

## Our S1 Curriculum Term 2 (Oct -Dec)

Subject	Content	Assessment	Skills	Literacy	Numeracy	HWB
<b>Maths Level 3</b>	Multiples, Factors, Primes Indices, Square Root Fractions PROJECT: Coordinates	Weekly homework Formative assessment – classroom activities ICT self-assessment or peer assessment on weekly basis.	Create: design a cartoon picture using facts about positive/negative numbers and knowledge of the coordinate grid.	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 Coordinates project at Christmas
<b>Science See term 1</b>	See Term 1					
<b>English</b>	<ul style="list-style-type: none"> <li>- Teaching of a major text (prose/drama / poetry)</li> <li>- Creative writing / short story or descriptive story</li> <li>- Close reading and language activities</li> <li>- Listening and talk (listening for information, group discussion/ solo talk)</li> <li>- Personal reading</li> </ul>	-Holistic assessment through class work activities . Focus on character, theme, setting and creative writing -Formal assessment (CEL/ creative response ) -Summative close reading assessment -Creative writing -one formal listening assessment (based on a panorama	-Reading for understanding / analysis and evaluation (denotation and connotation) - Literary techniques -Listening and talk skills -Creative writing skills -Critical reading/ - listening -Library skills -Research skills -Note making using your own words -Sentencing and	See skills box		-Collaborative work - make appropriate use of technology - critical use of information

		programme)	<p>paragraphing</p> <ul style="list-style-type: none"> <li>-Reinforcing technical accuracy</li> <li>-Quoting appropriately form the text</li> <li>-Focus on purpose and audience</li> <li>- group discussion</li> <li>- oral presentation using CASTLE FAB</li> <li>-editing your own work</li> <li>- choosing texts for challenge and enjoyment</li> </ul>			
<b>Social Subjects</b>	<p>Presidency of JFK:</p> <ul style="list-style-type: none"> <li>• Key events of his presidency</li> <li>• Assassination</li> <li>• Conspiracy theories</li> </ul> <p>Gun control and mass shootings.</p> <ul style="list-style-type: none"> <li>• Sandy Hook</li> <li>• Columbine</li> <li>• Thurston High School Virginia Tech</li> </ul>	<p>Formative assessment for learning profile – Assassination article</p> <p>Summative assessments part two and three</p>	<p>Research – finding information relating to four different mass shootings in the USA</p>	<p><b>Talk</b> – delivering a presentation to others.</p> <p><b>Writing</b> - construction of a JFK/Lincoln newspaper article using literacy mats.</p> <p><b>Writing</b> - Note taking during the Sandy Hook Documentary</p> <p><b>Writing</b> - Letter to Obama giving a clear opinion and recommendations about the gun laws in the USA.</p>		<p>Managing your feelings (presentation in front of the class on JFK conspiracy theory)</p>
<b>RMPS</b>	Symbols and festivals	Poster Booklet work	Communicating complex concepts and ideas for others to understand	Note taking, research skills, effective communication	Understanding historical dates and calendars, e.g. each culture has a different calendar	<p>Encouraging a community spirit</p> <p>Sharing common values</p> <p>Belonging</p> <p>Respecting and absorbing the culture of others</p>

*Ambition*

*Achievement*

*Positive Attitude*

*Equity*

*Community*

*Respect*

						Creating an environment for honest discussion Respecting the self and others Framework for dealing with life and social issues
<b>French</b>	<ul style="list-style-type: none"> <li>Description (physical and personality)</li> <li>Adjectives of personality</li> <li>adjectival agreement</li> <li>Giving your age and birthday</li> <li>Family and describing someone else using the third person singular</li> <li>Film: Asterix and Obelix – describe the characters and learn about the ‘comics culture’ in France.</li> <li>Learn about</li> <li>Numbers 1-100</li> <li>Possessive adjectives</li> </ul>	Summative assessment Voki avatar (writing) Presentation Reading and listening (level 2 and 3)	Creativity: design a Halloween Acrostic poem	<b>Writing</b> : spelling/ punctuation/ presentation/ capital letters / paragraphing / use of connectives <b>Reading</b> : use of bilingual dictionary, picking the right meaning according to the context <b>Oral presentation</b> : use of CASTLE fab mats	Revision of numbers, finding a system to remember numbers in French Reading and organising a timetable Percentages	Classroom ethos Thinking about group work rules and respecting others Respecting other cultures Making mistakes to learn
<b>Home Economics</b>	See term 1					
<b>PE</b>	Developing Mental, Emotional Social and Physical factors that impact performance Developing simple tactical skills in a variety of games and aesthetics : fitness, gym, trampoline, swimming, basketball	See term 1	See term 1	See term 1	See term 1	See term 1
<b>BIT</b>	<u>Business Enterprise Unit</u> : Pupils should be able to explain:	Written Assessment	Pupils should be able to produce:	<b>Writing</b> : Creating texts / accuracy/	I can use the terms profit and loss in	See term 1

	<ul style="list-style-type: none"> <li>the difference between a need and a want - giving examples</li> <li>the difference between a good and service - giving examples</li> <li>what businesses do</li> <li>what enterprise is and the benefits of enterprise</li> <li>what a an entrepreneur is and does</li> <li>why people set up businesses</li> <li>what the factors of production are and give examples</li> </ul> <p>what a stakeholder is and give examples</p>	<p>Self-assessment through completion of Pupil Evaluation form.</p> <p>Staff review of progress and of materials</p>	<ul style="list-style-type: none"> <li>a poster showing examples of goods and services</li> <li>a PowerPoint showing the factors of production</li> <li>a poster showing examples of stakeholders and their interests</li> <li>A calendar</li> </ul> <p>Pupils should experience:</p> <ul style="list-style-type: none"> <li>An enterprising activity</li> </ul> <p>Using IT to carry out tasks and produce materials</p>	<p>punctuation/ self-editing, presentation, using sources appropriately, organisation of ideas, purpose and audience.</p>	<p>buying and selling activities and can make simple calculations for this.</p> <p><b>MNU 2-09c</b></p>	
<b>CDT</b>	<p><b>Bowl:</b> Measuring &amp; Marking out Cutting Shaping Finishing</p> <p><b>Building:</b> 4. Orthographic Drawing 5. Perspective Sketching 6. Surface Development of House 7. CAD Modelling of house 8. Modelling plan</p>	<p>Checking sizes are accurate Peer assessment-visual aesthetics Quality of finish Didbook entry</p> <p>Visual checking of lines against instruments Measurement within tolerance Follow instructions</p>	<p>Using metal work tools Accuracy Measurement and marking out Forming</p> <p>Spacial awareness Manual dexterity using drawing instruments 3D CAD modelling package ICT for modelling plan</p>	<p>Reading working drawings Didbook entry Verbal Instructions Powerpoint on materials research</p> <p>Reading and interpreting drawings Knowledge of technical terms Describe software functions</p>	<p>Measurement: Working in MM</p> <p>Measurement Proportions Area Dimensioning Tolerances</p>	<p>Health &amp; Safety in workshop for all projects</p> <p>Opportunity to identify achievements</p>
<b>Art</b>	<p><b>Expressive - Winter Landscape Paintings</b></p> <ul style="list-style-type: none"> <li>Introduction to the Impressionists with focus on Claude Monet</li> </ul>	<p>Ongoing teacher feedback</p> <p>Peer and Self-assessment</p>	<p>Listening/ talking</p> <p>Using the visual elements and concepts with sensitivity to</p>	<p>Skimming and scanning skills when researching</p> <p>Writing - spelling,</p>		<p>Learn about the work from other countries Exposure</p> <p>Opportunities to</p>

	<ul style="list-style-type: none"> <li>Research Monet's landscape work</li> <li>Choose a painting to evaluate</li> <li>Create a power-point presentation</li> <li>Create a winter landscape painting with impasto paint</li> </ul> <p>Learn graphic skills to create Christmas cards</p>	Pupils present a Power-point on Claude Monet Gogh to class	express qualities.  Analysing art & design techniques, processes and concepts	punctuation, paragraphs.  Making informed judgements and expressing considered opinions on others' work.		improve learning and encourage learning and confidence in others
<b>Drama</b>	Scripted base unit on 'The Terrible Fate of Humpty Dumpty'	Mid-point assessment Final Assessment – summative assessment Written evaluation Homework tasks – writing in role, character cards	Teamwork  Creative thinking / thinking skills  Creating a performance  Scripted performance skills	Writing : spelling/ punctuation/ presentation/ capital letters / paragraphing  Reading the script  Inference and analysis		Managing your feelings (presentation in front of the class)  Discussing peer pressure and bullying and coping strategies
<b>Music</b>	<b>Danse Macabre</b> <ul style="list-style-type: none"> <li>Learning excerpts from <i>Danse Macabre</i> by Saint-Saens</li> <li>Listening critically to <i>Danse Macabre</i> and correctly identifying specific music concepts within the piece. Pupils study <i>Henri Cazalis</i> poem and make links to poem from music.</li> <li>Creating a piece of poetry in the style of the Danse Macabre poem, leading to a group composition based on improvisation and programme music.</li> </ul>	<b>Formative:</b> Ongoing teacher feedback  Peer Assessment  <b>Summative:</b> Final performance of group composition	<b>Thinking skills:</b> All HOTS  <b>Communication skills:</b> Listening  <b>Language skills – French language</b>	Reading Poetry; rhyme, rhythm Writing Poetry Creative writing from a stimulus Emotive language Identifying links to stimulus in original Saint-Saens music	Score reading Subdivision of beats Bar numbering Graphical Score reading – Guitar tablature	Expressive enquiry from a stimulus  Working in a group

<p><b>PSD</b></p>	<p>See term 1</p> <ul style="list-style-type: none"> <li>- Bullying</li> <li>- Strategies for respectful relationships.</li> <li>- Safe Hands</li> <li>- Positive Mental Health - Understanding the concept of mental health and self-awareness</li> <li>- Assertiveness - skills for coping with peer pressure</li> </ul> <p>CEOP</p>	<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"> <li>- Communication and creative skills</li> <li>- Ability to show respect</li> <li>- Work successfully as part of a group.</li> <li>- Target setting and review skills</li> <li>- IT skills</li> <li>- Planning</li> <li>- Problem solving</li> </ul>	<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>
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