

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

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- PREPARING FOR ADULTHOOD	Themes	LOOKING AFTER MYSELF	LIVING INDEPENDENTLY	TRAVELLING INDEPENDENTLY & SAFELY IN THE COMMUNITY	BEING CONFIDENT AND ASSERTIVE	ENTERPRISE – WORKING IN A CAFE	LOOKING FOR WORK
	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Report writing- discovering things I need to keep healthy. ➤ Create a Comic strip - sequencing daily routine ➤ Diary writing: recognising what makes me feel good ➤ Engage and interact with poetry/songs about being happy 	<ul style="list-style-type: none"> ➤ Engaging with bills ➤ Stories – going shopping ➤ Bank account - engaging with bank literature/statements ➤ Engaging with literature based on Christmas spending (catalogues) 	<ul style="list-style-type: none"> ➤ Engaging with travel stories. ➤ Engaging with keeping safe literature and online. ➤ Writing: how I feel when I travel. 	<ul style="list-style-type: none"> ➤ Poetry – engaging with poetry based on strengths. ➤ Information texts – engage with texts about how to be more assertive and confident. ➤ Persuasive writing - asking for what I want. 	<ul style="list-style-type: none"> ➤ Reading Café menu's ➤ Role play – working in a cafe ➤ Create and open a classroom cafe 	<ul style="list-style-type: none"> ➤ Engaging with stories about jobs. ➤ Letter writing – engaging with letters ➤ All about me/engaging with application forms.
	Higher theme learners can:	<ul style="list-style-type: none"> ➤ Report writing - report on my own health needs e.g. mental, physical, spiritual ➤ Create a comic strip – describing how I take care of myself. ➤ Keep a diary: What makes me feel good and supports my mental health. Read, discuss, respond and create poems/songs about being happy 	<ul style="list-style-type: none"> ➤ Reading and understanding bills ➤ Read stories – have I got enough money? ➤ Bank account - engaging with and creating samples of bank literature/statements ➤ What I'm going to spend my savings on at Christmas. (create a catalogue) 	<ul style="list-style-type: none"> ➤ Reading travel stories and creating your own. ➤ Creating a 'how to keep safe while travelling' pamphlet. ➤ Writing personal experiences of travelling and keeping safe. 	<ul style="list-style-type: none"> ➤ Poetry - I can, I do – creating and engaging with positive themed poetry. ➤ Engage with and create an information text about how to be more assertive and confident ➤ Persuasive writing - how to get what I want in a confident and assertive way. 	<ul style="list-style-type: none"> ➤ Researching and creating a café menu ➤ Research different job roles in a café and practise them in role plays. ➤ Create and open a classroom café 	<ul style="list-style-type: none"> ➤ Engaging with and writing stories about jobs. ➤ Letter writing – sending formal letters to employers. ➤ CV/application form writing.

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- EXAMS FOR ADULTHOOD	<i>No Theme</i>						
	Lower learners can:	<ul style="list-style-type: none"> ➤ Pay attention to detail ➤ Recognise when you have been given an instruction, and recognize the opposite of it. ➤ Give your opinion on a range of text. Write your opinion, using correct punctuation e.g., capital letters, full stops. ➤ Investigate functional signs that are related to travel e.g., airport, underground, bus etc. ➤ Create signs relating to travel. Create your own instructions to describe how you would make a journey. ➤ Role play your own and others' instructions and give peer feedback. 	<ul style="list-style-type: none"> ➤ Engage and read product advertisements ➤ Create a poster of your favourite product and use words to describe it ➤ Record yourself describing your favourite product. ➤ Read product catalogues. Create your own ➤ Ask your classmate to describe their favourite product/clothing to you. You must be able to repeat back the information. Swap places. 	<ul style="list-style-type: none"> ➤ Read stories of hero's and heroines ➤ Create your characters names ➤ Create a pack of questions to ask a chosen Hero/Heroine. ➤ Read informational texts – war memorials ➤ Create a brochure/tourist poster about a war memorial 	<ul style="list-style-type: none"> ➤ Read biographies ➤ Create a biographical comic strip of someone you admire. Peer assess work, giving positive and constructive feedback, and suggestions for improvements. ➤ Write a letter to the person you admire. ➤ Write an apprentice/volunteer application form 	Revision & mock papers for Functional Skills exams <ul style="list-style-type: none"> ➤ Revision of writing formats (formal, informal, diary entries, reports, reviews) ➤ Communicate and present evidence-based opinions through debate ➤ Spelling tests ➤ Guided reading & summarizing texts ➤ Write an article reviewing the school year 	Exams <ul style="list-style-type: none"> ➤ Create a song and perform it

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