

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- PREPARING FOR ADULTHOOD	Themes	MAKING AND KEEPING FRIENDS	LOOKING AFTER AND IMPROVING MY HOME (INC. PETS AND PLANTS)	HOBBIES AND COMMUNITY	MAKING DECISIONS	MAKING AND SELLING A PRODUCT	STAYING & PROGRESSING IN EDUCATION/ TRAINING/ WORK/ VOLUNTEERING
	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Fiction – engaging with stories about friends. ➤ Non-fiction – exploring real life friendship stories ➤ Poetry – engaging with poetry about friendship ➤ Non-fiction - engage with rules around friendship and discuss what things are important to you. 	<ul style="list-style-type: none"> ➤ Following instructions – looking after a pet/animal ➤ Engage with home improvement websites and literature ➤ Engage with fiction about pets ➤ Following instructions for decorating your home and Christmas tree for the Christmas season 	<ul style="list-style-type: none"> ➤ Engage with information about hobbies and community events ➤ Explore stories with a hobby/ community theme. ➤ Explore non-formal letters and postcards about hobbies and interests 	<ul style="list-style-type: none"> ➤ Engage with persuasive writing – how to get what I want. ➤ Exploring e-safety and making good decisions online ➤ Engage with stories about making a decision. 	<ul style="list-style-type: none"> ➤ Engage with online information about class enterprise products and projects ➤ Engage with and follow instructions to make a product/project for a class enterprise ➤ Engage with promotional literature and prepare to sell the enterprise product 	<ul style="list-style-type: none"> ➤ Engage with literature for education, training, work, volunteering. ➤ Engage with stories about education ➤ Create a presentation about all that you have learnt about education, training, work, volunteering

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Higher theme learners can:	<ul style="list-style-type: none"> ➤ Fiction – engaging with and creating stories about friends. ➤ Non-fiction – exploring and writing a newspaper report about real life friendships ➤ Poetry – engaging with and creating poetry about friendship ➤ Non-fiction:- write your own set of rules that are important for maintaining good friendships. 	<ul style="list-style-type: none"> ➤ Create and following instructions – looking after a pet/animal ➤ Create a home improvement brochure. ➤ Create a story about pets. ➤ Create and follow instructions for decorating your home and Christmas tree for the Christmas season. 	<ul style="list-style-type: none"> ➤ Create information leaflets about hobbies and community events ➤ Explore and create stories with a hobby/community theme ➤ Explore and create non-formal letters and postcards about hobbies and interests 	<ul style="list-style-type: none"> ➤ Create a piece of persuasive writing that will support someone to make a decision. ➤ Explore e-safety and creating a leaflet/booklet to support others to make good decisions online. ➤ Engage with and create stories about decision making 	<ul style="list-style-type: none"> ➤ Engage with and create a plan for a class enterprise product/project ➤ Create and follow instructions to make a product/project for a class enterprise ➤ Create promotional literature and sell the enterprise product. 	<ul style="list-style-type: none"> ➤ Explore literature for education etc. and create a leaflet for a section that you would like to attend. ➤ Engage with and create a story about education ➤ Research education etc. and create a presentation about the different opportunities available.

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YEAR 9 UPPER SCHOOL - EXAMS	Lower theme learners can:	<ul style="list-style-type: none"> ➤ Explore legends, fairy tales & folklore. ➤ Characters and setting: How does it affect stories? ➤ Plot Structure and themes: Beginning, middle and end ➤ Recognize character, setting, plot and theme. ➤ Invert a simplified fairy tale (e.g. hero turn villain, male lead to female lead) ➤ Introduction to writing your own British Legend or Fairy tale ➤ Write your legend/fairy tale ➤ Present your stories 	<ul style="list-style-type: none"> ➤ Introduction to non-fiction text and WW2 ➤ Historical context: The holocaust ➤ Diary Writing: Anne Frank ➤ Themes and Sentence structure ➤ Narrative perspective ➤ Research and plan historical non-fiction ➤ Writing historical non-fiction ➤ WW2 presentation 	<ul style="list-style-type: none"> ➤ Introduction to Poetry & Poet (Dahl, Duffy, and/or Zephania) ➤ Exploring rhyme and rhythm ➤ Understand imagery and descriptive language ➤ Explore characters and dialogue ➤ Poetic Devices: Identify alliterations and onomatopoeia ➤ Writing simple poetry ➤ Creating Visual Poetry ➤ Present favourite poems, created poems and visual poetry. 	<ul style="list-style-type: none"> ➤ Read and discuss comic book structure and stories ➤ Create a comic book/strip ➤ Peer assess comic strips, giving constructive feedback ➤ Write formal and informal letters to a specific person or organization ➤ Write a college 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 play and perform it.
	Higher learners can:	<ul style="list-style-type: none"> ➤ Discuss what legends, fairy tales & folklore are. ➤ Character analysis and how setting contributes to the story. ➤ Identify common plot structure and themes. ➤ Analyse a legend or fairy tales using previous knowledge. ➤ Invert a fairy tale (e.g. from villains perspective, what if the protagonist was female) ➤ Plan and structure your own story: Focus on beginning ➤ Write your legend/fairy-tale ➤ Present your stories, give and receive feedback from peers. 	<ul style="list-style-type: none"> ➤ Introduction to non-fiction and WW2: Why are they connected? ➤ Exploring characters and historical context: The holocaust ➤ Diary Writing and Perspective: Anne Frank ➤ Analysing themes and sentence structure ➤ Narrative perspective and voice ➤ Read, research and plan historical non-fiction ➤ Writing historical non-fiction ➤ WW2 presentation and reflection 	<ul style="list-style-type: none"> ➤ To understand what poetry is and introduce Dahl/Duffy/Zaphania's famous works ➤ Identify rhymes and rhythm in poetry ➤ Understand and identify imagery and use descriptive language ➤ Understand how characters and dialogue are used in poetry ➤ Poetic Devices: Identify and use alliterations and onomatopoeia ➤ Writing poetry ➤ Combine art and poetry to create visual poetry ➤ Create a presentation/installation to present favourite poems. Own poems and visual poetry. 	<ul style="list-style-type: none"> ➤ Read a variety of formal and non-formal texts (comic books, articles) ➤ Choose a medium to write a journalistic report on a subject of your choice ➤ Present on a preference between written and spoken English in journalism ➤ Write formal and informal letters to a specific person or organization ➤ Write a college or apprenticeship application form, or a CV 	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 play and perform it.

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YEAR 9 & YEAR 10 & YEAR 11 UPPER SCHOOL- EXAMS FOR ADULTHOOD	No Theme						
	Lower learners can:	<ul style="list-style-type: none"> ➤ Argue an issue that you feel strongly about. ➤ Choose texts that you enjoy reading. ➤ Write a simple review of the texts that you have explored, using correct punctuation e.g., capital letters, full stops. ➤ Investigate and create functional signs that are related technology and safety. ➤ Create your own instructions to describe how you would use an item of tech. ➤ Role play your own and others' instructions and give peer feedback. 	<ul style="list-style-type: none"> ➤ Engage with and read product information for furnishing a home. ➤ Create a poster of your favourite product and use words to describe it. Record yourself describing your favourite product. ➤ Create a home furnishing/product catalogue ➤ Ask your classmate to describe their favourite product/home furnishing to you. Repeat back the information. 	<ul style="list-style-type: none"> ➤ Read about relationships ➤ Make up characters ➤ Ask questions regarding your characters ➤ Read information texts – young adult mental health. ➤ Create a brochure/tourist poster about self-care and how to support your mental health. 	<ul style="list-style-type: none"> ➤ Read an autobiography ➤ Create a comic strip autobiography. Look through everyone's comic strip, peer assess, give feedback. ➤ Write a letter to a publisher, requesting they publish your autobiography. ➤ Practice formal letter writing to a prospective employer requesting work experience, apprenticeship etc. 	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 leaflet/poster detailing your Cambridge career.

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Higher learners can:	<ul style="list-style-type: none"> ➤ Argue against an issue that you feel strongly about. ➤ Choose texts that you enjoy reading and demonstrate that you are challenging yourself with your reading choices. ➤ Write a book review of your favourite text, giving reasons for your choices, using punctuation. ➤ Research and create your own technology blog ➤ Create a set of instructions, using chronological terms to describe how you would use a piece of tech. ➤ Role play the instructions created by other members of your class. Make constructive changes and improvements and identify where the instructions did and did not make sense. Test their efficacy. 	<ul style="list-style-type: none"> ➤ Read a variety of product information and reviews for furnishing a home –does the language change depending on the product type? ➤ Write a product review –specific to an audience ➤ Record yourself presenting a product review. ➤ Read a variety of home furnishing/decorating reviews –is the language affected by the age of the author or by the audience that it is aimed at? ➤ Write a home furnishing/product review- specific to an audience ➤ Record a home furnishing/product review. Watch one another's reviews and give peer feedback. 	<ul style="list-style-type: none"> ➤ Read about relationships ➤ Create your own story based on a relationship. ➤ Make a PowerPoint presentation arguing which qualities you feel are the most important in friends and family. ➤ Read information texts – restorative justice. Research the principals of restorative justice and how this can be used to repair relationships. ➤ Draft a detailed guide on restorative justice, its benefits and how it could be used in school. 	<ul style="list-style-type: none"> ➤ Read an autobiography ➤ Write your autobiography in some details ➤ Share your autobiography. Create questions based on a peers autobiography. Take it in turns to interview and be interviewed. ➤ Write a formal letter to a publisher, requesting them to publish your autobiography. Write an informal letter to a friend requesting that they read your autobiography. ➤ Formal letter writing to a variety of prospective employers requesting work experience, apprenticeship etc. Consider the language you should use with different employers/jobs. 	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 brochure detailing your Cambridge career