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|  | Topic | Big Ideas | Essential questions | Assessment |
| English GCSE Functional Skills English  | **Reading for meaning** **Imaginative and transactional writing**  | * To understand the context and content
* Recognise language and structural devices in a poem
* To respond to a range of questions on a given text
* To show understanding purpose.
* To use a text (poetry and prose) as a stimulus for writing
* To use SPaG correctly and for effect
 | Can I understand the text/poem and the context behind it?Do I know the language and structural devices used and the effect on the reader?Can I write about a text/poem using evidence from the text? Can I plan and write a piece of fiction and non-fiction writing?Do I know what the word stimulus means? |  Edexcel English Literature style questionsA range of imaginative and transactional writing scenarios |
| **Reading for meaning** **Writing for purpose** **Speaking and listening****(Taught within the English GCSE lessons)** | * Show understanding purpose.
* To select correct/relevant information
* To use the text to practice writing tasks
* To discuss a range of suitable topics
 | What is the form and purpose of the text?Can show correct FLAP in my writing?Can I contribute to a discussion? | Edexcel Functional Skills Level 1 and 2, English Reading/writing on-line assessments Speaking and listening assessments |
| GCSE Maths Functional Skills | **To secure knowledge on a range of Mathematical topics**  | * Discrete/continuous classification
* Tally and bar charts
* Pictograms
* Stem and leaf/ Pie charts.
* Mean/mode/median
* Averages
* Plotting and drawing frequency polygons
 | Can I explain what is meant by discrete and continuous data?Can I interpret pictograms and respond to questions on them?Can I arrange data in a stem and leaf?Can I interpret pie charts and bar charts?Can I explain the midpoint on a frequency table and estimate the mean?Can I plot a frequency polygon?  |  Weekly in class assessments Functional Skills on-line assessments  |
| Science GCSE | **Plant and animal cells****Chromosomes** **Stem cell** | * Using a microscope
* How specialized cells are adapted
* Chromosomes
* Downs syndrome
* Stem cells in animals and plants
* Stem cells and medical treatments
* Social and ethical risks

  | Can I set up a microscope and label diagrams? Can I describe the difference between plant, animal and bacterial cells?Can I describe what a chromosome is and where they are found? Can I describe how and why body cells divide?Can I define the term ‘Stem cells?  | Class practical Discussion Q & A  |
| Core Plus  | **GCSE Imaginative and Transactional writing****GCSE Maths support** | • Fiction and non-fiction writing  skills• Functional skill reading strategies • A range of math areas to support student  understanding**1:1 learning – to diminish the****differences** | How can we support students to catch up on missed learning?What skills are needed to build confidence in learning and to enjoy studying core subjects?  | Linked to core subject marking criteria |
| GCSE Art & Social Art  | **Art, Craft and Design**Social Art  | * To use a range of media to create a collection of pieces, and textures
* To explore tonal values
* Researching natural/organic forms
* Formal elements
* To support pupil’s mental health and wellbeing through creative art / Personal development
* To reflect on the world and respond to topics which supports pupil’s awareness and understanding relevant to termly topics/themes in Personal Development
 | Can I demonstrate use of printing and transfer techniques?Can I research an artist to inspire my work?Can I develop and experiment with a range of different mediums?Do I know how artists have responded to diversity in our culture and others? | Edexcel assessment. A01-A04 objectives. |
| BTEC Sport ED  | **BTEC Sport Ed (foundation) – Physical Health and Wellbeing** | • Investigate the Factors that impact a healthy lifestyle | Can I research the factors that impact a healthy lifestyle?Can I discuss ways you can assist others to maintain a healthy lifestyle? | BTEC criteria P, M, D |
| Enterprise | **Working Skills, BTEC Level 2, Award.** | * Introduction to Level 2 Award
* Understanding key terms, skills and behaviours which support successful enterprise
* Research to find successful entrepreneurs, their stories and customer needs
* Costs and Pricing.
* Risks
 | Do I understand the terms ‘enterprise’ and Entrepreneurial qualities?Do I know what key skills and behaviours are needed for enterprise activities?Can I research successful entrepreneurs and their journey into business, including successes, difficulties, and barriers?How much do you need to spend? How much will you charge? What is your profit/loss margins? How can you manage risk in your business? | Record of observationsWritten assignments Set against BTEC criteria  |
| Team building | **Team work and communication Skills** **Effective communication methods of instruction** **SD**Adventurous outdoor activities **CC** | * **Teamwork skills and the importance of those skills**
* **Communication skills**
* **The qualities of a good instructor**
* **Activity Organisations**
* **Benefits and factors or outdoor activity**
 | **What is the purpose and importance of teamwork and communication skills?****Can I explain the effectiveness of different communication methods?****Can I describe a range of adventurous activities?****Do I understand the safety aspects and the impact on the environment?**  | **BTEC Level 2 qualification****Q and A** |
| Food Technology | **Summer fruits and vegetables**  | * Understand the importance of vitamins in the diet
* Research recipes
* Research and prepare for vegetarians and vegans
* Complete outstanding coursework
 | Can I identify a range of fruits and vegetables? Can I explain the difference between a vegetarian and a vegan? Can I plan and prepare a range of dishes for a buffet? | BTEC Level 1 & 2 qualification.Portfolio assessment. |
| Employability | **Investigating Rights and Responsibilities at Work Unit 417** | * Employment Law
* Minimum Wage; Holiday Pay; Hours
* Health and Safety
* Equal Opportunities
* Employer Responsibilities
* Employee Responsibilities and rights
* Trade Unions / Human Resources
* Accessing Support
* Young Peoples’ rights in the workplace
 | Do I understand employment law?Do I know what the minimum wage is and my rights in the workplace? Do I know where to get support in the workplace?  | City & Guilds Employability Unit 417 |
| Personal development | **Risks associated with a range of social situations.** **Keeping Safe** | * **How to identify risks with alcohol and drugs, identify the risks to different groups and the support available.**
* **Risks involved when using the internet and social media and the support available.**
* **Ways to keep identity and personal information safe.**
* **The signs of grooming, how to avoid it and the support available.**
* **Identify and discuss the signs of Radicalisation and Extremism, how to avoid it and the support available.**
 | What is meant by the term ‘Personal Safety’Do I understand the risks associated with drugs and alcohol?Can I explain the risks others in society may face? Do I understand the risks when using the internet and the importance of protected personal identity?  | Completions of specific areas of the City & Guilds Employability and personal development.Unit 410 ‘Keeping safe’Unit 442 ‘Alcohol Awareness’ Unit 444 ‘Drug Awareness’  |
| Young Healthy Champions | **Unit 5****The importance of exercise**  |  • Mental and physical benefits of exercise• Government guidelines• Social and individual factors that affect  participation • Organisations that encourage activity • Government guidelines | Do I understand the mental and physical benefits of activity? Do I know the government guidelines for physical activity?Can I identify the social and individual factors that affect participation?Am I aware of the organisations which encourage physical activity?Am I aware of the barriers that individual’s experience which could reduce participation? | Internal assessment set |
| Princes’ Trust | Project based learning  | To be able to plan a project • Consider the aims, the planning and  ResourcesTo deliver a project • Sources and presentation To review the project • Aims that went well or were not met • Explaining skills and knowledge that have  been developed | What are salad vegetables?What salad vegetables we can grow in June?How to grow salad vegetables?What plants and vegetables complement each other?What tools I will need?How to maintain a garden? | Observation  |
| Duke of Edinburgh  | **Introduction to the****Duke of Edinburgh Award** | **• Understanding the four**  **elements****• Effective teamworking** **• Camping skills**  | **Do I know what I have to cover for the award?****Can I work as a team in planning and contributing to ideas?****Do I know the skills needed for camping?** | **Duke of Edinburgh Award** |
| Outdoor Ed  | Water-based activities  |  • Safety and behaviour on the water• Techniques • Skills in paddle boarding  |  Do I know safety and behaviour expectations when working on or near water?Will I be able to perform a variety of paddle strokes and techniques, showing competency and confidence?Will I be able to work with others to perform a variety of skills and activities centred around paddling and paddle sports? |  |

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|  | **(SUMMER TERM 2) EXTRA CURRICULAR CLUBS** |
|  | **MONDAY** |
| **Preliminary Boxing**  | **Standard Bronze and Silver boxing award**With Mr Dent | Healthy lifestyle Anatomy of the body Stance and movement | Do I know the major muscles in the body?Can I list the major bones in the body?  | Standard Bronze and Silver boxing award |
| **Maths**  | **Exploring maths** **with Mrs Newman** | To explore all mathematic areas that need further support |  | Edexcel marking criteria  |
|  | **TUESDAY** |
| **Science club**  | **Catch up for GCSE Biology** **Science is fun**With Mrs Pinks | Support to catch up/improve areas of the GCSE course in Biology Fun practical – chemistry, physics or biology -based experiments | Do I understand the topics I have covered, and what I need to do to improve or complete them?Do I understand how chemical reactions work? | GCSE coursework sheetsN/A |
| **Art Club** | **To work on a range of media**with Jenny Leo | To catch up on portfolio workTo explore printing, painting, and sculpture for therapeutic reasons | Do I know how to research artists and replicate their work in a range of different media? | N/A |
| **Maths Tuition**  | **Individual coverage of math topics** **with Mrs K. Davis** | To explore a range of math topics and work on being confident in each area  | Do I understand the topics I have covered, and what I need to do to improve or complete them? | Edexcel marking criteria |
|  | **WEDNESDAY** |
| **English**  | **To explore and improve on a range of aspects covered in the English GCSE syllabus.****To improve language and spelling through games****with Mrs Wheeler** |  To practice responses to analysing and evaluating textsTo practice how to compare texts and respond in detail using evidenceTo practice planning and responding to writing tasksTo expand vocabulary and spelling using games such as Scrabble and Boggle | Can I understand why the writer uses certain words and structural devices?Can I identify the similarities and differences in two texts?Can I create a range of ideas to respond in detail to a writing task?Can I create a range of correctly spelt words? | Reading and writing tasks, marked using the AQA criteriaN/A |

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|  | **THURSDAY** |
| **Game Design**  | Gaming and Codingwith Mr Brewster | To discuss, plan and participate in game designsTo consider the pros and cons of playing computer games. | Do I know how to stay safe when gaming?Do I know how games are designed and improved? | N/A |
| **Hair and Beauty**  | To explore a range of hair and beauty ideas and productswith Mrs Hewitt | To practice different styles and plaits in the hairTo understand the equipment used, and how to use it safely  | Do I know the best products to use and how to apply them?Do I know how to best care for myself? | N/A |
| **English Tuition**  | To explore and improve on a range of aspects covered in the English GCSE syllabus.with Mrs Howells | To practice responding to a range of unseen textsTo practice how to include and explain quotations in a response.To practice planning and responding to writing tasks | Do I know the language features used in a range of texts?Do I know why the writer uses them?Do I know how to extend my responses to evidence from a text? | AQA English language marking criteria  |
|  | **FRIDAY** |
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