • experience the sharing of ideas and negotiating and compromise. • will be challenged to think and produce ideas so outcomes will be varied and personal. <p>Impact Pupils will develop their techniques, control, and use of materials, with creativity, experimentation, and an increasing awareness of diverse kinds of art, craft, and design.</p>
<p style="text-align: center;">Science Emma</p>	<p style="text-align: center;"><u>Materials</u></p> <p>Intent To understand a range of different materials, their qualities, properties and uses.</p> <p>Implementation Pupils will</p> <ul style="list-style-type: none"> • Compare and group together every day materials based on basic properties- eg suitability for different scenarios. (Y6 recap) • Identify materials. • Describe materials' properties. • Identify thermal and electrical conductors and insulators. • Identify materials that are soluble or insoluble in water. • Follow instructions to separate mixtures. • Identify irreversible changes. • Predict what will happen in an investigation. • Make observations <p>Impact Pupils will be able to identify and describe different materials and their uses and be able to appropriately select materials for different uses.</p>	<p style="text-align: center;"><u>Personal Hygiene</u></p> <p>Intent To understand the importance of personal hygiene, what hygiene means and the impact of not following a personal hygiene routine.</p> <p>Implementation</p> <ul style="list-style-type: none"> • To explore personal hygiene products and cleaning products. • To understand why hygiene is important. • Explore how bacteria spreads and how this can be prevented. • Infections and how these can be treated or prevented. <p>Impact Pupils will be aware of why it's important to stay clean and how to look after their personal hygiene. They will identify ways they can look after their own hygiene needs and routines.</p>	<p style="text-align: center;"><u>The Water Cycle</u></p> <p>Intent To understand the water cycle, different states of water and uses of water in our lives. To understand some of the scientific properties of water.</p> <p>Implementation Pupils will</p> <ul style="list-style-type: none"> • To explore water at different temperatures and in different states. • To notice differences between different states. • To experiment with water in different scenarios. • To research water safety both for swimming and drinking. What can happen? <p>2nd Half term</p> <ul style="list-style-type: none"> • Observe that water change state when heated or cooled, and measure or research the temperature at which this happens in degrees. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (recap from KS3 and year 5/6) • Develop an understanding of the water cycle. • Practice using water in a domestic context eg cleaning, running a bath, washing a car ect. <p>Impact Pupils will have a better scientific understanding of water and be able to explain some scientific processes and changes that happen with water.</p>	<p style="text-align: center;"><u>Changes in the Human Body</u></p> <p>Intent</p> <p>Implementation Life skills, preparation for adulthood</p> <ul style="list-style-type: none"> • Explore my own body and how I can move. • Explore basic changes in their own bodies (from babies to fully grown) • Y5 recap- changes in the body as we grown, puberty and human development including menstruation and body hair. • Structure and function of human reproductive organs, both male and female.(recap from KS3) <p>Impact Pupils will be able to understand the basic changes and functions of their own bodies.</p>
<p style="text-align: center;">Food Technology (each class has 1 term each) Caroline</p>	<p style="text-align: center;"><u>Simple Meals</u></p> <p>Theme: Simple Meals</p> <p>Intent To become competent in creating a range of simple meals, whereby selecting, and preparing skills are transferable from meal to meal.</p> <p>Implementation: Pupils will</p> <ul style="list-style-type: none"> • understand how to use several suitable technical making techniques to produce a series of food products based on the theme of simple meals. • understand functions of key ingredients. • be able to follow a simple meal recipe and demonstration with a little support from staff. 	<p style="text-align: center;"><u>Simple Meals</u></p> <p>Theme: Simple Meals</p> <p>Intent To become competent in creating a range of simple meals, whereby selecting, and preparing skills are transferable from meal to meal.</p> <p>Implementation: Pupils will</p> <ul style="list-style-type: none"> • understand how to use several suitable technical making techniques to produce a series of food products based on the theme of simple meals. • understand functions of key ingredients. • be able to follow a simple meal recipe and demonstration with a little support from staff. 		



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	<ul style="list-style-type: none"> have progressed further and will be able to modify practical work in response to critical self- evaluation. make a series of simple meals, selecting appropriate ingredients and equipment with a focus on the quality of final outcomes. <p>Impact: Specific Independent Learning Skills which are required and developed through this Scheme of Work.</p> <ul style="list-style-type: none"> Independent Enquirers Creative thinkers Reflective learners Team workers Effective participants <p>Careers: Guidance on career opportunities.</p>	<ul style="list-style-type: none"> have progressed further and will be able to modify practical work in response to critical self- evaluation. make a series of simple meals, selecting appropriate ingredients and equipment with a focus on the quality of final outcomes. <p>Impact: Specific Independent Learning Skills which are required and developed through this Scheme of Work.</p> <ul style="list-style-type: none"> Independent Enquirers Creative thinkers Reflective learners Team workers Effective participants <p>Careers: Guidance on career opportunities</p>		
<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 Research Creative design Discussions Teamwork 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 Material research Costing and pricing Target Market 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;">Community Skills (each class has 1 term each) Mary</p>	<p>Introduction to Community Skills; Autumn 1 and 2- focus on social signs and money</p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT With a brief introduction to the six key areas of ‘Community Skills’ the three KS4 classes will be given a term-taster to prepare learners for the experiences that they will potentially have in Post 16.</p> <p>IMPLEMENTATION Learners are introduced to ‘Community Skills’ and each area of study; Communication; Money Matters; Preparation for a trip and independent travel; safe travel; social signs; Use of facilities.</p> <p>IMPACT Learners will develop confidence in accessing the community and will engage in activities to support this. Therefore, they will be full prepared for their transition to Post 16.</p> <p>At end of half term, trip out to practice communication skills in the community- e.g. a walk around Coalville town, spotting social signs</p> <p>After 3 weeks, a visit to a town or city to identify social signs then at the end of term to a shopping centre to identify where the facilities are</p>	<p>Introduction to Community Skills; Spring Term 1 and 2- focus on communication and money/use of facilities</p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT With a brief introduction to the six key areas of ‘Community Skills’ the three KS4 classes will be given a term-taster to prepare learners for the experiences that they will potentially have in Post 16.</p> <p>IMPLEMENTATION Learners are introduced to ‘Community Skills’ and each area of study; Communication; Money Matters; Preparation for a trip and independent travel; safe travel; social signs; Use of facilities.</p> <p>IMPACT Learners will develop confidence in accessing the community and will engage in activities to support this. Therefore, they will be full prepared for their transition to Post 16.</p> <p>At end of half term, trip out to practice communication skills in the community- e.g. a local Cafe</p> <p>After 3 weeks, trip out to practice communication skills in the community- e.g. a local café. At the end of term, a trip to a local pub to enjoy a meal together.</p>	<p>Introduction to Community Skills; Summer 1 and 2- focus on travel and money</p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT With a brief introduction to the six key areas of ‘Community Skills’ the three KS4 classes will be given a term-taster to prepare learners for the experiences that they will potentially have in Post 16.</p> <p>IMPLEMENTATION Learners are introduced to ‘Community Skills’ and each area of study; Communication; Money Matters; Preparation for a trip and independent travel; safe travel; social signs; Use of facilities.</p> <p>IMPACT Learners will develop confidence in accessing the community and will engage in activities to support this. Therefore, they will be full prepared for their transition to Post 16.</p> <p>At end of half term, trip out to practice communication skills in the community- e.g. catching a bus or train</p> <p>After 3 weeks and then again at end of half term, trip out to practice communication skills in the community- e.g. catching 2 different modes of transport in the term, higher ability to write a how to guide for the lower ability in the key stage</p>	



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<p style="text-align: center;">PSHE Physical and Mental Health Leanne</p> <p style="color: red; text-align: center;">Red = former separate PSHE curriculum links</p>	<p style="text-align: center;">Choices and their effects</p> <p>Intent – Pupils will recognise the impact of their choices on their mental and physical wellbeing</p> <p>Implementation Pupils will learn</p> <ul style="list-style-type: none"> that happiness is linked to being connected to others. how to recognise the early signs of mental wellbeing concerns. common types of mental ill health (e.g. anxiety and depression). how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <p style="color: red;">Responsibilities, support of friends, healthy lifestyle, healthy relationships, how to get help, rights, responsibilities and opportunities, behaviour expectations, legal responsibility</p> <p>Impact: Pupils will begin to make good choices (with support)</p>	<p style="text-align: center;">Preparing healthy foods</p> <p>Intent: Pupils will know how to make good food choices</p> <p>Implementation</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) <p style="color: red;">Importance of healthy diet</p> <p>Impact Pupils will make better food choices (with support)</p>	<p style="text-align: center;">Drugs, alcohol and Toabacco</p> <p>Intent: To learn about the effects and risks of drugs, alcohol and tobacco</p> <p>Implementation</p> <ul style="list-style-type: none"> the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. the law relating to the supply and possession of illegal substances. the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. the physical and psychological consequences of addiction, including alcohol dependency. awareness of the dangers of drugs which are prescribed but still present serious health risks. the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so <p style="color: red;">Healthy lifestyles</p> <p>Impact To make informed life choices</p>	<p style="text-align: center;">Summer 1: Sleep and exercise</p> <p>Intent: To recap on learning from KS2 about the importance of sleep and exercise on mental and physical health</p> <p>Implementation Pupils will learn</p> <ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. about the science relating to blood, organ and stem cell donation. <p style="color: red;">Healthy lifestyles</p> <p>Impact Pupils will understand the importance of sleep and exercise and will make better choices (with support).</p> <p style="color: red;">Summer 2: Teams and Triumphs</p> <p>Intent: Recap learning from KS2 To learn how to work as part of a team (link with PE)</p> <p>Implementation Pupils should learn about: Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p style="color: red;">Importance of mental health</p> <p>Impact: Pupils have greater understanding about teamwork and can begin to put this knowledge into practise.</p>
<p style="text-align: center;">RSHE Relationships and Sex Education Leanne</p>	<p style="text-align: center;">Happy and Healthy Relationships</p> <p>Intent: To understand the characteristics of positive and negative relationships</p> <p>Implementation</p> <ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 28 practical steps they can take in a range of different contexts to improve or support respectful relationships. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. <p style="color: red;">Respectful friendships, how relationships contribute to happiness,</p> <p>Impact: To know when a relationship is healthy or unhealthy and to know when to seek help for an unhealthy relationship</p>	<p style="text-align: center;">Fighting Stereotyping</p> <p>Intent: To begin to understand what stereotypes are and why they can be harmful</p> <p>Implementation</p> <ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice). the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. <p>Impact: To begin challenge stereotypes and be more accepting of themselves and others</p> <p style="color: red;">Giving and getting respect, strong feelings about people</p>	<p style="text-align: center;">Spring 1: Safe sex</p> <p>Intent: To begin to understand the importance of safe sex</p> <p>Implementation Pupils will learn the facts about the full range of contraceptive choices, efficacy and options available. how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Impact: To begin to understand why safe sex is important</p> <p style="color: red;">Healthy lifestyles, what being safe means</p> <p style="text-align: center;">Spring 2: Friend or foe</p> <p>Intent: Recap and extend on KS2 learning. Learn to recognise a friend from a foe</p> <p>Implementation</p> <ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media <p>Impact: Pupils can recognise negative influences and know how to ask for help</p> <p style="color: red;">Giving and getting respect</p>	<p style="text-align: center;">Summer 1: Saying no is ok (physical and sexual abuse)</p> <p>Intent: To recognise forms of abuse</p> <p>Implementation</p> <ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. that they have a choice to delay sex or to enjoy intimacy without sex <p>Impact: Pupils are able to begin to recognise abuse and know who to ask for help</p> <p style="color: red;">Summer 2: Saying no is ok (sexual consent)</p> <p>Intent: To recognise forms of abuse</p> <p>Implementation Pupils will learn the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p> <ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others how the use of alcohol and drugs can lead to risky sexual behaviour <p>Impact: Pupils are able to begin to recognise abuse and know who to ask for help</p> <p style="color: red;">impact of harmful online content</p>
<p style="text-align: center;">Careers (each class has 1 term each)</p>	<p style="text-align: center;">Talentino</p> <p style="text-align: center;"><i>1 lesson to be delivered by the Department for Work and Pensions</i></p> <ul style="list-style-type: none"> To identify what a job/career is What different types of jobs are out there for our pupils? What are my strengths? To identify personal interests, life goals and aims What jobs exist and what skills do you need? To identify interests and achievements 	<p style="text-align: center;">Talentino</p> <p style="text-align: center;"><i>1 lesson to be delivered by the Department for Work and Pensions</i></p> <ul style="list-style-type: none"> To identify the good things about having a job To identify the pay benefits that come with having a job To identify how pupil will feel emotionally when they have a job To identify appropriate dress codes and behaviours in the work place. To know how to prepare and be ready for an interview 		



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	<ul style="list-style-type: none"> CV writing – book sessions with DWP (two weeks) – see Tim L 	<ul style="list-style-type: none"> Interviews – book sessions with DWP (two/three weeks) – see Tim L 		
<p style="text-align: center;">Skills Builder (each class has 1 term each) Mary</p> <p><u>Communication: Speaking and Listening and staying positive- should be embedded throughout the curriculum.</u></p> <p>AUTUMN – Teamwork/Communication SPRING – Problem Solving/Leadership SUMMER – Aiming high/Creativity</p>	<p style="text-align: center;"><u>Skills Builder Autumn 1 and 2 – Teamwork and communication</u></p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT Linking to the topic of Colour and texture and Exploration over the Autumn term, Learners will use speaking and listening skills and teamwork to achieve steps that meet their potential through experiential discovery</p> <p>IMPLEMENTATION Learners will explore different settings such as, the gardening dome, sensory rooms, studio...etc to engage in activities that require teamwork, such as parachute games, Dance/performance, walk in the woods, gardening, building tents...etc.</p> <p>IMPACT Learners will develop confidence in working as a team and developing simple skills in receptive and expressive language.</p>		<p style="text-align: center;"><u>Skills Builder Spring 1 and 2 – Problem solving and Leadership</u></p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT Linking to the topic of Rivers and seas over the Spring term, Learners will use problem solving skills to achieve steps that meet their potential through experiential discovery</p> <p>IMPLEMENTATION Learners will engage with following simple instructions, to complete tasks. This could be in the form of an Easter Egg hunt – Crystal Maze style. Through working together and working on clues/instructions, learners can achieve a goal. This can be based around the pond in the woodlands, and additional opportunities to identify wildlife in the pond, water safety (links to Science planning).</p> <p>IMPACT Learners will develop confidence in working as a team and developing simple skills in receptive and expressive language and well as understanding simple instructions.</p>	<p style="text-align: center;"><u>Skills Builder Summer 1 and 2 – Aiming high and creativity</u></p> <p><i>Class will have a booklet to follow per week throughout term, with specific lessons linked to powerpoint presentation. These are saved in the folder under the term title and class name</i></p> <p>INTENT Linking to the topic of Myths and legends over the Summer term, Learners will use speaking and listening skills to achieve steps that meet their potential through experiential discovery</p> <p>IMPLEMENTATION Learners will engage with goal setting for next academic year, practice in applying for jobs and preparation for next steps</p> <p>IMPACT Learners will develop confidence in target setting, understanding what is expected of them, how to apply creative thought to situations and fully understand what these processes look like</p>
<p style="text-align: center;">Computing (each class has 1 term each) Emma</p>	<p style="text-align: center;"><u>Using technology and data</u></p> <p>Intent To identify and use technology for a range of purposes.</p> <p>Implementation Pupils will</p> <ul style="list-style-type: none"> use different digital devices, e.g. computer, camera, tablet, switch latch timer. Recognise that different devices are used for different purposes, e.g., camera to take photo. Choose appropriate technology from a limited selection to fulfil a familiar task, e.g., to watch video. Recognise ways that technology is used in the home and community, e.g., taking photos, blogs, shopping. Understand that computers can be connected and that the school computers are all connected together. Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks. <p>Impact Pupils will be able select appropriate different forms of technology and use this functionally for a purpose.</p>	<p style="text-align: center;"><u>Using the internet – communicating and collaborating</u></p> <p>Intent - Use technology to communicate with others. And Save, retrieve and share files (including the management of files and the different ways data can be stored and shared).</p> <p>Implementation Pupils will</p> <ul style="list-style-type: none"> Recognise and use a range of input devices, e.g., mouse, keyboard, microphone, touchscreen. Create a new document and type text into it. Use right-click, left-click and double-click appropriately on a mouse. Use the keyboard confidently to type at a suitable pace and use common keyboard shortcuts. Use applications and devices in order to communicate ideas, work, and messages. Use the keyboard confidently to type at a suitable pace and use common keyboard shortcuts. Collaborate with peers using online tools, e.g., blogs, Google Drive, Office 365. <p>Impact Pupils will use the internet to effectively communicate with others including team work and shared work files.</p>		
<p style="text-align: center;">P.E. (use new scheme of work) Emma</p>	<p>Invasion Games To transfer attacking skills into sport specific skills of movement and driving forward. To transfer defending skills into sport specific skills of different styles and types of marking. To further transfer attacking skills into sport specific skills of shooting. To begin to apply a range of tactics and strategies into different contents of gameplay. To consolidate to apply fundamental movement skills, into more sport related activities.</p> <p>Striking Games To transfer attacking skills into striking games specific skills of positioning and striking. To transfer defending skills into striking games specific skills of pushing targets out of proximity.</p>	<p>Boxing To transfer fundamental movement skills smoothly into boxing specific practises. To use boxing equipment safely and to follow the Forest Way School's boxing code of conduct. To continue to develop self-perseverance, through boxing related practises. To develop boxing techniques (guard up, jabbing, side hook and upper hooks). To consolidate fundamental movement skills (power, speed and reaction time), into boxing.</p> <p>Net Games To transfer attacking skills into movement skills of both single and double play; promoting teamwork. To transfer defending skills into forcing errors for other players and other defending related skills.</p>	<p>Gymnastics To rehearse and consolidate a wider range of movements confidently and fluently. To systematically use and evaluate gymnastic routines and sequences safely on a range of apparatus. To consolidate learning related to rolls and jumps and compare and analyse personal and peer performances. To transfer and apply skills in fluency, transitions, and fundamental movements into original individual or group artistic gymnastics performances.</p> <p>Invasion Games To develop attacking skills into sport specific skills of movement and driving forward.</p>	<p>Athletics To confidently apply fundamental movement skills, into a range of athletic based activities. To confidently practise and apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc). To confidently practise and apply a variety of running techniques for a range of short and long distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration. To confidently practise and apply a variety of techniques in a range of jumping events, including, take off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump) To begin to evaluate and analyse individual performance to improve athletic ability and personal bests</p>



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	<p>To begin to apply a range of tactics and strategies into different contents of gameplay. To consolidate to apply fundamental movement skills, into a wider variety of striking game activities.</p>	<p>To begin to apply range of tactics and strategies into different contents of gameplay. To consolidate fundamental movement skills into more table tennis related activities.</p>	<p>To develop defending skills into sport specific skills of different styles and types of marking. To further transfer attacking skills into sport specific skills of shooting. To adopt a range of tactics and strategies into different contents of gameplay. To consolidate to apply fundamental movement skills, into more sport related activities</p>	<p>Adventurous activities To confidently apply fundamental movement skills, into a range of athletic based activities. To confidently practise and apply a variety of skills for athletic throwing disciplines, including grip, body positioning, pace and release (standing long jump, triple jump, and high jump etc).</p> <p>To confidently practise and apply a variety of running techniques for a range of short and long-distance athletic track events, including coordination, running fluency, body positioning, stride, pace and acceleration. To confidently practise and apply a variety of techniques in a range of jumping events, including, take-off and landing, explosive power, body positioning, jumping from height and a range of apparatus (speed bounce, standing long jump, triple jump, and high jump) To begin to evaluate and analyse individual performance to improve athletic ability and personal bests</p>
<p style="text-align: center;">Humanities Caroline</p>	<p style="text-align: center;"><u>History</u> Aztecs, Egyptians and Aborigines Intent Pupils will learn about similarities between Ancient Egypt and today. They will learn that there are many creations that could be hard to live without. The pupils will explore how The Egyptians found many ways to have a sustained lifestyle with little to no technology.</p> <p>Implementation: H/A and M/A Pupils will</p> <ul style="list-style-type: none"> • learn about how and where the ancient Egyptians lived, • what was important to the daily lives of ancient Egyptians. • who Tutankhamun was and how mummies were made. • how Egyptian people used hieroglyphs to communicate • compare the powers of different gods <p>Engagement curriculum</p> <ul style="list-style-type: none"> • Pupils will explore a range of Ancient Egyptian related resources, small world play and books on Ancient Egypt, Aztecs and aborigines independently. • Pupils will learn about the cause and consequence of Ancient Egypt. • Pupils will be encouraged to share their thoughts and feelings on Ancient Egypt. • Pupils will be encouraged to talk about what they enjoy about the topic of Ancient Egypt. 	<p style="text-align: center;"><u>History</u> Aztecs, Egyptians and Aborigines Intent Pupils will learn about similarities between Aborigines in the past and today. They will learn about the culture, history and the art of the aborigines.</p> <p>Implementation: H/A and M/A Pupils will</p> <ul style="list-style-type: none"> • learn about how and where the ancient Aborigines lived, • what was important to the daily lives of ancient Aborigines. • Explore the rituals and artwork of the Aborigines. <p>Engagement curriculum</p> <ul style="list-style-type: none"> • Pupils will explore a range of Aboriginal related resources. • Pupils will learn about the cultural rituals and artwork of the aborigines. • Pupils will be encouraged to share their thoughts and feelings on Aborigines. • Pupils will be encouraged to talk about what they enjoy about the topic of the Aborigines. 	<p style="text-align: center;"><u>Geography</u> Exploring Brazil, Intent: Pupils will begin this unit by learning the makeup of our own country and comparing this with Brazil. Pupils will find out how urbanisation is affecting Brazil and explore why Rio de Janeiro is often called a 'city of two halves'. Pupils will enjoy celebrating the Brazilian culture and traditions</p> <p>Implementation: H/A and M/A Pupils will</p> <ul style="list-style-type: none"> • explore the tourist attractions the city has to offer and find out about the physical and human features of Brazil. • use their map skills to locate Brazil, and then go on to explore the physical geography of the country, including an in-depth look at the Amazon rainforest. • research Brazilian carnival. Music, dance, costumes, food. • explore key data to compare The United Kingdom with Brazil. <p>Engagement curriculum</p> <ul style="list-style-type: none"> • Sensory: Brazilian carnival. Music, dance, costumes, food. • Physical: Pupils will search for Brazil's famous landmarks on Google maps e.g., Christ the Redeemer. • Pupils will also explore three different natural landscapes of Brazil in more detail: the Amazon Basin, the Pantanal, and the Brazilian Highlands. 	<p style="text-align: center;"><u>R.E</u> Intent: Pupils will further extend and broaden their knowledge of a range of religions and world views, recognising their local and global context.</p> <p>Implementation: H/A and M/A Pupils will</p> <ul style="list-style-type: none"> • gain knowledge about colour related stories in the Bible Noah and the Ark and Joseph and his technicolour dream coat. • discuss the story of Noah – what do the students know about it already? Act out the story and concentrate on some of the details in the story that the children don't already know. Q&A session. • write their own version of the story. • Joseph and his technicolour coat- What do the students know about the story? How do they know? Read the original story, show parts of the DVD, listen to the CD Group 1 – design own technicolour dream coat, worksheet, Group 2 – colour dream coat, <p>Engagement curriculum</p> <ul style="list-style-type: none"> • Noah's Ark: Writing with Symbols – Listing Animals. Play Opportunities – dressing up as different animals – water play • Joseph and his technicolour dream coat ICT opportunities - DVD, CD of music Play opportunities – role play, • simple collage dream coat <p>R.E. workshops enable pupils to learn about key celebrations and festivals of different religions. These include</p> <ul style="list-style-type: none"> • Harvest Festival Workshop • Diwali Workshop • Christmas Workshop and Christmas Concert • Chinese New Year Workshop • Spring workshop • Eid workshop and celebration <p>Children benefit from activities and tasks provided to teach the key elements of the celebrations through sensory exploration, creative. Engagement curriculum: R.E. will be taught through sensory experiences and exploration recognising the learning needs of children with profound and multiple learning difficulties.</p>
<p style="text-align: center;">Forest Schools FS Practitioner</p>				



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Trip ideas	Week 3 Community Skills as per planning Week 6 Community Skills as per planning Week 6 Rebound, Ashby as part of PE Striking games group 2	Week 3 Community Skills as per planning Week 6 Community Skills as per planning Oaks Snibston theatre pantomime trip December 2022	Week 3 Community Skills as per planning Week 6 Community Skills as per planning Week 3 Community Skills as per planning Week 6 Community Skills as per planning	Week 3 Community Skills as per planning Week 6 Community Skills as per planning Week 3 Community Skills as per planning Week 6 Community Skills as per planning
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