

	Year A			Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Taught Weekly						
English	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing	Speaking and listening Reading Writing
Big Write/ Story telling	Information and reference texts Adverts and persuasion. Non chronological reports. Spoken Language - Asking relevant questions to extend knowledge. Big Write Story telling focus	Myths, fables and legends Writers from different cultures. Traditional tales Spoken Language - Giving well structured explanations.	Stories about imaginary worlds (Asterix) Diaries narrative poems Spoken Language - Building vocabulary Big Write - Diaries and journals, newspapers	Drama Midsummers Night Dream Spoken Language - to select the appropriate register. Big Write - Playscripts	Letter writing Factual writing Genre stories linked to personal interest. Poems with common themes. Spoken Language - Participate in discussions Big Write - Letter writing	Instruction texts Spoken Language - Giving well structured narratives Big Write - Instruction writing
Communication	Friendships/Problem solving	Work Experience /Consumer Challenge	Relationships (Sex Ed)	Making new friends	Work Experience/ consumer challenge	Dealing with problems
Maths	See separate planning					
Computing	<p><i>There are 6 areas of ICT to be covered within the year (listed below). One area per short term. There should be a focus on e-safety within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>E-Safety (e.g. use of sites such as facebook and the risks including how to report, research topics - including what to believe on the internet)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, IPad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, powerpoint etc)</p>		<p><i>There are 6 areas of ICT to be covered within the year (listed below). One area per short term. There should be a focus on e-safety within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>E-Safety (e.g. use of sites such as facebook and the risks including how to report, research topics - including what to believe on the internet)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, IPad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint,</p>		<p><i>There are 6 areas of ICT to be covered within the year (listed below). One area per short term. There should be a focus on e-safety within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>E-Safety (e.g. use of sites such as facebook and the risks including how to report, research topics - including what to believe on the internet)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, IPad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, powerpoint etc)</p>	

			powerpoint etc)			
PE	Swimming yoga dance-Shakespeare Gymnastics Rugby Fitness room	Swimming yoga Golf/ table tennis Circuits/aerobics Fitness room	Swimming yoga Volley ball Athletics Fitness room	Swimming yoga dance - including Shakespeare Hockey Fitness	Swimming yoga Netball/basketball Tennis Fitness room	Swimming yoga Quick Cricket Athletics Fitness room
PSD Taught every week	Community Action Healthy living will be taught through cookery, swimming fitness room throughout the year	Parenting Awareness	Information Technology	Managing Money	Preparation for work	Personal safety in the Home and community
ASDAN						
ICT Abingdon and Witney college	Module 9 Science and Technology 9A7 Find out how you can keep yourself safe when using social networking sites. Create a guide for others. 9A4, Create a survey and entre the results into a database that you have created 9A9, Use a design/ publishing software to produce one of the following a poster for an event. 9A6 Complete the following tasks word processor to write edit save and print a letter Show you can create and use a spreadsheet assess the internet or a CD rom for an agreed purpose. Send and email asking for information (Abingdon College)					
Travel Training VAL	Val gets evidence for these two sections of ASDAN. She works with small groups over the 2 years. Communication 1A7 Number Handling 6A6.					
RE Taught every week	Module 12 Beliefs and Values 4 Challenges for 1 credit = 10 hours 12A1	Module 12 Beliefs and Values 4 Challenges for 1 credit = 10 hours 12A2	Module 12 Beliefs and Values 4 challenges 1 credit =10 hours 12A3 12A4	Module 12 Beliefs and Values 4 challenges 1 credit =10 hours 12A4 12A5/ (12A7)	Module 12 Beliefs and Values Continued form term 1 12A3 12A2	Module 12 Beliefs and Values 1 challenge 1 credit =10 hours 12B5
Science	Module 7	Module 5	Module 9	Module 5	Module 7	Module 9

<p>Taught every week.</p>	<p>Health and Survival 4 Challenges for 1 credit = 10 hours M7A1 M7A2 M7A4 M7A5</p>	<p>The environment 1 challenge 1 credit =10 hours M5B2</p>	<p>Science and Technology 1 Challenge for 1 credit = 10 hours 9B1</p>	<p>The Environment 4 Challenges for 1 credit = 10 hours 5A2 5A4 5A6 5A3</p>	<p>Health and Survival 4 Challenges for 1 credit = 10 hours M7A5 M7A6 M7A7 M7A9</p>	<p>Open Module Science and technology 1 Challenge for 1 credit = 10 hours M9B1</p>
<p>Team Enterprise</p>	<p>Team Enterprise (2 week block)</p>			<p>Team Enterprise (2 week block)</p>		
	<p>Module 1 Communication A 4 Challenges for 1 credit = 10 hours M1A1 M1A2 M1A3 <i>(Val covers 1A7)</i></p>	<p>Module 8 World of Work M8B1 Year 11's Work experience (2 week block) Year 10's 4 challenges for 1 credit 10 hours M8A1 M8A3 M8A4 M8A7</p>	<p>Module 6 Number Handling 4 Challenges for 1 credit =10 hours M6A1 M6A3 M6A4 <i>(Val covers 6A6)</i> <i>(Managing your own money PSD)</i></p>	<p>Module 1 Home Management 4 Challenges for 1 credit = 10 Hours 4A2 4A3 4A7 4A11</p>	<p>Module 8 World of Work M8B1 Year 11s Work experience (2 week block)</p>	<p>Module 6 Number Handling 2 Challenges for 1 credit M6B1 M6B4 Residential 1 week M3A2</p>
	<p>Module 10 The wider world 1 Challenge for 1 credit = 10 Hours M10B3</p>		<p>Module 3 Year 10s Sport and Leisure 4 challenges for 1 credit =10 hours M3A1 M3A2 M3A6 <i>M3A4 -swimming each week</i></p>	<p>Module 11 Expressive arts 1 Challenge for 1 credit = 10 Hours M11B3</p>	<p>Residential 1 week M3A2</p>	<p>Module 3 YR 10's Sport and Leisure 4 challenges for 1 credit =10 hours M3A1 M3A6 <i>M3A4 -swimming each week</i></p>

ASDAN PERSONAL PROGRESS	Students will work on their Personal Progress accreditation: Manish Ronan Adam	Students will work on their Personal Progress accreditation: Olivia Oliver Thomas Developing communication skills Developing reading skill Developing writing skills Developing ICT skills 4 credits Early Mathematics: Developing number skills Early Mathematics: shape Early Mathematics: sequencing and sorting Getting on with people
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