

Saturn

	TERM 1		TERM 2		TERM 3		TERM 4	TERM 5		TERM 6	
	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
En glis h FS	Transactional writing: Using punctuation effectively, fact and opinion, sequencing words, words in context, dictionary skills, nouns, adjectives, verbs, adverbs. Baseline assessment.		Speaking and listening: Communication, organisation, presentation. End of Term 2 Assessment Consolidation from gap analysis.		Non-fiction texts: Articles, letters, reviews, reports, eye-witness accounts, diary entries, newsletters, information/advice sheets, web-page entries e.g. blog/forums, AFOREST, APP (audience, purpose, perspective).		Imaginative and creative writing: Prefixes, suffixes, core words, homophones. Language techniques: metaphors, similes, emotive language, hyperbole, rhetorical questions, personification, assonance, sibilance, onomatopoeia, foreshadowing, tone. End of Term 4 Assessment Consolidation from gap analysis.	Reading unseen non-fiction and fiction texts: Structure. Analysis. Comprehension.		Writing skills: Grammar. Vocabulary. Spelling. Sentence construction. Structure. Research and accuracy. Clarity. Persuasiveness. End of year assessment.	
Ma ths FS	Number: Multiplying and dividing 10, 100, 1000; place value; read, write, order; formal methods of division; multi step problems. Baseline assessment.		Number: Common and equivalent fractions; calculate fractions using +, -, x, ÷; compare mixed and like fractions; fractions of amounts. End of Term 2 Assessment		Number: Ordering decimals up to 3 decimal places; rounding decimals; percentages of amounts.		Statistics: Mean, median, mode and range: probability. Measures: Length, weight and capacity; ratio and proportion. End of Term 4 Assessment	Geometry: Perimeter and area; 2D and 3D shapes; angles; position, movement and pattern.		Number: Patterns Geometry: Scatter graphs, bar charts, line graphs. Algebra End of year assessment.	

		Consolidation from gap analysis.		Consolidation from gap analysis.		
Science FS	Biology: Vocabulary; cells and organisation; plants/animals; biological sciences (careers).	Biology: Microscopes, classification, vertebrates and invertebrates, natural environment.	Biology: Genetics, hereditary traits, discontinuous variation; continuous variation; genetic disorders.	Biology: Changes in humans and plants; obesity; diet; exercise; diabetes; strokes; angina; heart attacks; high blood pressure; plant growth; thermometers.	Biology: Drugs and bacteria; painkillers; hallucinogens; stimulants; depressants; infectious diseases; smoking; reactions; alcohol.	Biology: Human body; bones; muscles; ligaments; tendons; organs.
Art GC SE	Introduction to art and photography -retrieval components - Line, form, colour, shape, texture.	My Space A01 -Critical understanding Skills and techniques - Case study of key artist Henry Moore	My Space A01 -Critical understanding Skills and techniques - Case study of key artist Charles Rennie Mackintosh	My Space A02 -Creative making Skills and techniques - Case study of key artist Henri Matisse	My Space A03 - Reflective recording Skills and techniques -Case study of key artist David Hockney	My Space A04 -Personal presentation. Skills and techniques -Case study of key artist Andy Warhol
Land Based Studies BTE C	Introduction - to Landbased studies a.Rules of the countryside. b.Cows and Sheep. c.A farming year. (40 GLH)	LB6 -Caring for and Feeding Animals a.Working safely around animals b.Caring for animals c.Feeding and watering animals d.Practical Skills (40GLH)	LB6 -Caring for and Feeding Animals a.Working safely around animals b.Caring for animals c.Feeding and watering animals d.Practical Skills (40GLH)	LB13 - Estate maintenance a.Routine estate repair and maintenance tasks b.Following procedures to ensure safe working practices c.Working with others (30 GLH)	LBS8- Growing plants a.Propagation of plants b.Environmental requirements c.Practical skill (40 GLH)	A2 - Developing a Personal Progression Plan a. Benefits and purpose of developing a progression plan b.Finding out about progression opportunities c.Setting a progression goal d.Identifying the skills and behaviours needed to meet progression goal e.Reviewing own skills and behaviours against progression goal f.Creating a progression plan (30 GLH)
AS DAN	Introduction to ASDAN. Trips to a library and cafe for communication and social interaction skills. Module 1 - Communication	Module 1 - Communication Module 2 - My Community	Module 7 - Health and Wellbeing	Module 4 - Independent Living	Module 3 - Sport and Leisure	Module 6 -Number handling

PSH E	Self- awareness <u>Prejudice & discrimination</u> Being kind and fair Protected characteristics Stereotyping Prejudice and discrimination Radicalisation and extremism British Values Multiculturalism	Self-care, support and safety <u>First aid</u> Personal Safety Risky situations Making a 999 call Basic first aid Bleeding & shock Bone, muscle and joint injuries Choking CPR	Managing feelings <u>When things go wrong</u> Managing grief and bereavement Depression Self-harm Suicide Social anxiety Social media and self esteem	Changing and growing <u>Intimate relationships and Safe Sex</u> Consent STIs Who to contact for STIs Contraception Sexting Dangers of pornography Harassment FGM	Healthy Lifestyles <u>Body Image</u> Body image Body image and the media Advertising Body modification Plastic surgery Tatoos and piercing	The world I live in <u>Preparing for adulthood</u> The right career for me Work experience Writing a CV Applying for jobs Rights and responsibilities in the workplace Earning and saving Avoiding debt Our rights as consumers
PE	Golf (3 sessions) Football Games TIC	Multi-Skills Cricket Games TIC	Pickleball Games TIC Clip n Climb	Multi-Skills Racket Sports TIC	Basketball Multi-Skills Golf (3 sessions) TIC	Golf Par 3 Athletics TIC
D of E	Bronze Exped planning & Assessment	Voluntary Work (Bronze) & Planning for Bike Maintenance	Voluntary Work (Bronze) & Navigation & Bike Maintenance	Voluntary Work (Silver) & First Aid	Voluntary Work (Silver) & Navigation & Expedition preparation	Silver Expeditions & Biking