

Our S1 Curriculum Term 1 (Aug- Oct)

Subject	Content	Assessment	Skills	Literacy	Numeracy	HWB
Maths Level 3	Whole Numbers & Rounding Decimals & Rounding Money Positive & Negative Numbers Collecting Like Terms Substitution Solving Equations Measure Perimeter 2D Shape & Area 3D Shape & Volume	Weekly homework Formative assessment – classroom activities ICT self-assessment or peer assessment on weekly basis. Oct Assessment	Thinking skills: Remembering/ applying/Evaluating through learning multiplication, division and other basic numeracy facts. Problem Solving Skills: Working with shape, measure and algebra.	<ul style="list-style-type: none"> Learning about the language used in maths by completing word searches and applying numeracy knowledge to a maths problem. Developing an understanding of the links between letters and numbers in algebra problems. 	See Content	Build relationships through meeting new people. Awareness of Financial Education. Citizenship: raise awareness of the importance of learning about money.
Science Rotation	Biology Processes of life for both plants and animals, including taking samples of, and examining plant and animal cells. Photosynthesis including investigation relating to photosynthesis and light. Specialised cells in the body. Bacteria, investigation into effect of hand washing. Vaccination process. Chemistry States of matter – solid, liquid, gas Composition of the air with regard to gases present	Regular homework Formative assessment – classroom activities/thinking questions Self-assessment quick quizzes, peer assessment, Class activities e.g. swap, better middle worse. End of unit assessment	Thinking skills: Remembering/ applying/Evaluating through learning basic scientific facts and concepts. take information from a table. draw a table using information I am given. take information from a graph. draw a bar or line graph using information that I am	<ul style="list-style-type: none"> take information from a table. draw a table using information I am given. take information from a graph. draw a bar or line graph using information that I am given. write a scientific report including; Aim, Hypothesis, Method, Results, 	Draw a bar or line graph using information that I am given. perform various calculations involving percentages, totals, averages and manipulation of formulae and data handling.	Biology <ul style="list-style-type: none"> conduct scientific experiments in a safe and effective way. understanding the importance of microorganisms in everyday life. understanding the importance of preventing disease/vaccination. researching and presenting skills

	<p>Expansion and contraction of materials Melting and boiling points Chemical reactions Atoms, elements and compounds Metals: their properties and reactivity series Acids and Alkalis</p> <p>Physics Types of energy, energy changes in everyday life Heat transfer; Conduction, convection, Radiation Greenhouse effect and global warming Sight and the eye Refraction Corrective lenses for sight defects</p>		<p>given. find my own ways to help me memorise information. write a scientific report including; Aim, Hypothesis, Method, Results, Conclusion, Evaluation. [literacy mats] conduct scientific experiments in a safe and effective way. perform various calculations involving percentages, totals, averages and manipulation of formulae and data handling. draw diagrams of experiments with labels. say how to keep experiments fair. researching and presenting skills.</p>	<p>Conclusion, Evaluation. [literacy mats]</p> <ul style="list-style-type: none"> draw diagrams of experiments with labels. researching and presenting skills 		<p>[red blood cell project] to build confidence and teamwork skills</p> <p>Chemistry</p> <ul style="list-style-type: none"> conduct scientific experiments in a safe and effective way. understanding the application of chemicals in everyday life e.g. bee sting <p>Physics</p> <ul style="list-style-type: none"> conduct scientific experiments in a safe and effective way. importance of insulation and energy saving health relating to eyesight
English	<p>-Teaching of the first major text (prose or drama) - Personal writing -Close reading and language activities -Library induction/ personal reading - Listening and talk activities</p>	<p>-Holistic assessment through jotter work including answering questions on the text, group tasks, class discussion, listening activities. -Work on Character, setting, and creative</p>	<p>-Reading (close reading, active reading, evaluation) -sentence structure -paragraphing -Recounting events -reflection -answering questions in your own words</p>	<p>-Selecting and discussing texts -creating questions on a text - compare texts - reading strategies Use knowledge of language to read unfamiliar texts</p>	<p>Sourcing information presented in different ways Discuss the validity of information</p>	<p>-expressing feelings - talking about feelings -Recognising thoughts and emotions and managing them. -Improving and managing learning independently -opportunities to make</p>

		<p>writing</p> <ul style="list-style-type: none"> -Formal assessment CEL or creative response to the text) - personal writing piece -formal assessed close reading -1 assessed group discussion 	<ul style="list-style-type: none"> - similes and metaphors (identify and create) and other language techniques (personification, alliteration and onomatopoeia) --finding and locating information -summary skills - Note taking -reading for enjoyment - purpose and audience -Bias and tone (identification) - Evaluation skills - mood/atmosphere 	<p>Discuss structure, characterisation and setting using evidence</p> <ul style="list-style-type: none"> -discuss the writer's style and genre -note taking and organise notes to create new texts -genre conventions <p>Writing in a variety of genres and forms</p> <ul style="list-style-type: none"> -strategies for technical accuracy -Structure of writing (paragraphing, punctuation, sentence structures) - improve writing independently -Relevance of sources -recognise persuasive techniques -group discussion techniques 		<p>friends and be part of a group in a range of situations</p>
Social Subjects	<p>Introduction to the USA</p> <ul style="list-style-type: none"> • Location/States • Climate Zones • Time Zones <p>USA Constitution and President.</p> <p>Presidency of Abraham Lincoln. Slavery/ Emancipation of the Slaves, Civil War and Assassination.</p>	<p>Formative assessment for learning profile – Twitter Profile across different time zones in USA. Specific success criteria.</p> <p>Summative</p>	<p>Map skills – compass directions.</p> <p>Creativity – creating a advert for a new president</p> <p>Communication – working in groups to complete slavery</p>	<p>Twitter template involved writing skills. Students should demonstrate accurate: spelling/ punctuation/ presentation/ capital letters .</p> <p>Reading – reading information about the</p>	<p>Constructing climate graphs. Ensuring units and labels are included.</p> <p>Time Zones – working out time based on travelling across different zones in the USA.</p>	<p>Build relationships discussing the photographs and sharing their thoughts and feelings</p>

		assessment part one	carousel task	Civil war and being able to answer questions summarising the event		
RMPS	Who I am Animism	Poster Booklet Powerpoint	HOTS Lateral thinking	Listening Writing Evaluating		Building relationships Awareness of the self Recognising the 5 senses Empathy for the views we do not agree with Listening and hearing Creating and environment for honest discussion Respecting self and others Framework dealing with life and social issues
French	Primary revision Greetings/ classroom French/ likes and dislikes Expressing an opinion Giving a reason for your opinion Personal pronouns Present tense Basic pronunciation	Weekly homework Vocab tests Grammar test	Skills for work: importance of learning a language and learning about other cultures during the European week of languages Organisation and independence Research skills/ using the library	Reading: skimming and scanning / awareness of cognates Listening : listening for information Writing : spelling/ punctuation/ presentation/ capital letters / paragraphing / use of connectives		Respecting self and others in group work Making mistakes to learn
Home Economics	Basic health and safety hygiene Setting healthy eating targets Basic knife and preparation skills Introduction to the cooker	Self-reflection through did book	HOTS Employability / practical skills Basic first aid Citizenship group and paired work	Writing (spelling, punctuation, presentation,etc)	Weighing and measuring Understanding recipes Timing	

PE	<p>Developing mental, emotional , social and physical factors that impact on performance</p> <p>Developing simple tactical skills in a variety of games (badminton, basketball, handball football, hockey)</p>	<p>Formative assessment/ recorded on a live spreadsheet</p>	<p>HOTS</p> <p>Mental skills (concentration, decision making, motivation)</p> <p>Physical skills</p> <p>Social skills (etiquette, communication, co-operation)</p> <p>Communication skills, Problem solving skills</p>	<p>Listening for information</p> <p>Speaking (giving feedback/ communicating with team mates) writing</p>	<p>Measuring distance</p> <p>Counting scores based on points systems</p> <p>Timing for games</p>	<p>Building relationships (team work)</p> <p>Personal coping skills</p> <p>Support and respect others</p> <p>Manage and express feelings</p> <p>Control emotions</p> <p>Develop an understanding of the human body</p> <p>Develop self-respect, self-worth and self-awareness</p> <p>Manage challenges</p> <p>Manage changes</p> <p>Develop resilience and confidence</p> <p>Experience personal achievement</p> <p>Understand how physical activity affects mental and physical wellbeing</p> <p>Reflect on strengths and skills</p>
BIT	<p>The Internet</p> <ul style="list-style-type: none"> Differences between WWW and internet Websites, browsers and search engines Using keywords for searching, conducting research Home network and how we access the internet Cyber Security and 	<p>Assessment in tasks throughout unit.</p> <p>Research project</p> <p>End of unit test</p>	<p>Research skills</p> <p>Teamwork</p> <p>Communication</p> <p>Digital Literacy</p>	<p>Research skills, using keywords to find information and presenting that information.</p> <p>Oral communication</p>		<p>Internet Safety, links to PSD.</p> <p>Keeping safe on social networks etc.</p>

	Precautions Internet Safety					
CDT	Tub Measuring & Marking out Cutting Assembly Finishing Building 1. Sketching 2. Rendering 3. Introduction to drawing instruments	Checking sizes are accurate Photographic evidence Self- assessment- Didbook entry Visual check Question and answer Quality control Peer Assessment	Using tools and machinery Accuracy Measurement & marking out Manual dexterity Techniques in sketching and rendering Manual dexterity when using drawing instruments Measurement and line types	Reading working drawings Didbook entry Verbal Instructions Annotating each sketch or drawing	Measurement: Working in MM Scale Surface are for cloth size Measurement when using drawing board and instruments	Health & Safety in workshop for all projects Opportunity to identify achievements Pupil interaction
Art and Design	Colour - Colour wheel <ul style="list-style-type: none"> Drawing and painting a colour wheel Painting using only primary colours. Learn about mixing secondary and tertiary colours. Understanding warm, cool and complementary colours. Vincent van Gogh <ul style="list-style-type: none"> Introduction to VVG with Power-point info, class discussion and watching film clips Write a biography in essay format Choose a VVG painting to recreate in the style of VVG 	Ongoing teacher feedback Peer and Self-assessment Assessment of painting and essay displayed in exhibition	Thinking skills: Identifying/ applying/ analysing/ evaluating Communication skills: Listening, talking Making relevant contributions Thinking skills: Remembering/ identifying/ applying/ analysis/ evaluating/ creating	Listening – listening for information Note taking Writing a biography of Vincent van Gogh Writing - spelling, punctuation, paragraphs. Reviewing and editing writing Making informed judgements and expressing considered opinions on others' work.	Using rulers Estimating sizes of sections Measuring sections Use symmetry to create a design Understand symmetric and asymmetric designs Consider positive negative imagery and patterns	Raise awareness on understanding of mental health issues Opportunity to share opinion Opportunities to improve learning and encourage learning and confidence in others Managing feelings – presenting work to class Making personal choices

	3D Design - Mexican Day of the Dead Following the Design process: <ul style="list-style-type: none"> • Research – select stimuli of personal interest. • Observational drawings of insects/ butterflies/ flowers. • Develop ideas – using shapes, pattern, textures Final Outcome chose and develop a final design		Applying understanding of properties of media and techniques to specific tasks Analysing art & design techniques, processes and concepts			Exposure to a variety of cultures. Understanding cultural and social influences in Art & Design. Express and communicate ideas, thoughts and feelings through 3d work Opportunities to improve learning and encourage learning and confidence in others
Drama	Stimulus starting point to track ability. Baseline test for two weeks Characterisation 1	Ongoing teacher feedback Peer and Self-assessment Teacher assessment	Participation in a public presentation celebrating Mexican Day of the Dead	Reading: writing frame Listening : listening for information Writing : spelling/ punctuation/ presentation/ capital letters / paragraphing	Countdown of time	Build relationships
Music	Instrumental introductions to Tuned Percussion, Guitar, Drumkit & Keyboard <ul style="list-style-type: none"> • Learning how to play various pieces of music on each instrument • Identifying level specific 	Formative: Ongoing teacher feedback Peer and Self-assessment exercises throughout	Thinking skills: All HOTS Communication skills: Listening Talking	Learning notes of the stave Critical response to performance Music vocabulary Specific technical	Pattern recognition Responsibility for time-based activities Subdivision of pulse and rhythms Graphical	Coaching and supporting exercises built in Opportunity to share opinion Exposure to a variety

	<p>concepts in written music</p> <ul style="list-style-type: none"> • Experimenting with how technique relates to tone quality • Linking music literacy learning to each instrument • Creating small sections of music on instruments <p>S1 Listening Units 1-3 Learning definitions of specific concepts and identifying them in a range of music styles Learning the timbre of various instruments</p>	<p>Summative: Performance of pieces to peers and to teacher</p> <p>Summative: End of unit listening tests x3</p>	<p>Thinking Skills: Understanding/Remembering Apply/Analyse Evaluate</p>	<p>vocabulary Italian terms Justifying choices</p>	<p>representation of pitch and rhythm – in depth Diagram reading and creating</p> <p>Beats in the bar Tempo Subdivisions – Simple verses compound</p>	<p>of cultures Understanding cultural and social influences on music</p>
PSD	<ul style="list-style-type: none"> - Diaries - Welcome Unit - Knowledge and expectations of the School, Pupil Councils and Sports representatives - Friendships - skills for making and sustaining positive relationships - Bullying - Strategies for respectful relationships. - Safe Hands - Positive Mental Health - Understanding the concept of mental health and self-awareness - Assertiveness - skills for coping with peer pressure - CEOP 	<p>Formative, peer, self and summative assessment</p> <p>Problem solving techniques</p> <p>Question and answer</p>	<p>Pupils will develop their</p> <ul style="list-style-type: none"> - Communication and creative skills - Ability to show respect - Work successfully as part of a group. - Target setting and review skills - IT skills - Planning - Problem solving 	<p>Welcome unit booklet / writing skills. Accuracy: spelling/punctuation/presentation/ capital letters.</p> <p>Didbook entry</p> <p>Listening and talking through communication</p>		<p>You and your feelings - Anxieties and Worries</p> <p>You and your values - Right and Wrong</p> <p>Mission Statement</p> <p>Welcome Booklet</p> <p>Friends and Peer Pressure</p> <p>Friendship Game</p> <p>Bullying</p>