










# Stewart\_ Whittaker Long Term Curriculum Plan

	Autumn	Spring	Summer
Memorable experiences / visits/ enrichment	Link into OCR Life and Living Skills, Careers, DofE, AQA Unit Awards	Link into OCR Life and Living Skills, Careers, DofE, AQA Unit Awards	Link into OCR Life and Living Skills, Careers, DofE, AQA Unit Awards
<b>English</b> 	New Class ELC English (Step Up to English)	New Class ELC English (Step Up to English)	New Class ELC English (Step Up to English)
	Whittaker Functional Skills Level 1 & 2, GCSE English	Whittaker Functional Skills Level 1 & 2, GCSE English	Whittaker Functional Skills Level 1 & 2, GCSE English
<b>Book Study</b>			
<b>Phonics</b> 	Daily Read Write Inc Sessions. Get Writing / Fresh Start	Daily Read Write Inc Sessions. Get Writing / Fresh Start	Daily Read Write Inc Sessions. Get Writing / Fresh Start
<b>Daily Reading / VIPERS (1pm – 1.30pm)</b> 	M – DEAR (Drop everything And Read) T - VIPERS W - VIPERS Th - VIPERS	M – DEAR (Drop everything And Read) T - VIPERS W - VIPERS Th - VIPERS	M – DEAR (Drop everything And Read) T - VIPERS W - VIPERS Th - VIPERS
<b>Science</b>	New Class – Link Science to Hospitality and Catering	New Class – Link Science to Hospitality and Catering	New Class – Link Science to Hospitality and Catering

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	Whittaker – WJEC ELC Science	Whittaker – WJEC ELC Science	Whittaker – WJEC ELC Science
Art & Design  	Year 10s Arts Award  Year 11 GCSE Art	Year 10s Arts Award  Year 11 GCSE Art	Year 10s Arts Award  Year 11 GCSE Art
DT / Workshop	Class teachers will negotiate with Carl C what will be covered each term. Work must link into OCR Life and Living Skills, AQA Unit Awards. Some work may support the work being done in Construction.	Class teachers will negotiate with Carl C what will be covered each term. Work must link into OCR Life and Living Skills, AQA Unit Awards. Some work may support the work being done in Construction.	Class teachers will negotiate with Carl C what will be covered each term. Work must link into OCR Life and Living Skills, AQA Unit Awards. Some work may support the work being done in Construction.
RE	Whittaker Religion, Peace & Conflict	tbc	tbc
Maths 	Autumn White Rose Maths	Spring White Rose Maths	Summer White Rose Maths
Computing	ELC ICT (Whittaker)	ELC ICT (Whittaker)	ELC ICT (Whittaker)
Music	<u>NEW CLASS</u> Charanga: Original Scheme <i>Happy</i>	<u>NEW CLASS</u> Charanga: Original Scheme <i>Classroom Jazz 2</i>	<u>NEW CLASS</u> Charanga: Original Scheme <i>A New Year Carol</i>



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	<b>WHITTAKER</b> Listening Centre – Listening Calendar: <i>September /October/November/December</i>		<b>WHITTAKER</b> Listening Centre – Listening Calendar: <i>January/February/March/April</i>		<b>WHITTAKER</b> Listening Centre – Listening Calendar: <i>May/June/July/August</i>	
	<p><b>Badminton</b> S:\Education\Subjects\PE\Year 10.11 planning</p> <p><b>Football</b> S:\Education\Subjects\PE\Year 10.11 planning</p>	<p><b>Trampolining</b></p> <p><b>Football</b> S:\Education\Subjects\PE\Year 10.11 planning</p>	<p><b>HRE</b></p> <p><b>Dodgeball</b> <a href="#">Get Set 4 PE - KS2 Dodgeball</a></p>	<p><b>Basketball</b> S:\Education\Subjects\PE\Year 10.11 planning</p> <p><b>Gymnastics</b> S:\Education\Subjects\PE\Year 10.11 planning</p>	<p><b>Athletics</b> <a href="#">Get Set 4 PE - KS2 Athletics</a></p> <p><b>Cricket</b> S:\Education\Subjects\PE\Year 10.11 planning</p>	<p><b>Athletics</b> <a href="#">Get Set 4 PE - KS2 Athletics</a></p> <p><b>Baseball</b> S:\Education\Subjects\PE\Year 10.11 planning</p>
	<p><u>Year 10: Health and Well-being</u> Peer influence, substance use and gangs</p> <ul style="list-style-type: none"> <li>• how to distinguish between healthy and unhealthy friendships</li> <li>• how to assess risk and manage influences, including online</li> <li>• about 'group think' and how it affects behaviour</li> <li>• how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>• to manage risk in relation to gangs</li> <li>• about the legal and physical risks of carrying a knife</li> <li>• about positive social norms in relation to drug and alcohol use</li> <li>• about legal and health risks in relation to drug and alcohol</li> </ul>	<p><u>Year 10: Living in the Wider World</u> Setting Goals</p> <ul style="list-style-type: none"> <li>• about transferable skills, abilities and interests</li> <li>• how to demonstrate strengths</li> <li>• about different types of employment and career pathways</li> <li>• how to manage feelings relating to future employment</li> <li>• how to work towards asp and set meaningful, realistic goals for the future</li> <li>• skills for decision making</li> </ul>	<p><u>Year 10: Relationships</u> Respectful relationships</p> <ul style="list-style-type: none"> <li>• about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• about positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• about conflict and its</li> </ul>	<p><u>Year 10: Health and Well-being</u> Healthy lifestyle</p> <ul style="list-style-type: none"> <li>• about the relationship between physical and mental health</li> <li>• about balancing work, leisure, exercise and sleep</li> <li>• how to make informed healthy eating choices</li> <li>• how to manage influences on body image</li> <li>• to make independent health choices</li> <li>• to take increased responsibility for physical health, including testicular self-examination</li> </ul>	<p><u>Year 10: Relationships</u> Intimate relationships</p> <ul style="list-style-type: none"> <li>• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• about facts and misconceptions relating to consent</li> <li>• about the continuous right to withdraw consent and capacity to consent</li> <li>• about STIs, effective use of condoms and negotiating safer sex</li> <li>• about the consequences of unprotected sex, including pregnancy</li> <li>• how the portrayal of relationships in the media and pornography might affect expectations</li> <li>• how to assess and manage risks of sending, sharing or passing on sexual images</li> <li>• how to secure personal information online</li> </ul>	<p><u>Year 10: Living in the Wider World</u> Employability skills</p> <ul style="list-style-type: none"> <li>• about young people's employment rights and responsibilities</li> <li>• skills for enterprise and employability</li> <li>• how to give and act upon constructive feedback</li> <li>• how to manage their 'personal brand' online</li> <li>• habits and strategies to support progress</li> <li>• how to identify and access support for concerns relating to life online</li> </ul>

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			<p>causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services</p>			
	<p><u>Year 11: Relationships</u> Communication in relationships • about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online • about various forms of relationship abuse • about unhealthy, exploitative and abusive relationships • how to access support in abusive</p>	<p><u>Year 11: Living in the Wider World</u> Next steps • how to use feedback constructively when planning for the future • how to set and achieve SMART targets • effective revision techniques and strategies • about options post-16 and career pathways • about application processes, including writing CVs, personal statements and interview technique • how to maximise employability, including managing online presence and taking opportunities to broaden experience • about rights, responsibilities and</p>	<p><u>Year 11: Health and Well-being</u> Independence • how to assess and manage risk and safety in new independent situations (e.g. personal safety in social situations and on the roads) • emergency first aid skills • how to assess emergency</p>	<p><u>Year 11: Relationships</u> Families • about different types of families and changing family structures • how to evaluate readiness for parenthood and positive parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion</p>	<p><u>Year 11: Building for the Future</u> how to manage the judgement of others and challenge stereotyping • how to balance ambition and unrealistic expectations • how to develop self-efficacy, including motivation, perseverance and resilience • how to maintain a healthy self-concept • about the nature, causes and effects of stress • stress management strategies, including maintaining healthy sleep habits • about positive and safe ways to create content online and the opportunities this offers • how to balance time online</p>	<p><u>Year 11: Living in the Wider World</u> Work experience • how to evaluate strengths and interests in relation to career development • about opportunities in learning and work • strategies for overcoming challenges or adversity • about responsibilities in the workplace • how to manage practical problems and health and safety • how to maintain a positive personal presence online • how to evaluate and build on the learning from work experience</p>

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	relationships and how to overcome challenges	challenges in relation to working part time whilst studying • how to manage work/life balance	and non-emergency situations and contact appropriate services • about the links between lifestyle and some cancers		
Farm / Nature Garden	<p>Links to OCR Life and Living Skills Hospitality &amp; Catering (Farm to Fork) and AQA Unit Awards</p> <p><a href="S:\OCR - Life and Living Skills\Units\Entry level 3\76963-entry-level-3-units-e01-to-e03-horticulture">S:\OCR - Life and Living Skills\Units\Entry level 3\76963-entry-level-3-units-e01-to-e03-horticulture</a></p> <p><a href="#">AQA   Programmes   Unit Award Scheme   Unit search</a></p>	Links to OCR Life and Living Skills Hospitality & Catering (Farm to Fork) and AQA Unit Awards	Links to OCR Life and Living Skills Hospitality & Catering (Farm to Fork) and AQA Unit Awards		
Construction 	Stewart: City and Guilds Entry Level in Construction Skills. Health and safety during Brick and Block laying. Learning about the tools, equipment and materials used and how to set out and build brick walls. Health and Safety during Plumbing work.	Stewart: tbc	Stewart: tbc		
Hospitality and Catering 	Stewart: Cooking and food tasting. City and Guilds Qualification – Introduction to the Hospitality Industry – Entry Level 3. <ul style="list-style-type: none"> <li>Know the importance of good personal presentation</li> </ul>	Stewart: tbc	Stewart: tbc		

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		<ul style="list-style-type: none"> <li>• Basic food preparation</li> <li>• Be safe and hygienic</li> </ul> <p>OCR – Life and Living Skills</p> <ul style="list-style-type: none"> <li>• Planning and preparing a simple meal</li> <li>• Using shopping facilities</li> <li>• Selecting and using cooking equipment</li> <li>• Participating in carrying out household tasks</li> <li>• Preparing drinks and snacks</li> <li>• Food safety and storage</li> <li>• Recycling, managing waste</li> <li>• Following a simple recipe</li> <li>• Food hygiene and safety</li> <li>• Basic food preparation</li> </ul>		