

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<i>Themes</i>	<b>CHANGE: WHERE I'M FROM AND WHERE I AM GOING</b>	<b>THE ENTERTAINMENT INDUSTRY</b>	<b>HEALTH AND DISEASE</b>	<b>THE MEDIA</b>	<b>DEMOCRACY</b>	<b>CULTURE</b>
YEAR 7 & YEAR 8 LOWER SCHOOL	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Write my story</li> <li>➤ Read and write fiction: What I want</li> <li>➤ Read, write, discuss poetry: The past, smells and touch</li> <li>➤ Engage with informational texts – words and labels to describe my life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Create a piece of work about someone that you like.</li> <li>➤ Engage with a variety of poems and songs that you enjoy.</li> <li>➤ Engage with films that you enjoy and create a short film based on one.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with TV news about health and create a role play.</li> <li>➤ Engage with stories about feelings</li> <li>➤ Engage with poetry about being poorly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with adverts and create one</li> <li>➤ Engage with different types of social media – create a story based on a type of social media</li> <li>➤ Engage with and identify different types of media.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Following instructions.</li> <li>➤ Engage with stories about Ancient Greece and Democracy</li> <li>➤ Engage with Suffragette poetry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exploring information texts about culture.</li> <li>➤ Engage with a variety of plays and express your preferences..</li> <li>➤ Engage with drama based on diversity and create a simple performance.</li> <li>➤ School performance based on diversity.</li> </ul>
	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Write my life story (newspaper report)</li> <li>➤ Read and write fiction: My Dream Life</li> <li>➤ Read, write, discuss poetry: Past and Future</li> <li>➤ Engage with informational texts – labels and captions to describe me and my life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a biography – someone from the entertainment industry.</li> <li>➤ Create a poem/song based on an artist/poet that you admire.</li> <li>➤ Create a collaborative script and produce a short film.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Produce a TV /Radio news report based on a current health or disease concern.</li> <li>➤ Read and discuss fictional stories about mental health</li> <li>➤ Engage with poetry around illness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Research and create an advert</li> <li>➤ Social media – create a story based on social media.</li> <li>➤ Write a report: What and where is the media?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Following instructions and creating instructions based on Democracy?</li> <li>➤ Create a narrative based on Ancient Greece and Democracy.</li> <li>➤ Create and engage with Suffragette poetry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage with Information texts – what are the different types of culture?</li> <li>➤ Theatre review – watch a variety of plays and write a review based on your favourite.</li> <li>➤ Create a drama performance based on diversity</li> <li>➤ School performance based on diversity.</li> </ul>
YEAR 9 & YEAR 10	<i>Themes</i>	<b>LOOKING AFTER MYSELF</b>	<b>LIVING INDEPENDENTLY</b>	<b>TRAVELLING INDEPENDENTLY &amp; SAFELY IN THE COMMUNITY</b>	<b>BEING CONFIDENT AND ASSERTIVE</b>	<b>ENTERPRISE – WORKING IN A CAFE</b>	<b>LOOKING FOR WORK</b>

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	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Report writing- discovering things I need to keep healthy.</li> <li>➤ Create a Comic strip - sequencing daily routine</li> <li>➤ Diary writing: recognising what makes me feel good</li> <li>➤ Engage and interact with poetry/songs about being happy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging with bills</li> <li>➤ Stories – going shopping</li> <li>➤ Bank account - engaging with bank literature/statements</li> <li>➤ Engaging with literature based on Christmas spending (catalogues)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging with travel stories.</li> <li>➤ Engaging with keeping safe literature and online.</li> <li>➤ Writing: how I feel when I travel.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poetry – engaging with poetry based on strengths.</li> <li>➤ Information texts – engage with texts about how to be more assertive and confident.</li> <li>➤ Persuasive writing - asking for what I want.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading Café menu's</li> <li>➤ Role play – working in a cafe</li> <li>➤ Create and open a classroom cafe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging with stories about jobs.</li> <li>➤ Letter writing – engaging with letters</li> <li>➤ All about me/engaging with application forms.</li> </ul>
	<b>Higher theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Report writing - report on my own health needs e.g. mental, physical, spiritual</li> <li>➤ Create a comic strip – describing how I take care of myself.</li> <li>➤ Keep a diary: What makes me feel good and supports my mental health. Read, discuss, respond and create poems/songs about being happy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and understanding bills</li> <li>➤ Read stories – have I got enough money?</li> <li>➤ Bank account - engaging with and creating samples of bank literature/statements</li> <li>➤ What I'm going to spend my savings on at Christmas. (create a catalogue)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading travel stories and creating your own.</li> <li>➤ Creating a 'how to keep safe while travelling' pamphlet.</li> <li>➤ Writing personal experiences of travelling and keeping safe.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Poetry - I can, I do – creating and engaging with positive themed poetry.</li> <li>➤ Engage with and create an information text about how to be more assertive and confident</li> <li>➤ Persuasive writing - how to get what I want in a confident and assertive way.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Researching and creating a café menu</li> <li>➤ Research different job roles in a café and practise them in role plays.</li> <li>➤ Create and open a classroom café</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engaging with and writing stories about jobs.</li> <li>➤ Letter writing – sending formal letters to employers.</li> <li>➤ CV/application form writing.</li> </ul>

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 UPPER SCHOOL - EXAMS  YEA R 9 & YEA	<b>Lower theme learners can:</b>	<ul style="list-style-type: none"> <li>➤ Explore legends, fairy tales &amp; folklore.</li> <li>➤ Characters and setting: How does it affect stories?</li> <li>➤ Plot Structure and themes: Beginning, middle and end</li> <li>➤ Recognize character, setting, plot and theme.</li> <li>➤ Invert a simplified fairy tale (e.g. hero turn villain, male lead to female lead)</li> <li>➤ Introduction to writing your own British Legend or Fairy tale</li> <li>➤ Write your legend/fairy tale</li> <li>➤ Present your stories</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to non-fiction text and WW2</li> <li>➤ Historical context: The holocaust</li> <li>➤ Diary Writing: Anne Frank</li> <li>➤ Themes and Sentence structure</li> <li>➤ Narrative perspective</li> <li>➤ Research and plan historical non-fiction</li> <li>➤ Writing historical non-fiction</li> <li>➤ WW2 presentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to Poetry &amp; Poet (Dahl, Duffy, and/or Zephania)</li> <li>➤ Exploring rhyme and rhythm</li> <li>➤ Understand imagery and descriptive language</li> <li>➤ Explore characters and dialogue</li> <li>➤ Poetic Devices: Identify alliterations and onomatopoeia</li> <li>➤ Writing simple poetry</li> <li>➤ Creating Visual Poetry</li> <li>➤ Present favourite poems, created poems and visual poetry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read and discuss comic book structure and stories</li> <li>➤ Create a comic book/strip</li> <li>➤ Peer assess comic strips, giving constructive feedback</li> <li>➤ Write formal and informal letters to a specific person or organization</li> <li>➤ Write a college application form</li> </ul>	<b>Revision &amp; mock papers for Functional Skills exams</b> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<b>Exams</b> <ul style="list-style-type: none"> <li>➤ Create a play and perform it.</li> </ul>
	<b>Higher learners can:</b>	<ul style="list-style-type: none"> <li>➤ Discuss what legends, fairy tales &amp; folklore are.</li> <li>➤ Character analysis and how setting contributes to the story.</li> <li>➤ Identify common plot structure and themes.</li> <li>➤ Analyse a legend or fairy tales using previous knowledge.</li> <li>➤ Invert a fairy tale (e.g. from villains perspective, what if the protagonist was female)</li> <li>➤ Plan and structure your own story: Focus on beginning</li> <li>➤ Write your legend/fairy-tale</li> <li>➤ Present your stories, give and receive feedback from peers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduction to non-fiction and WW2: Why are they connected?</li> <li>➤ Exploring characters and historical context: The holocaust</li> <li>➤ Diary Writing and Perspective: Anne Frank</li> <li>➤ Analysing themes and sentence structure</li> <li>➤ Narrative perspective and voice</li> <li>➤ Read, research and plan historical non-fiction</li> <li>➤ Writing historical non-fiction</li> <li>➤ WW2 presentation and reflection</li> </ul>	<ul style="list-style-type: none"> <li>➤ To understand what poetry is and introduce Dahl/Duffy/Zaphania's famous works</li> <li>➤ Identify rhymes and rhythm in poetry</li> <li>➤ Understand and identify imagery and use descriptive language</li> <li>➤ Understand how characters and dialogue are used in poetry</li> <li>➤ Poetic Devices: Identify and use alliterations and onomatopoeia</li> <li>➤ Writing poetry</li> <li>➤ Combine art and poetry to create visual poetry</li> <li>➤ Create a presentation/installation to present favourite poems. Own poems and visual poetry.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a variety of formal and non-formal texts (comic books, articles)</li> <li>➤ Choose a medium to write a journalistic report on a subject of your choice</li> <li>➤ Present on a preference between written and spoken English in journalism</li> <li>➤ Write formal and informal letters to a specific person or organization</li> <li>➤ Write a college or apprenticeship application form, or a CV</li> </ul>	<b>Revision &amp; mock papers for Functional Skills exams</b> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<b>Exams</b> <ul style="list-style-type: none"> <li>➤ Create a play and perform it.</li> </ul>
	<b>No Theme</b>						

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	<b>Lower learners can:</b>	<ul style="list-style-type: none"> <li>➤ Pay attention to detail</li> <li>➤ Recognise when you have been given an instruction, and recognize the opposite of it.</li> <li>➤ Give your opinion on a range of text. Write your opinion, using correct punctuation e.g., capital letters, full stops.</li> <li>➤ Investigate functional signs that are related to travel e.g., airport, underground, bus etc.</li> <li>➤ Create signs relating to travel. Create your own instructions to describe how you would make a journey.</li> <li>➤ Role play your own and others' instructions and give peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Engage and read product advertisements</li> <li>➤ Create a poster of your favourite product and use words to describe it</li> <li>➤ Record yourself describing your favourite product.</li> <li>➤ Read product catalogues. Create your own</li> <li>➤ Ask your classmate to describe their favourite product/clothing to you. You must be able to repeat back the information. Swap places.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read stories of hero's and heroines</li> <li>➤ Create your characters names</li> <li>➤ Create a pack of questions to ask a chosen Hero/Heroine.</li> <li>➤ Read informational texts – war memorials</li> <li>➤ Create a brochure/tourist poster about a war memorial</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read biographies</li> <li>➤ Create a biographical comic strip of someone you admire. Peer assess work, giving positive and constructive feedback, and suggestions for improvements.</li> <li>➤ Write a letter to the person you admire.</li> <li>➤ Write an apprentice/volunteer application form</li> </ul>	<b>Revision &amp; mock papers for Functional Skills exams</b> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<b>Exams</b> <ul style="list-style-type: none"> <li>➤ Create a song and perform it</li> </ul>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Higher learners can:</b>	<ul style="list-style-type: none"> <li>➤ Pay attention to detail and relay it back correctly</li> <li>➤ Debate an issue</li> <li>➤ Explore a range of texts and give your opinion on them. Choose ones that are at the correct level for you.</li> <li>➤ Write a book review of your favourite text, using punctuation.</li> <li>➤ Read travel blogs – what are the main point being made? Create your own travel blog</li> <li>➤ Create a set of instructions, using chronological terms.</li> <li>➤ Role play the instructions created by other members of your class. Make constructive changes and improvements. Test their efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a variety of product reviews – does the language change depending on the product type?</li> <li>➤ Write a product review –appropriate language for audience</li> <li>➤ Record yourself presenting a product review.</li> <li>➤ Read a variety of art reviews –is the language affected by the age of the author or by the audience that it is aimed at?</li> <li>➤ Write an art review - appropriate language for audience</li> <li>➤ Record an art review. Watch one another's reviews and give peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read stories of hero's and heroines</li> <li>➤ Create your own stories</li> <li>➤ Make a presentation arguing why you have chosen your particular hero/heroine.</li> <li>➤ Read informational texts – war memorials</li> <li>➤ Write a detailed report on the history of a chosen war memorial that could be used by a tourist when they visit.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read biographies</li> <li>➤ Biographical report of someone you admire.</li> <li>➤ Find your person being interviewed on tv/online and compare it to written biographical pieces. Create a presentation stating your preference of media and explain why.</li> <li>➤ Write a letter to the person you admire. Write an example of a formal and informal letter.</li> <li>➤ Write an apprenticeship/volunteering application form with a covering letter.</li> </ul>	<b>Revision &amp; mock papers for Functional Skills exams</b> <ul style="list-style-type: none"> <li>➤ Revision of writing formats (formal, informal, diary entries, reports, reviews)</li> <li>➤ Communicate and present evidence-based opinions through debate</li> <li>➤ Spelling tests</li> <li>➤ Guided reading &amp; summarizing texts</li> <li>➤ Write an article reviewing the school year</li> </ul>	<b>Exams</b>  Create a play and perform it.